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Abstract

This study aimed to investigate the relationship between Secondary School Integrated Curriculum (KBSM) good values with aggressive behavior in SMK Sungai Ranggam, Kg. Gajah. Research sample consisted of 50 form one to form five students that have school discipline problem record. Data collected with survey method using two sets of questionnaires, i.e. KBSM good values questionnaire and Aggression Questionnaire. Data analyzed using Statistical Packages for Social Science software (SPSS). Correlation Pearson test used to identify relationship between KBSM good values and aggressive behavior among secondary school students. Descriptive statistics analysis used to explain mean, standard deviation and percent to relate all these items in this study. The findings of this study showed moderate relationship between KBSM good values with aggressive behavior in SMK Sungai Ranggam's students, Kg. Gajah. However, the findings of study showed strong relationship between independent values with aggressive behavior in SMK Sungai Ranggam's students, Kg. Gajah. Mean for thanksgiving value score showed the most dominant mean among students. Other than that, lower secondary students have higher good values compared to upper secondary students. The finding of this study can help Ministry of Education (KPM), teachers, school, parents and society to apply moral values in order to overcome misconduct behavior among students.

Keywords: Secondary School Integrated Curriculum (KBSM), secondary students, good values, aggressiveness.

Introduction

Background of study

Education system in school is formal education. In school, students learn to be knowledgeable, virtuous and disciplined person. Good values need to be instilled in educational subjects and settings. Good values are integrated component stated in the Philosophy of Education which based on spiritual values i.e., kind-hearted, courtesy, mutual respect, love, justice, freedom, brave, physical and mental cleanliness, honesty, hardworking, cooperation, patriotism, sense of community, rational, modesty and thanksgiving (Ministry of Education, 2007).

Existing challenges that related to youth problem at school such as loitering, drugs, sex, school gangs, absenteeism and various cases of

misconduct need to be dealt wisely. Values approach across curriculum is useful to shape society and become a developed country in this challenging century.

In an effort to improve the quality of education to be at par with another developed countries, in 1986 to early 1991 was an important stage in the history of education. There were many changes were implemented in various aspects. Moreover, it is important to deal with the current challenges which starting to neglect spiritual and good values in life. Implementation KBSR and KBSM new curriculum were due the changes made by the Cabinet Committee on Implementation of Education Policy issued in 1979. As a result, Ministry of Education at that time took drastic

measures to implement recommendations as stated in the report (Ministry of Education, 2007). Curriculum in both primary and secondary levels have been studied and re-enacted with a view to improve the quality of education. Therefore, all changes in the curriculum, ambition and approach that emphasize Philosophy of Education integration in curriculum needs to be understood by all levels of society so that objectives to achieve through education can be accomplished effectively.

Philosophy of Education stated as follows:

Education in Malaysia is a continuous effort towards the development of individual potential in a comprehensive and integrated to create a balanced and harmonious human intellectually, spiritually, emotionally and physically that based on the belief in devotion to God. Effort is designed to produce Malaysian citizens who are knowledgeable, responsible, competent, and capable of achieving well being and contribute towards the betterment of society and nation.

Ministry of Education, 2007

The objective of assimilating the values through education is to produce good and high morals citizens. Balance and harmony in Philosophy of Education will be achieved if these values can be realized through curriculum (especially in formal and informal education) so that knowledgeable citizens will be developed as Caliph of God on earth who calls others towards goodness and virtue.

Good values as a core values to be applied the curriculum and all forms of education. Schools are educational institution to nurture and strengthen the cultivation of moral values in order to produce responsible citizens and practice good things in their life. Moral values have high moral standard and important in socializing to human development (Rahim, 2004). Awareness to cultivate moral values should be instilled from childhood. Parents, teachers and communities play important roles

in presenting good example so that they can adopt based on values that are highlighted because they are like a white cloth to be characterized by the colors of good values. A Malay proverb says, 'let the curved bamboo matures'.

Education at home is dependent on family members. Prophet has stressed on the importance of education begins at home, at family level. Prophet said:

"Every baby is born inherently. Only parents are responsible to make their children Jewish, Christian or Magan".

Hadith narrated by Muslim, the Book of Qadar

Values are central to human values that form the dimensions of spiritual development, personal strength, moral, social and spiritual strength. Values should become the basis for development of human. Individuals need to defend values to overcome all forms of ignorance, evil and destruction.

Rescher (1969) claimed that values and human life cannot be separate because human is rational and thinking being to considerate good or bad matters. Values are included in making final judgment that closely related to human vision to achieve happiness and prosperous. Values can be manifested in way, behavior, conversation, selection and effort. In other words, value is driving force for human to perform something.

According to Rokeach (1973), values have three main components i.e. cognitive, affective and psychomotor components. When a person has moral values, it means the individual know to act according to their affective. A moral value characterized as affective element when they expressed an emotion on something. On the hand, behavior component manifested when someone performed a moral value.

In school, teachers play important role as parents in shaping children in accordance with the mission of Philosophy of Education. Moral values should be instilled beginning from preschool education. It provided the basic for learning process and children development in shaping good virtues and personality. Teacher is not only teaching the students, but they

should instill moral values in each subject. Occasionally, moral values are directly contained in the subjects but it is instilled informally in good communication among teachers and students.

Teaching values in school aimed to guide students in order to achieve high level of thinking and awareness. Kohlberg also emphasized on value teaching which closely related to the development of student personality. While, integrated skill need to be implemented so that students would be able to develop emotionally, physically and mentally. From that, students who are mature and has etiquette would be developed. In fact, moral values and skills are the teaching and learning elements that are essential and closely incorporated to develop better future for students.

Students or youth is group of society who are responsible to develop the future of country. They are human capital and resource who hold important roles in politic, economy and community. However, decline of virtues among youth can be considered a dangerous threat towards quality of human resources that damage our future generation. Therefore, implementation of good values is important to every student so that they can relate knowledge to the realization that the sources of knowledge are the right of God (Ariffin, 1996).

Statement of Problem

Recently, the decline of discipline and value among students at school is one of challenging issue that burden all parties especially parents. Conduct disorders or known as misconduct is defined as a group of misconduct problems that normally happen among youth. Misconduct is characterized as behavior of fighting, provoking, disturbing others, and disobeys the rules (Novak and Pelaez, 2004).

According to Shoba (2007), misconduct problems among students such as vandalism, bullying and misbehavior were at high stages. Vandalism, gangsters, social intercourse, gambling, prostitution, illegal racing, drug and so on are spreading without boundaries and no solutions seem possible. Youth who are

involved with unhealthy activities at first merely want to try and curious about new things. They considered that as exploration of new things. Sense of responsibility does not exist in them because they assumed that these misconduct problems can be solved later. Moreover, no good value is instilled in themselves.

According to Dill and Dill (1998), aggressiveness is one of misconduct happened due to experience and current situation stimulus. Responses can be planned directly or from stimulus from external situation. Aggressiveness is considered as one of antisocial characteristics that are not compatible with customs and belief systems. According to Boron (1977), aggressiveness is defined as behavior of an individual that aims to hurt others.

Misconduct cases always happened among students caused by misbehavior from childhood. Misbehavior gives effect to students, family, society, institute of education and country. Misbehavior leads towards the increase of discipline problems and the decline of academic performance. School performance also decline and the increase of discipline problems interrupt teaching and learning process. Society also received the impact from the misconduct especially the increase of social problems such as vandalism and gangster. The prestige of education institute and country disrupted was due to the increase of social problems among students.

According to policeman in Bukit Aman reported by Lam Tyhe (2011), in 2010 total number of students who were involved in criminals was 1,610 cases i.e., 0.9 % from the whole total index of criminal. The statistic of misbehavior and discipline problem were recorded by Ministry of Education in three years (2008 to 2010) i.e., 2.06 %.

According to Director of Department of Criminal Investigation in Bukit Aman, 8809 students aged from 7 to 18 arrested because involvement in criminal cases. From the total, 3683 of students involve in violence criminal while the rest involve in property criminal. According to statistic released by Headquarter

of Policeman in Bukit Aman, youth aged from 16 to 18 years preceded the list by the total of arrest i.e., 6435, followed by students aged from 13 to 15 i.e., 2227 arrests. Surprisingly, children aged from 7 to 12 years also was involved in the list i.e., 147 arrests (Umavathi, 2008).

Misconduct problems rooted from small issues can be normalized into a habit. Therefore, it should be attended seriously. If these behaviors carried out to adulthood the problem would not be changed.

Early childhood education is the best guidance in developing good virtues and characters. Religious education that covered installment of good values among students would be an effective way to deal with misconduct behaviors. Students would be able to differentiate between good attitudes and bad behaviors through education. Family institution especially parents should be role model to children, giving appropriate attention and care, do not focus on materials only. Ah Meng (1997) asserted that education should be developed based on the belief system.

Hoffman (1975) and Lickona (1976) found that there was close relationship between age of children and stages of moral thinking i.e., cognitive or mental development has a close correlation with the ability to make moral judgment. Children aged 5 years would occupy with the ability to make moral judgment (Surber, 1982).

To overcome these problems, it required the influence of environment. The problem has increase became serious because there were students who are willing to fire school due to revenge towards teachers. The statement was agreed by ministry of Education that misconduct of behavior among students was worrying and frustrating with the increase number of personality and family problem faced by students. The question was. Who should be blamed? Is our educational system could not be able to search a formula to deal with misconduct behavior? Or KBSM syllabus is not effective to develop a good character and values among students? Or parents did not play their roles in nurturing their children?

In Philosophy of Education, we can conclude that government aimed to internalize education as a tool to expand the potential of individuals in integrated in order to develop human resources who are balanced intellectually, spiritually, emotionally and physically (JERI Concept). Same goes to KBSM, the principles re-enacted to integrate knowledge in accordance with JERI Concept and the emphasis on good values. However, the question why does the decline of moral and misconduct behavior among students still happens?

As conclusion, all parties should cooperate in order to overcome this phenomenon from continuously happened. Developing good characters and need active involvement of teachers. In this context, teachers play role as values shaper i.e.; instill good values, religious values, virtue, ethic, and characters. The roles of teachers were to instill awareness, understanding and confidence among students regarding the importance of values and moral. Teachers also play their rules as educators especially in expanding the potential of students.

Objectives of Study

Based on the problems discussed above, study is aimed to identify relationship between KBSM good values and the aggressiveness among secondary school students.

Research Questions

Based on the objective of the study, research question were stated as follows:

What is the score mean for KBSM good value the most dominant among students at SMK Sungai Ranggam, Kg. Gajah?

What is the score mean for KBSM good value the most dominant in accordance with age among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between KBSM good value and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between kind-hearted and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between independent and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between courtesy and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between mutual respect and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between love and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between justice and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between freedom and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between bravery and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between hygiene of physical and mental and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between honesty and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between hardworking and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between cooperation and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between modesty and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between patriotism and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between rational and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Is there any relationship between sense of community and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah?

Methodology

Research Design

Research design is survey-based that used quantitative approach using questionnaire. This study used descriptive survey research method in quantitative approach. According to Babbie (1979), descriptive survey research method involved the administration and arrangement of standard survey on selected respondents from established population. The main aim of descriptive survey, according to Babbie was to explain an issue descriptively especially new issue. According to Merriam (2001), descriptive study is a depth and specific study about a phenomenon and contains many variables. This study is a correlation study that aims to identify the relationship between variables. According to Sidek (2002), correlation study aims to investigate to what extent a variation in a factor balance with variations in one or many other factors that based on correlation coefficient.

Location

This study conducted at SMK Sungai Ranggam, Kampung Gajah, Perak. This school was chosen based on its location that located at the middle of Perak and the respondents are compatible with this study.

Participant

Respondent was consisted of 50 secondary school students aged from 13 to 17 years. In this study, the selection of respondents was aggressive students who possessed discipline records and counseling session. These students had discipline problems such as physical behavior (quarrelling, hitting and bullying). Nonverbal discipline problems such as the sign of quarrelling, harsh and vulgar, and antisocial problems like involved in gangster and vandalism. The students have been investigated, had investigated, imposed compound on their

misconduct behavior and students received treatment in counseling sessions.

Instrument

Instrument used to collect the data was two sets of Questionnaire i.e. KBSM Good Values and *Aggression Questionnaire*. Questionnaire set is divided into two parts. Part A covered demographic information such as gender and age. Part B consisted of 85 good values items that covered 17 constructs like kind-hearted, independent, courtesy, mutual respect, love, justice, freedom, brave, physical and mental hygiene, honesty, hardworking, cooperation, modesty, thanksgiving, patriotism, rational and sense of community. For Part B, respondents were asked to state the level of agreement towards the statements measured by Likert scales.

Items for Part B measured using scales as follows: 1 'Strongly Disagree', 2 'Disagree', 3 'Somewhat Agree', 4 'Agree', and Strongly Agree. Second set of Questionnaire was *Aggression Questionnaire* to identify the level of aggressiveness among respondents. Survey items was measured using Likert scale as follows: 1 'Never', 2 'Seldom', 3 'Sometime', 4 'Often' and 5 'Always'.

Validity and Reliability of Instrument

Validity and reliability of instrument was to identify the suitability of instrument to be used in conducting a research. Validity and reliability of instrument are essential in order to protect accuracy of instrument from blemish.

For validity of instrument, some of experts were appointed to validate the instrument. Technique used was *Criterion – Related Evidence* to collect the evidence for validity instrument by group of *expert judgment* (Fraenkel and Wallen, 1996). Pilot study was conducted first before questionnaire was distributed to respondents. It aimed to evaluate the suitability of question from structure of sentence, selection of words and format used. According to Chua (2006), pilot study was a small research organized before the actual study was conducted. The total number of respondents

involved in pilot study (approximately 30) less than number of respondents in actual research. Set of questionnaires was carried out to 50 students who were quite similar in term of characteristics with the actual respondents.

Reliability of Instrument

Reliability of instrument refers to value measures to determine consistence score in each item (Wiersma, 2000). Consistency refers to same items were tested several times to the respondents in interval time but produce the same score or answer (Wainer and Braun, 1988). According to Chua (2006), in statistic, reliability of instrument used *Cronbach Alpha Coefficient*; alpha value 0.65 to 0.95 is considered satisfactory. *Value of Cronbach Alpha* was attained from pilot study was 0.93. This value was considered good. Table 1 showed reliability coefficient for item construct of KBSM Good Values.

Data Analysis

Information and result from the process of data aimed to obtain meaningful result. Data in first questionnaire (Good Values) and second questionnaire (*Aggression Questionnaire*) were processed using *Statistical Packages for Social Science* (SPSS). The approach used in analyzing the data was descriptive and inference statistic approach. Researchers used Pearson correlation in inference statistic to identify the relationship based on the research questions. Inference approach used to formulate and interpret data in details.

Findings

Descriptive Statistics

Descriptive statistic was used to explain characteristics of variables. Analysis of descriptive statistic describes mean, standard deviation and percentage of items in study. In research, significant test used to analyze the data and make inference to population. Correlation analyzed using *Statistical Packages for Social Science* (SPSS) to produce significant result and to generalize to population.

Table 1: Construct of Good Values

Constructs	Total Items	Reliability Values
Kind-hearted	5	.93
Independent	5	.93
Courtesy	5	.93
Mutual respect	5	.93
Love	5	.93
Justice	5	.93
Freedom	5	.93
Bravery	5	.93
Physical and mental hygiene	5	.93
Honesty	5	.93
Hardworking,	5	.93
Cooperation	5	.93
Modesty	5	.93
Thanksgiving	5	.93
Patriotism	5	.93
Rational	5	.93
Sense of community	5	.93
Jumlah	85	.93

Table-2:showed score mean for constructs of KBSM Good Values.

Table-2: Mean, Standard Deviation and Variance for KBSM Good Values Score

Constructs	Mean	Standard Deviation (SD)	Variance
Kind-hearted	60.24	0.14	182.47
Independent	55.68	8.31	69.12
Courtesy	53.92	10.29	105.95
Mutual respect	58.72	10.30	106.08
Love	55.44	10.44	109.07
Justice	57.52	0.11	128.58
Freedom	53.36	11.45	131.01
Bravery	52.00	8.32	69.22
Physical and mental hygiene	53.60	9.56	91.43
Honesty	57.52	11.71	137.07
Hardworking,	55.20	12.12	146.94
Cooperation	54.08	11.49	132.08
Modesty	57.84	12.65	160.14
Thanksgiving	61.60	15.01	225.31
Patriotism	55.28	11.28	127.14
Rational	56.00	0.11	124.74
Sense of community.	56.72	8.46	71.63

Based on the findings, score mean of thanksgiving was the largest influence, i.e. 61.6 as compared to another constructs. However, findings showed that score mean for good values produced identical means. Score mean for bravery item was the lowest score i.e., 52.0.

Inference Analysis

Pearson correlation showed that there was a significant relationship between KBSM good

values and aggressiveness among students at SMK Sungai Ranggan, Kg. Gajah at moderate level i.e. $r = .67$.

Table 3 Score Mean, Standard Deviation and Variance for Good Values Based on Age

Age	Mean	Standard Deviation (SD)	Variance
13 – 15 years	57.08	10.42	108.61
16 – 17 years	54.80	8.83	78.04

Table 3 indicated score mean for KBSM Good Values which the most dominant in accordance with age among students. Based on the findings, score mean of Good Values for age 13 – 15 years, the highest mean was 57.08 as means.

compared to score mean of Good Values for age 16 – 17 years, i.e. 54.80. However, findings showed score mean of Good Values for both category of age produced identical

Table 4: Relationship between Construct of KBSM Good Values and Aggressiveness

Constructs	N	Pearson Correlation	Sig. (p)
Kind-hearted	50	.59	.00
Independent	50	.71	.00
Courtesy	50	.55	.00
Mutual respect	50	.48	.00
Love	50	.70	.00
Justice	50	.59	.00
Freedom	50	.63	.00
Bravery	50	.57	.00
Physical and mental hygiene	50	.53	.00
Honesty	50	.58	.00
Hardworking,	50	.61	.00
Cooperation	50	.65	.00
Modesty	50	.61	.00
Thanksgiving	50	.63	.00
Patriotism	50	.59	.00
Rational	50	.59	.00
Sense of community	50	.50	.00

Table 4 showed Pearson Correlation for 17 constructs of KBSM Good Values and aggressiveness. Findings indicated Pearson values for construct independent was the highest as compared to another constructs, i.e. $r = 0.71$. Therefore, there was a significant relationship between construct independent and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah at moderate level. However, there was a significant relationship between both KBSM Good Values and aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah.

that independent value produce a strong relationship as compared to other KBSM good values. While, mutual respect value and sense of community showed a weak relationship.

Discussion

Based on data analysis on 17 constructs of KBSM good values, i.e., kind-hearted, independent, courtesy, mutual respect, love, justice, freedom, bravery, physical and mental hygiene, honesty, hardworking, cooperation, modesty, thanksgiving, patriotism, rational and sense of community and aggressiveness showed

It was found that students who are scored high on item ‘sense of community’ and ‘independent’ tended to have low score on item ‘mutual respect’. Students who were participated in this study come from rural area and their parents worked as farmer. Majority of students always help their parents at farm and paddy fields. They learned to be independent and responsible in facing difficult conditions. As conclusion, students who did not get sufficient exposure tended to make wrong decision and judgment towards behavior. Cultivation of good values does not only take place in schools, but also can be learned at home and other environment of students. Parents are the first *teacher* in nurturing and educating their children. Therefore, family environment can influence the development of

individuals. The negative and unhealthy attitudes showed by parents can disrupt the development of youth. According to Sabariah (2005), children hold learned values thus follow the perception and assumption of values and internalize into their actual behavior. According to Freud, the structure of personality can be divided into three components i.e., id, ego and superego. If an individual has the ability to control their superego, they would consider their actions and behaviors whether wrong or right. Superego is shaped as the result of cultivation of values in family. Therefore, parenting styles influences actions or behaviors as the results of perception and assumption hold since childhood.

There were many research stated that family factors influenced behavior problems among students. Based on the research conducted by Arifin (1996) showed that family relationship influence problematic behavior among students. Family factor was a dominant factor that influences behavior among youth (Ruslina, 1998; Shubari, 2000; Shoba (2007). Study conducted outside Malaysia showed identical relationship i.e. there was relationship between family institutions and good values among teenagers (White and Matawie, 2004). On the other hand, study conducted by Ying et al., (2009) found that the parents influenced smoking and alcoholic drinking behaviors among teenagers. Heaven, Ciarrochi and Leeson (2010) stated that parenting styles and religious values influenced teenagers. As conclusion, good values can be learned from external environment, not only at schools but also at home and among friends.

According to social learning theory (Bandura, 1973), most of behavior whether good, bad, normal and abnormal can be learned through imitation of behavior of others. Babies assumed their parents as role model, man learned language and interact using the ways that can be accepted by society's culture. Besides, students are in process to search their own identity and personality. Students easily get confused about their roles as children and adulthood. Therefore, they need role model and adult to guide them in searching appropriate personality and roles so that they can relate and attach with such identity (Sufean, 1995). If

students did not get sufficient exposure and guidance, they would develop negative behavior that strange from their own society.

Implications

The research aimed to identify relationship between KBSM good values and aggressiveness among students at SMK Sungai Ranggalam, Kg. Gajah. The findings can be generalized to the research population. Although there is no significant relationship in previous research, but there was a correlation relationship between factors that have been studied. Research can give an exposure to all parties including parents, teachers and authorities to re-enact curriculum at the level of primary and secondary schools. Authorities can improve the mistakes made before and come out with new concept that are relevant with current challenges in order to develop future generation that are balanced in intellectual, emotional, mental and physical level. It was in line with the Philosophy of Education to develop Malaysians that are knowledgeable, adroitness, responsible, capable to achieve self-fulfillment and contribute towards harmony of society.

Suggestions

Research was conducted at one school i.e. SMK Sungai Ranggalam, Kg. Gajah. There was a possibility that different findings would be revealed if the study was studied at other districts. Therefore, for future research it was highly suggested that another schools should be included and to incorporate various ethnic as respondents including Indian and Chinese. There was a possibility that different ethnic might be have different perception, understanding and culture that produce different result. Besides, items in Questionnaire should be added to increase the validity of the findings. Numbers of items need to reconstruct so that the questionnaire is compatible with the information asked in questionnaires. Therefore, lack of experience and expertise in preparing questionnaire items can influence the validity of items. However, validity *Cronbach Alpha coefficient* was high for this research i.e. 0.93.

Family and friends were two important group of socialization besides school and media. As

agent of socialization, family and friends play important roles in shaping good behavior and self concept of youth. For future research, other factors should be studied such as parenting styles, influence of friends and environmental pressure in influencing aggressiveness among secondary school students. Information and data was acquired using questionnaires. Therefore, responses of items depend on the understanding of respondents. It also disrupts the level of validity. It was suggested to use interview in order to get more information.

Conclusions

As conclusion, KBSM good values influenced aggressiveness among students at SMK Sungai Ranggam, Kg. Gajah. For authorities, it can be used to improve the weaknesses in educational systems. It also can help to prevent misconduct among students. It is highly suggested that psychologists and government cooperate to overcome this problem and find other alternatives and solution. Psychological approach was important to give exposure especially to parents and teachers in overcoming misconduct behavior among youth.

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