Aggressive behavior and the influencing factors at five schools in Johor bahru

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ABSTRACT

The objective of the study is to identify the perception of the students on aggressive attitude in five secondary schools in Johor Bahru town. This study also attempts to identify the factor of aggressive and types of aggressive attitude in the school. About 260 questionnaires were distributed at random stage to aggressive student from form one, two and four. The instrument used was the Mooney Problem Check List which was later analysis by the SPSS11.5 *(Statistical Package For Sosial Science)*. It contained 64 likert skill items. The reliability value *(alpha croanbach)* of the instrument was 0.81. Descriptive statistic in the form of mean, standard deviation and percentage was used in data analysis. As a whole, the result of the study shows the level students aggressiveness in secondary schools in Johor Bahru area were quite high. The hypothesis shows that there is no significant difference between aggressive factor and student rate. There is significant relationship between types of aggressive and family income. Students' perception between aggressive attitude in secondary school show that environment of school is dominant (mean 4.1), less attention from family background (mean 3.8), students' attitude (mean 3.88), psychology (mean 3.65) and their friends (mean 3.68). The most aggressiveness among student was shown that physical attitude (mean 3.57), verbal (mean 3.53) and anti social (mean 3.34). Thus this research shows that the aggressive attitude among students in Johor Bahru town is quite high. The study suggested that the school should identify aggressiveness culture among the students and should implement the peer program therefore the problems will be decrease.

Introduction

The function of school as an institution in forming and educating people according to the insight of our country's desire is a very challenging task. All parties that involve in school institution like the government, administration, teachers, parents and students have big responsibilities in ensuring the success of future generation. Newspaper reports (*Harian Metro*, 25 March 2004; *Berita Harian* 25 March 2004) showed an increment in juvenile crimes done by school's students such as gangsterism, fighting, free sex and bullying that less or more affecting schools' functions in molding and educating future generation. This is also added with crimes and serious discipline problems occurred in schools (*Utusan Malaysia*, 25 March 2004). This problems need to be settled as soon as possible since it affect schools' image as an institution of education as well as it give an impact to future development and survival of the country.

The problems of aggressive behavior that violate and infringe the protected norms in the society have been a critical question and need a set of effective solutions (*National Social Problemn Programme Committee*, 1995). Lee Lam Thye (1997) in an interview in *Mingguan Malaysia* 8 July 1997 stated that most of adolescent aged of 15 to 21 years old involved in vandalism. A report made by *School Discipline Unit, Kementerian Pendidikan Malaysia (KPM)* showed that there are 53 types of misbehaves problems done by students. From this number, 4,035,876 cases happened in primary schools and others happened in secondary schools.

There are many incidents of students' aggressive behavior happened these past few days and often get attention by many parties and local medias. This study is intended to determine the factors that influence students to behave aggressively and what are the types of aggressive behavior done by students according to students' perception in schools in Johor Bahru.

Aggressive is an extreme action that may cause discipline problems among students that in turn may affect students' behavior. Discipline problems that arise give pressure to the students themselves, family, school's organization, community and the country. Discipline is a kind of social control that is needed to form a peaceful life (Azizi et.al.2009a)

Students' aggressive behavior caused so many problems especially to school organization in forming an effective teaching and learning process.

This problem needs to be controlled and settled from early level so that this problem would not become worse until it may cause various discipline problems and challenge the authority of education system.

Students are leaders for the future, thus we do not want our country be conducted by problematic leaders. Our country's dignity lies in the hands of its citizens and it is the responsibilities of parents, teachers and community in moulding these problematic students.

Therefore, this study is conducted in order to seek for the factors that influenced aggressive behaviour among students and the types of aggressive behavior in secondary schools that contribute to schools' problems around Johor Bahru from the perceptions of problematic students. This study is also intended to find the differences of aggressive behavior according to sex factors and the relationship of behavior with parents' income (Azizi et.al 2009b).

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Method

This study is only focused on samples from five secondary schools around Johor Bahru that are SMK St Joseph, SMK(P) Sultanah Aminah, SMK Tasik Utara 2, SMK Dato Jaafar and SMK Aminuddin Baki. This study is conducted in the selected schools because all these schools fulfilled the necessary criteria for this study. The variables used in this study such as aggressive behavior factors, types of aggressive behavior, sex and parents' income are only limited to what had been stated in this study.

This study is a descriptive. According to Majid (1998), " Descriptive research was the research that aims to explain phenomenon happened" The type of this study is a survey study. This study is conducted in five selected secondary schools in Johor Bahru involving Form One, Form Two and Form Four students. The questionnaire is built by referring to "*Problem Checklist Mooney*" as guidance. Instrument in form of questionnaire is the effective method to get information from respondents (Tuckman, 1978). Cates (1980) felt that, the use of instrument in form of questionnaire is effective if it is well prepared and contain consistent and reliable items. The items are divided into three parts; Part A for demography, Part B for factors of aggressive behavior and Part C for types of aggressive behavior.

Descriptive research was the research that aims to explain phenomenon happened

This study is only focused on samples from five secondary schools around Johor Bahru that are SMK St Joseph, SMK(P) Sultanah Aminah, SMK Tasik Utara 2, SMK Dato Jaafar and SMK Aminuddin Baki. The samples are determined using the method used by Krejcie and Morgan (1970). The samples involved are 160 students. Twenty to 40 students are selected by randomly ranked from each school.

Result

Based on table 1 student seeing school environment factor most dominant converge to aggressive treatment student in secondary school because student do not like or does not feel comfortable with school environment. The highest mean of school environment was 4.10 with standard deviation 0.95 of "I like to be at school". There are 199 people (76.5 percent) do not agree while 1 people (0.4 percent) not sure and 60 people agree (25.4 percent). This findings showed majority of students do not like be at school.

 " My school have many programs " showed mean score 4.02 with standard deviation 0.99. There are 223 people (85.8 percent) agreed and 37 people (14.7 percent) very agreed. As many as 33 people (12.7 percent) do not agree and 4 people (1,5 percent) very do not agree. This show most students agree with their school have many programs generate students' knowledge and give them experience of curriculum and co-curriculum aspect.

Student thought school environment can help their learning with mean score 3.64 and standard deviation 1.0. This finding showed that student disagree with this statement where as many as 41 people (15.7 percent) agree, 43 not sure people (16.5 percent) and 176 people do not agree (67.7 percent)

Lowest mean score in the factor of school environment determine aggressive treatment student at school was "I comfortable with school discipline" with mean score 3.28 and standard deviation 0.82. As many as 133 people (51.2 percent) agreed 71 people (27.3 percent) not sure while as many as 56 people (21.6 percent) do not agree in ascertaining aggressive student treatment.

Based on table 2, most students agree to say that their parents were very busy until move towards to bias in student attitude further influence their attitude when at school. Retrieval result from studies find out the mean highest score is 4.42 with standard deviation of 0.99 agree that 'my parent is always busy". As many as 140 people (53.9 percent) agreed their parents always busy, 2 people (0.8 percent) do not agree that their parents busy while 12 people (4.6 percent) not sure.

"Parent sympathy against me" shows medium mean score of 3.94 with standard deviation 0.87. As many as 132 students (50.8 percent) do not agree that their parents' sympathy and 77 students (29.6 percent) do not agree while 13 students (5.0 percent) not sure and 34 students (13.1 percent) agree this factor contributed to student act aggressively in secondary school in Bandar Johor Bahru's area.

Student's background factor contribute to student's aggressive behavior in secondary school in Bandar Johor Bahru's area which showed lowest mean score was " my parent is always expect the best examination result" namely 3.53 with standard deviation 0.93. As many as 138 students (53.1 percent) agree 61 students (23.5 percent) not sure and 29 students (11.5 percent) do not agree parent.

Total average of mean score for the factor of distribution family background was 3.86 with as much as standard deviation 0.53. This show family background factor be in high-level

Table 3 above shows respondent distribution of student attitudinal factors converge to occurrence of aggressive behavior among students in Johor Bahru city's area. Retrieval result from studies carried out showing highest mean score 4.39 with standard deviation 0.98 of "I like to try something new" with 229 students (93.1 percent) very agree, 6 students (2.3 percent) not sure and 21 students do not agree (9.6 percent).

Lowest mean score to student attitudinal factors to determine most dominant factor on aggressive student behavior was 3.58 with standard deviation 1.28 " I like to involving self in school programme". Study findings result was carried out on students show 125 students (59.7 percent) do not agree.

Overall, total average score mean of distribution of student attitudinal factors on aggressive treatment student was 3.99 with total standard deviation 0.55. This shows that student' attitudinal factors are in high-level.

Table 4 show the respondent distribution based on percentage, mean and standard deviation on psychological factor on aggressive treatment student. Mean score highest to "I can accept when fined" as much as 4.2 with standard deviation 1.24. As many as 214 people agree (82.3 percent) while 41 people (15.8 percent) agreed. All average student in secondary school in Bandar Johor Bahru's area do not agree psychological factor converge to aggressive treatment student.

Student dislike to give up feeling angry of inside psychological factor determine factor most dominant on aggressive treatment student in secondary school in Bandar Johor Bahru's area was 4.22 with standard deviation 0.71. Retrieval result show as many as 249 students (95.7 percent) do not agree, as many as 11 students (4.3 percent) agreed they like give up feeling angry.

Lowest mean score in ascertaining the most dominant factor on aggressive treatment student in five secondary school in Bahru Johore city's area 2.6 with standard deviation 0.94. Based on the study findings result "I know how to overcome personal problem" show as many as 84 students (32.3 percent) agreed, 176 students (67.7 percent) do not agree.

Overall score average mean of psychological factor was 3.65 with total average of standard deviation was 0.55. This show psychological factor on student treatment in medium level.

Table 5 show distributions in percentage, mean and standard deviation of friend of same age factor in ascertaining factor most dominant on students' aggressive treatment in secondary school in Bandar Johor Bahru's area. Retrieval result from studies carried out showing friend of same age factor "my partner never did any mistakes at school" having total score mean highest namely 4.18 with standard deviation 1.17. Retrieval show as many as 188 students (64.5 percent) do not agree or while 47 students agreed (18 percent).

Score retrieval mean of 4.17 with standard deviation 1.18," My partner is always help me" show 175 students (88.3 percent) very disagree, as many as 45 students (18 percent) do not agree while 75 students (28.8 percent) not sure either their partner is always help or not.

Friend of same age factor "I revise with partner" shows lowest mean score to determine most dominant factor namely 3.31 with standard deviation 1.0. Retrieval result from studies was carried out on aggressive student show 174 students (66.9 percent) agreed that they revise with their partner and 86 students do not agree (37.4 percent).

Total average show total mean score of friend of same age factor was 3.68 with total standard deviation was 0.58. This retrieval show friend of same age factor in high-level.

Table 6 above showed respondent distribution Based on percentage, mean and standard deviation of physical that frequent kind of behavior factor occurring at secondary school in Johor Bahru area. Mean score highest was 4.0 with standard deviation 1.01. Most of the student doing aggressive actions "to get something" as many as 217 people (82.4 percent) agreed, and 43 people (16.6 percent) do not agree.

Retrieval result of research showed lowest mean score on physical manner 2.87 with standard deviation 0.89 namely "I like to try something which differ with other student". Majority of students do not agree as many as 108 students agreed (41.5 percent) and 62 people (23.5 percent) agreed while 90 people (34.6 percent) not sure.

Total average of kind of behavior which occurred in area among secondary school students Johor Bahru's city of mean score was 3.57 with his standard deviation was 0.62 and this show medium level

Table 7 show respondent distribution types of physical behavior. Student tease other student show mean score highest 3.94 and standard deviation 1.02. There are 212 students (81.5 percent) agreed they like to tease other while 36 students (13.1 percent) do not agree and only 12 people (4.6 percent) not sure with their action.

Student like to use current unpleasant word at school when a large number of students agree with this statements, 211 people (81.2 percent) and 49 people (18.9 percent) disagree. The lowest mean score is 2.95 with standard deviation of 1.20. Survey results had been analyzed showed 106 people (44.6 percent) agreed they can accept others' opinion, 1 people (0.4 percent) not sure and 152 people (55 percent) do not agree that they can accept opinions of others.

Total average of verbal behavior which occurred in area among secondary school students Johore Bahru's city of mean score was 3.53 with his standard deviation was 0.66 and show medium level.

Table 8 show majorities of students of their respondents agreed doing anti manner behavior social are only for fun and

with respectively mean score of 3.77 and standard deviation 1.21. Retrieval result show 190 students (73.4 percent) agreed, 70 people (27.6 percent) do not agree and 6 people (2.3 percent) very do not agree.

Lowest mean score on social anti behavior factor among students in secondary school in Johor Bahru city to determine the dominant factor done by students was 3.32 with standard deviation of 0.97. Findings showed most aggressive student agreed they like to shut off which 168 people (64.6 percent) agree, 15 people (5.8 percent) not sure and 77 people (29.6 percent) do not agree

The average mean score of anti kind of behavior social was 3.43 with standard deviation 0.55 and this show anti manner behavior social at moderate levels.

Based on table 9, findings showed value $p=0.87 > \alpha$ 0.05. As school environment factor has value significant is more than 0.05, then hypothesis (1) is accepted due to no significant difference.

Based on table 9, findings showed value $p=0.11 > \alpha$ 0.05. As family background factor has value significant is more than 0.05, then hypothesis (2) is accepted due to no significant difference

Based on table 9, findings showed value $p=0.48 > \alpha$ 0.05. As student attitudinal factors has value significant is more than 0.05, then hypothesis (3) is accepted due to no significant difference

Based on table 9, findings showed value $p=0.20 > \alpha$ 0.05. As psychological factor has value significant is more than 0.05, then hypothesis (4) is accepted due to no significant difference.

Based on table 9, findings showed value $p=0.15 > \alpha$ 0.05. As friend of same age factor has value significant is more than 0.05, then hypothesis (5) is accepted due to no significant differences.

Table 10 found that value r was -.112, it is showed that the relationship physical manner behavior with parents income were weak and (-) is inversely proportional between variable. While $P= 0.075 > \alpha$ 0.05. Null hypothesis is accepted. While the relationship physical manner behavior with parents income were weak and (-) is inversely proportional between variable. (r= -.177), While $P= 0.004 > \alpha$ 0.05. Null hypothesis is rejected. For the relationship between physical manner behavior with parents income were weak and (-) is inversely proportional between variable (r=-.127). While $P= 0.040 > \alpha$ 0.05. Null hypothesis is rejected

Discussion

Study showed that the most dominant factor towards aggressive student Based on student's perception angle in secondary school in Johor Bahru's city. The findings showed school environment factor are most dominant factors on aggressive student in five schools in Johor Bahru's city with mean score 4.10 and standard deviation 0.56. This are followed by student attitudinal factors with mean score 3.88 scores and standard deviation 0.65. Family background factor is in third group with mean score 3.86 and standard deviation 0.53 followed peer of same age factor with mean score 3.68 and standard deviation 0.58. . Less dominant factor was psychology with mean score 3.65 and standard deviation 0.55.

Highest Mean of school environment was 4.10 with standard deviation 0.95 show majority of student don't like being at school. School environment more converging to aggressive behavior when student don't like be at school because seeing the uninteresting learning environment in class and extremely tight school discipline. This findings is supported

by Morris's study (1962) which said main problem among students was about education and discipline cause little student impress on learning in class. Morris's specific finding has been made 40 years ago in United States. These mean that student problem in Johor Bahru's city now same state with United States student in year 1960 and may be heretofore. Student should use the advantages that schools provide to them. These problems happened maybe because they are lazy, uninterested for study or teacher factor.

Students don't like school regulations causing them to escape from school. The school should provide safe environment and courage student behave positively toward school. Banks's Study and Stephanie (2000) support by providing positive programs and policies through close cooperation between school community, parent and society. Students need to obey rules prepared to make sure that their learning is smooth and student refuse to do this is because they do not see rules positively.

In most schools in Johor Bahru's city always busy with various programs either curriculum or co-curriculum. These programmes cause aggressive student in secondary school in Johor Bahru's city feel uncomfortable. This retrieval contrary to Bucher (1983) has done one study on 200 female student on their view of benefit derivative of involvement in co-curriculum in pale respondents agreed this activity contribute positive physical development and personality. The schools need to draft various programs to be giving as much knowledge to students so that can produce quality student. The active programs are not linear with learning environment so that many students take advantages to skip class thus will drive students' aggressiveness even though the modules prepared are good.

Based on studies carried out to determine frequent type of behaviors which always students done in five school in Johor Bahru from the students' angel. The results show that no apparent difference in score mean between types of behaviors. All types of behaviors are always done by students in school. However, the highest mean score between three was physical manner behavior with mean score 5.57 and standard deviation 0.62. Most often kind of behavior from student's perception is value by observed how many frequent student acting this on other student. Research showed student behave offence physical to get something with mean score 4.0 with standard deviation 1.01. As many as 155 people (59.6 percent) agree to state physical kind of behavior in high level. This in support by Maccoby and Jacklin (1974,1980) thought youth 16 years old like to bully physically. Azizi (2004) also think that way in any behavior planned to hurt others, should be avoid.

Frustration, annoyance, and altogether easy causing mad. This feeling angry is one of important ingredients to generate aggressive behavior. Usually someone who mad tend to behave aggressive. Also found someone act aggressive without feel it. As such, factor to control aggressive behavior equally essential with raise aggressive feelings. Past knowledge is important mechanism to determine human act in aggressive manner. This group also believe aggressiveness able to bring profit and self-esteem can be increased with dominate others before serious matter happened (Crick And Dodge 1996)

Student doing these aggressive actions to get money, to show they are strong and like trying something new. This phenomenon converge to Stumphauzer's juvenile delinquency (1986) define juvenile offender as youth doing aggressive behavior. In order to be official offender, that youth or child has been interfered the laws of the country or government judicature. This misconduct may include absent, bully,

gangsterism, smoking, steal, blackmail, smoke, drug, discipline violation to grave crime.

Study findings shows there are no significant difference among school environment factor, background, psychology, student and peer group attitude on aggressive student with male student and female student. Thus, hypothesis is rejected based on T-test analysis. This show all factors had no difference on male student and female student.

Hypothesis assumes there was no significant relationship between physical manner behavior with parents' income. Analysis result shows weak relation (-.112) and negative value shows proportional variable inverse where a variable increase and another will decline and vice versa. The value is not significant (0.075) compared to significant level shows there is no relation. These survey results show students' physical behaviors are not significant with parents' income in five schools in Johor Bahru city's area.

Hypothesis assumes there was no significant relationship between behavior verbal and antisocial with parents' income. Analysis result show weak relation (-.177) and (-.127) negative value show proportional variable inverse where a variable increase and another will decline and so conversely. Significant value (0.004) and (0.040) compared to significant level 0.05 show there is relation. Result research showed found significant relationship between behavior verbal and anti manner behavior social with parents' income.

Conclusion

The findings can be conclude that factor most dominant was school environment factor which influenced student behave aggressive in daily secondary school in five schools in Johor Bahru's city. Learning environment at school very important in develop student with the interest seeking for knowledge. The comfortable learning environment with all cooperation will be able to reduce students' aggressive behavior. To achieve this objective, all parties such as the school, teacher, peer and student must give a high commitment. Student often do physical offence such as hit, hurt, hurt, bullying , steal and vandalism at school Based on student's perception because doing physical offence can give satisfaction more compared other behavior such as verbal and anti-social. Study findings also found there were no differences among school environment factor, family background, student, psychology and peer group attitude of aggressive student with sex.However, students misuse freedom which gave by parents to achieve same desire with men. Relationship between behavior and parents' income show weak level and relationship between two variables is inversely proportional

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Table 1 : Respondent Distribution Based on Percentage, Mean And Standard Deviation School Environment Factor (n=260)

School environment factor	A		U		DA		Mean	SD
	F	%	f	%	f	%		
I like school rules	50	19.2	33	7	177	68.1	3.75	1.1
I am comfirtable with school invironment	42	16.2	15	5.8	203	88	3.87	1.0
I like to be at school	60	25.4	1	0.4	199	76.5	4.1	0.95
Class environment is really enjoyable	56	21.6	13	5.0	190	63.0	3.86	1.26
My school have many programs	223	85.8	0	0	37	14.2	4.02	0.99
School environment can help my learning	41	15.7	43	16.5	176	67.7	3.64	1.02
I am comfirtable with school discipline	56	21.6	71	27.3	133	51.2	3.28	0.83
Teacher always observe students' performance	75	28.9	0	0	185	71.1	3.65	1.22
Total Average							4.10	.56

A   agree   U   uncertain   DA   Disagree

Table 2 : Respondent Distribution Based on Percentage, Mean And Standard Deviation Of Family Background Factor (n=260)

Family Background Factor	A		U		DA		Mean	SD
	F	%	f	%	f	%		
My relationship with parent / good keeper	53	18.4	0	0	212	81.5	3.68	.90
My parent is all along busy	221	85.0	12	4.6	27	10.4	4.27	.99
My parent have never vexed me	35	12.8	12	4.6	213	81.9	3.68	.72
Parent sympathy against me	38	14.6	13	5.0	209	61.4	3.94	1.0
All along parent disciplining me	23	8.9	26	10.0	211	81.2	3.79	.74
Parent know my activity outdoors	31	11.9	29	11.2	200	76.3	3.87	.90
Parent celebrate my birthday	45	17.3	0	0	215	42.7	4.1	1.1
All along parent expect best examination result	161	61.9	61	23.5	38	14.7	3.53	.93
Total Average							3.86	.53

A   agree   U   uncertain   DA   Disagree

Table 3 : Respondent Distribution Based on Percentage, Mean And Standard Deviation Of Student Attitudinal Factors (n=260)

Student Attitudinal Factors	S		U		DA		Mean	SD
	F	%	F	%	f	%		
When seen partner scrawled table, I will greet him	41	15.8	12	4.6	204	65.5	3.80	1.04
I always complete homework	52	20.0	45	17.3	163	62.7	3.81	1.17
I be able to keep an eye on in class when teachers teach	29	1.1	4	1.5	227	83.3	4.03	.92
I like to be home	46	17.2	5	1.9	209	82.9	3.75	.98
I can control feeling angry	25	9.6	23	8.8	165	63.2	3.99	.94
I like to involving self in school programme	105	40.4	0	0	155	59.7	3.48	1.33
I like to try something new	229	88.1	6	2.3	25	9.6	4.39	.98
I gregarious with peer group	54	20.8	15	5.8	191	73.5	3.78	1.19
Total Average							3.88	.62

A = agree   U= uncertain   DA = Disagree

Table 4 : Respondent Distribution Based on Percentage, Mean And Deviation Standard Of Psychological Factor (n=260)

Psychological Factor	A		U		DA		Mean	SD
	F	%	F	%	f	%		
I like to give up feeling angry	82	31.5	0	0	11	4.3	4.22	.71
I know how to overcome personal problem	84	32.3	0	0	176	67.7	2.65	.94
I like to follow voluntary	180	69.3	27	10.4	53	20.4	3.51	.88
I feel fun when scrawled	140	53.9	67	25.8	53	20.4	3.53	1.13
I feel envious to see other student use school facility	178	68.5	37	14.2	45	17.4	3.65	.96
Damage school asset can attract attention of the people	199	76.5	24	9.2	37	14.3	3.87	1.04
I grudge with teacher fine I	214	82.3	5	1.9	41	15.8	4.25	1.24
If a student doing wrong, must take the rap on his fault	171	65.8	18	6.9	71	27.2	3.55	1.22
Total Average							3.65	.55

A   agree   U   uncertain   DA   Disagree

Table 5 : Respondent Distribution Based on Percentage, Mean And Standard Deviation Of Friend Of Same Age Factor (n=260)

Peer Group Factor	A		U		DA		Mean	SD
	F	%	F	%	f	%		
I comfortable with frequent partner skip class	177	68.1	2	0.8	81	31.1	3.33	1.01
My partner always motivating I doing good deed	155	59.7	45	17.3	60	23.1	3.42	.93
I according partner view	175	67.3	26	10.0	59	22.7	3.43	.87
I revise with partner	174	66.9	0	0	86	33.1	3.31	1.0
My partner is all along help I	44	36.9	75	28.8	175	67.3	4.17	1.18
My partner never did any mistakes at school	36	13.8	0	0	188	72.3	4.18	1.22
My partner a disciplined	30	11.6	42	16.2	188	72.3	3.76	.87
I loyal when befriend	156	60.0	59	22.7	45	17.2	3.82	1.16
Total Average							3.68	0.58

Table 6 :Respondent Distribution Based on Percentage, Mean And Standard Deviation Of Physical Kind Of Behavior (n=260)

Aggressive behavior	S		U		DA		Mean	SD
	F	%	f	%	f	%		
To get something	217	83.4	0	0	43	16.6	4.0	1.01
To get money	216	83.1	0	0	44	16.9	3.96	1.06
To show they were strong	130	50.0	95	36.5	35	13.5	3.67	1.08
Because other done it	182	70.0	0	0	78	30.0	3.41	1.10
I like to try something which differ with other student	62	23.8	90	34.6	108	41.5	2.87	.89
I beat people on purpose	80	30.8	76	29.2	104	40.0	2.91	.84
I fight on small matter	110	42.4	51	19.6	99	38.1	3.11	1.03
I like to take others' things	149	56.5	13	5.0	99	35.8	3.17	1.00
Total average							3.57	.62

Table 7: Respondent Distribution Based on Percentage, Mean and Standard Deviation of Kind Of Behavior Verbal (n=260)

Kind Of Behavior Verbal	A f	%	U f	%	DA f	%	STS F	%	Mean	SD
For revenge or knock back	209	80.9	0	0	51	19.6	7	2.7	3.78	1.03
I can accept opinions of others	116	44.6	1	0.4	143	55.0	12	4.6	2.95	1.20
I sociable by all student	176	67.7	26	10.0	58	21.3	4	1.5	3.43	.87
I feel satisfied when able tease or bullying weak partner	191	73.5	0	0	69	29.5	4	1.5	3.59	1.05
I like to use unpleasant word	210	81.2	0	0	49	13.5	9	3.5	3.92	1.51
I make angry other student	193	74.2	26	10.0	41	15.8	3	1.2	3.57	.78
I like to tease other student	212	81.5	12	4.6	36	13.9	8	3.1	3.94	1.02
I like to threaten student	162	62.3	6	2.3	76	35.4	16	6.2	3.21	1.06
Total Average									3.53	.66

Table 8 : Respondent Distribution Based on Percentage, Mean And Standard Deviation Of Anti Kind Of Behavior Social (n=260)

Types of Anti social attitude	A f	%	U f	%	DA f	%	Mean	SD
Doing for fun	190	73.1	0	0	70	26.9	3.77	1.21
Because they hurt my heart	190	73.1	18	6.9	52	20.0	3.51	.85
Because they coward	207	78.1	0	0	56	21.5	3.63	1.01
I like to become chief	184	70.8	11	4.2	65	24.0	3.44	.90
I like to shut off	168	64.6	15	5.8	77	29.6	3.32	.97
I jealous to see my friend converses with others	168	64.6	12	4.6	80	30.8	3.32	.96
I like to spoil something which not are mine	212	81.5	25	9.6	23	8.8	3.71	.68
I only mixing with same race partner	199	76.5	0	0	61	24.5	3.51	.90
Total Average							3.43	.55

Table 9: T-test for differences' distribution among factors on aggressive student according to gender

Factor	T-test for mean changes			Null hypothesis accepted or not
	T	Sig (2-tail)	Mean different	
School Environment	-.17	0.87	-.02	Accepted
Family background	1.61	0.11	0.11	Accepted
Student attitude	0.70	0.48	0.06	Accepted
Psychology	1.29	0.20	0.09	Accepted
Peer Group	-1.46	0.15	0.11	Accepted

Significant in level of significance .05

Table 10: Analysis of Relationship Table between Physical Manner Behavior With Parents Income

Relationship	r	Sig	Null hypothesis accepted or not
Physical Manner Behavior With Parents Income	-.112	.072	Accepted
Behavior Verbal With Parents Income	-.177	0.004	Not accepted
Social Anti's Behavior With Parents Income	-.127	0.040	Not accepted

Significant in level of significance 0.05