

**PREDICTORS OF STUDENT MISBEHAVIOR  
IN JORDANIAN HIGH SCHOOLS**

**By**

**AMEEN MOHAMMED MOUSA MAHASNEH**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra  
Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of  
Philosophy**

**February 2012**

## DEDICATION

This thesis is dedicated to:

To my beloved parents

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirements for the degree of Doctor of Philosophy

**PREDICTORS OF STUDENT MISBEHAVIOR  
IN JORDANIAN HIGH SCHOOLS**

**By**

**AMEEN MOHAMMED MOUSA MAHASNEH**

**February 2012**

**Chairman: Prof. Sharifah Md. Nor, PhD**

**Faculty: Educational Studies**

Despite the number of studies examining student misbehaviour in school, there is still much to be learned in this field, specifically on student misbehaviour in Jordanian high schools. The main objective of this study is to identify predictors of student misbehaviour in Jordanian high schools in the Governorate of Jarash. It aims to identify the types and levels of misbehaviour exhibited by students, to investigate the relationship between student misbehaviour and the students' attachment and commitment to school, their involvement in school activities, their beliefs in the importance of common school rules, parental attachment and involvement in their education, students' perceptions of their peer group and their teachers' behaviour towards them. The research design for this study was quantitative in nature and employed the descriptive correlational research design. The data were analyzed using the independent sample t-test, One Way Analysis of Variance (ANOVA), Pearson Product Moment Correlation and stepwise

multiple regression. The sample of this study consisted of four hundred and forty-three (443) high school students in the Jordanian Governorate of Jarash, 216 were males and 227 females. A questionnaire was adopted based on Hirschi's Social Bond Theory, Durkheim Theory of morality and Islamic perspective of moral education which formed the theoretical basis of the study.

The findings show that the levels of misbehaviour amongst Jordanian high school students were generally low and that the most common types of misbehaviour were disobedience, followed by classroom disruption, and vandalism. The results of this study also revealed that the level of student misbehaviour significantly differed in relation to gender, grade level, types of school, and parents' educational background.

The stepwise multiple regression analysis showed that nine out of seventeen predictor variables are directly related to student misbehaviour. The significant predictors adopted from Hirschi's Social Bond Theory are beliefs in the importance of common school rules, commitment to school, attachment to school, and parental attachment towards children's education. Demographic variables such as gender, grade level, types of school, academic achievement, and father's level of education (if he had never attended school) also served as significant predictors. However, independent variables such as father's level of education (if he had attended secondary school and lower), mother's level of education, students' involvement in school activities, parental involvement, students' perception of their peer

group and that of the teachers' behaviour towards them were not found to be significant in predicting student misbehaviour in Jordanian high schools.

The findings suggest that all parties, including the Ministry of Education, teachers as well as parents need to achieve a higher level of cooperation in order to improve students discipline in Jordanian high schools.

Abstrak tesis yang dikemukakan kepada Senat Universiti putra Malaysia sebagai memenuhi Keperluan untuk ijazah Doktor Falsafah

**PEMBOLEH UBAH PERAMAL SALAH LAKU PELAJAR  
DI SEKOLAH TINGGI JORDAN**

Oleh

**AMEEN MOHAMMED MOUSA MAHASNEH**

**Februari 2012**

**Pengerusi: Prof. Sharifah Md. Nor, PhD**

**Fakulti: Pengajian Pendidikan**

Walaupun beberapa kajian telah dilakukan berkaitan dengan salah laku pelajar di sekolah, masih banyak yang perlu dipelajari, terutama sekali berhubung salah laku pelajar di sekolah menengah di *Jordan*. Objektif utama kajian ini adalah untuk mengenal pasti pembolehubah peramal salah laku pelajar di sekolah tinggi *Jordan* dalam kawasan pentadbiran *Jarash*. Kajian ini bertujuan untuk mengenal pasti jenis dan tahap salah laku dalam kalangan pelajar. Ia juga bertujuan untuk mengkaji hubungan antara salah laku pelajar dengan perapatan dan komitmen mereka terhadap sekolah, penglibatan mereka dalam aktiviti sekolah, kepercayaan mereka terhadap kepentingan peraturan sekolah, perapatan (*attachment*) dan penglibatan ibu bapa terhadap pendidikan mereka, persepsi mereka terhadap rakan sebaya, dan tingkah laku guru terhadap mereka. Reka bentuk penyelidikan bagi kajian ini adalah bersifat kuantitatif berbentuk korelasi deskriptif. Data telah dianalisis dengan menggunakan Ujian t bebas, analisis varian, korelasi

Pearson and regresi kaedah *stepwise*. Sampel kajian ini terdiri daripada empat ratus empat puluh tiga (443) pelajar sekolah menengah, yang melibatkan 216 pelajar lelaki dan 227 pelajar perempuan. Soal selidik telah digunakan untuk pengumpulan data. Teori Durkheim (1962), Teori Jalinan Sosial Hirschi (1969) dan pandangan Islam tentang pendidikan moral merupakan kerangka teori kajian ini.

Hasil kajian menunjukkan bahawa tahap salah laku dalam kalangan pelajar sekolah tinggi Jordan adalah pada tahap yang rendah dan jenis salah laku yang paling banyak dilakukan ialah tingkah laku ingkar diikuti dengan gangguan bilik darjah dan vandalisme. Hasil kajian ini juga mendapati bahawa terdapat perbezaan yang signifikan di antara pelajar berhubung dengan gender, tahap persekolahan, jenis sekolah yang dihadiri dan tahap pendidikan ibu dan bapa daripada segi tingkah salah laku pelajar.

Analisis regresi '*stepwise*' menunjukkan terdapat sembilan pemboleh ubah peramal daripada tujuh belas pembolehubah dalam model regresi mempunyai hubungan yang signifikan kepada salah laku pelajar. Pemboleh ubah (berasaskan Teori Jalinan Sosial, Hirschi) yang didapati berhubung dengan salah laku adalah kepercayaan kepada kepentingan peraturan sekolah, komitmen dan perapatan kepada sekolah dan perapatan ibubapa kepada pendidikan anak. Pemboleh ubah demografik seperti gender, tingkatan, jenis sekolah, pencapaian akademik, dan tahap pendidikan bapa (tidak pernah bersekolah) adalah juga pemboleh ubah peramal bagi salah laku pelajar. Walau bagaimanapun, pemboleh ubah bebas seperti tahap

pendidikan bapa (sekolah menengah dan rendah), tahap pendidikan ibu, penglibatan pelajar dalam aktiviti-aktiviti sekolah, penglibatan ibu bapa dalam pendidikan anak, persepsi pelajar terhadap kumpulan rakan sebaya, dan tingkah laku guru terhadap mereka bukan merupakan peramal kepada salah laku pelajar.

Hasil kajian menunjukkan bahawa semua pihak, iaitu Kementerian Pelajaran, guru serta ibu bapa perlu lebih bekerjasama untuk meningkatkan disiplin pelajar di sekolah *Jordan*.