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DISTRACTION IN LEARNING: A CASE-STUDY OF MISDEMEANOUR FACTORS AMONG VOCATIONAL STUDENTS FROM TEACHER PERSPECTIVES

[1]Suhaizal Hashim, [2]Alias Masek, [3]Affero Ismail, and [4]Sutarto Hadi Priyanto
[1,2,3]Universiti Tun Hussein Onn Malaysia, Malaysia
[4]Universitas Negeri Yogyakarta
suhaizal@uthm.edu.my; aliasmasek@gmail.com; affero@uthm.edu.my;
sutartohp19@gmail.com
correspondence: aliasmasek@gmail.com
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Abstract
Previous studies reported that disciplinary problems that occur amongst school students from teacher perspective; while some studies reported that this problem becomes increasingly serious and widespread, but both retract students from learning. Henceforth, this survey was conducted to investigate how far the problem occurred among vocational college students especially catering students. An interview session was conducted with several catering teachers in two vocational colleges in Southern Region of Malaysia, which focuses on three types of problems namely bullying, truancy and stealing. Data were analysed using thematic analysis using deductive approach. Result indicated that these discipline problems occur among catering students is at alarming level. Peers and students' background contributed to students' misdemeanours. Thus, these factors can be a starting point for further mitigating the cases and more focuses should be given on students' learning.

Keywords: bullying, catering students, disciplinary problem, stealing, truancy

Introduction

Nowadays, discipline problems that occur among school students were common problem that retract students from learning for themselves, peers or for the whole classroom. Buerah, Shanah & Hamimah (2015) state moral and social problems among young generation (including students) has become increasingly disturbing lately, which can be studied from the context of school sociology theories. One of the factors lead to this discipline problem is students who were facing pressures. Husmiati & Adi (2012) state the aggressive behavior and disciplinary problems undertaken by these students have exceeded the limit. This problem is happening inside and outside of the school as well. A study showed that secondary schools are plagued with disciplinary problems but that experienced principals and teachers could endanger discipline in schools. The

study also found that peer group pressure could be positively channelled to facilitate discipline (Adekeye, Gesinde, Nwabueze, & Adebayo, 2018).

Furthermore, Mohamad (2015) in his study stated that the total numbers of discipline cases happen among students in Malaysia were high. This situation will definitely have an impact on Malaysia's education in shaping the young generation with good moral values. This discipline problem happens not only in Malaysia but it also happens globally. In Britain, a study conducted by the Department of Education in 2012 on disciplinary problems of school students reported that every one of the five secondary schools in Britain was categorized as 'bad' (Mohd, Roslee & Dayang, 2017). The statement above clearly shows that discipline problems happening among school students is worrying. This reflect to students who were facing the punishment, according to Kupchick and Catlaw (2014), negative impact of punishment such as school suspension could affect students' development and individual skills. Thus, this might affect the government effort to increase skills workers, especially in vocational school in Malaysia.

One of the main disciplinary problems was bullying. Bully is an endless problem which it often occurs among school students. This problem has a profound effect on the bully, bully victim and also the bullying witnesses occurring (Afroz, Phil & Shafqat, 2015). Ersilia & Christina (2017) in their study stated that bully problem has been studied for over past 40 years. Globally, bully is a very serious problem that should be taken into consideration by all parties. Violence committed by school students especially bully has been identified over the last few decades and this is a serious problem in the education sector (Destya, 2013). Bullying in schools is a problem that has a negative impact on teaching and learning environment in schools (Amin, Mohamad, Khairunnizam & Salleh, 2016). Junainor (2016) stated that bully problems that occur among students will affecting health such as having problems with eating habits and weight. Bully problem will also create fears that interfere with the process of self-growth and prevent effective teaching and learning (Muslihah & Fatimah, 2016).

Then, Buerah, Shanah & Hamimah (2015) stated that class truancy happens because of laziness and not interested in learning. The attitude of class truancy will sooner lead to school truancy. A study conducted by Mohd, Khalid, Ag & Halimah (2014) found that teachers are linked to truancy issues in school. According to them, the boring teacher's teaching and the attitude of the teachers when they failed to attract the attention and interest of the students would cause this truancy problem. To prevent class truancy problem among school students, teachers should focus on attracting students to participate in learning sessions (Syarif, 2013). Students who are less interested in teaching and learning sessions will act out of the classroom and consequently will have an adverse impact on their academic achievement (Nazra, 2015).

Lastly, according to Jill & Pamela (2012), theft problem that occurred among students not only involves property but also relating assignment and task theft. One of the factors that caused theft problem among school students is due to lack of religious education given to them. A study conducted by (Fatma, 2012) found that there were school students who were stealing. These school students mostly

steal from their parents and relatives and steal something from their friends. Additionally, there are a handful of school students who also steal from retail outlets and supermarkets. Sri & Soemanto (2015) stated that there are school students who steal did not feel guilty about the loss suffered by the victims due to their immoral acts.

In generalizing the current states of literature, the role of disciplinary knowledge within teachers' and students' seems important to set standards regulate activities inside the classroom and outdoors such as respect for teachers, staff and school management, school and class attendance, bullying, school uniform (dress code), and work ethics. Henceforth, this interview session was conducted to investigate three types of disciplinary problems:

1. Identify teachers' perception towards bully problem among catering students.
2. Identify teachers' perception towards class truancy problem among catering students.
3. Identify teachers' perception towards theft problem among catering students.

Method

A descriptive research design was deployed in order to investigate three types of disciplinary problems which focusing on bullying, truancy and stealing among catering students. Data were collected using semi-structured interview. Participants involved nine catering course teachers in two vocational colleges in Johor. Teachers in this vocational college was selected since the only college that are offering the catering courses in southern region of Malaysia, that was easy accessible for research purpose. Teachers were selected as participants since teachers who were closely and directly handling and solving students' misdemeanour cases. In addition, nine teachers are appropriate for this study (Cresswell, 2014).

Research Instrument and Data Analysis

Data were collected using an interview. A total of 9 interview questions were designed to answer the research objectives. Survey research interviewing, standardized questions are often posed that seek answers that are open to quantitative procedures. In this semi-structured interview, the researcher provides some structure based on research interests and interview guideline, but works flexibly with the guide and allows room for the respondent's more spontaneous descriptions and narratives (Brinkmann, 2014).

In this study, interview questions have been validated by three experts. First, a validation from language expert; second, a validation from measurement and assessment expert; and third, a validation from a disciplinary teacher in high school. Language specialists are selected to determine the language and grammar of the use of sentences are correct and accurate, while school discipline teachers are chosen to determine the reasonableness of questions related to disciplinary problems that often occur among students. The questions were as follows:

1. Based on your experience, do catering students ever bullied and bullying?

2. In your opinion, what are the factors students bully others?
3. In your opinion, what are the factors students bullied by others?
4. Based on your experience, do catering students involve in class truancy?
5. What are the situations you have faced in class truancy problem?
6. In your opinion, what are the factors of class truancy?
7. Based on your experience, do catering students involve in theft problem?
8. What are the situations you have faced in theft problem?
9. In your opinion, what are the factors of theft problem?

Data collected were analysed using thematic analysis. Thematic analysis is one of the most widely used methods in qualitative research. In this study, deductive approach was deployed since the study have prescriptive factors, namely bullying, truancy and theft. Thematic were identified based on descriptive and value of statements from participants. Thematic analysis is very effective in analysing the theme in any reference source for further research in certain areas of knowledge. Alpenia (2012) stated that thematic analysis is done by looking for codes or themes from transcripts provided. Thematic analysis focuses on a particular theme that aims to know something in more detail. The purpose of thematic analysis is to produce one data obtained based on one theme. Therefore, when using thematic analysis, researchers should look for more general theme first and then specify in some more detailed themes.

Findings and Discussion

The results of this study are divided into three parts based on three research questions. First is on how far bully problem happens among catering students. It covers questions in terms of catering students' involvement in bullying issues, bullying factors among catering students and causes of bullied among catering students. The result shows as in table 1, 2 and 3.

Table 1: Catering students' involvement in bullying issues

No	Theme	Answer	Frequency of Encoding Scheme	Total sample
1	Bully case exists	– Male students stay at the hostel are often bullying others (S1) – Bully happens during teaching practical (S2) – Students who stay at the hostel are often involve in bully problem (S3) – Student in this field used to be bullied and never bully others (S4) – Bully usually involving senior and junior students at the hostel (S5) – Total of students involve in bully problem is not many (S6) – Bully problem happens but too little (S7) – Bully problem happens but not too much (S8)	9	9

		–	Bully problem often heard and happened among culinary students (S9)		

Table 2: Bullying factors among Catering Students

No	Theme		Answer	Frequency of Encoding Scheme	Total sample
1	Feeling factor	–	Students bully because they are not satisfied with someone or something (S1)	2	9
		–	Students bully because they are not satisfied with someone or something provided at the hostel (S4)		
2	Self-satisfaction	–	Students bully others to complete their task (S2)		
		–	Students want to show their charisma to weak students (S5)		
		–	Students bully to get attention from others and to make others respect them (S6)	5	9
		–	Senior students usually take advantage to bully junior students (S7)		
		–	When student bully others, they will feel proud with themselves (S8)		
3	Background factor	–	Students bully others because they are having different background and different culture (S3)	1	9
4	Peers factor	–	Students are challenged by their friends to bully others (S9)	1	9

Table 3: Causes of bullied among catering students

No	Theme		Answer	Frequency of Encoding Scheme	Total sample
1	Behavior factor	–	Junior students who are rude to the senior students usually will get bullied (S1)	7	9
		–	Students are bullied because they are not getting well with others (S1)		
		–	Students are bullied for misspoken and do not respect others (S4)		
		–	Students look weak and easy to bully (S5)		
		–	Students who are usually looking weak (S6)		
		–	Students look weak and not energetic (S8)		
		–	Bully victims are those who do not have many friends (S9)		
2	Academic factor	–	Bully victim are those who lack in academic but good in practical work (S2)	2	9
		–	Weak students but good in academic		

			(S5)		
3	Junior and senior factor	–	Junior students need to respect senior students (S3)	2	9
		–	Junior students are eyed to be bullied (S7)		
4	Background factor	–	Bully victims are those who come from different place and having different background with others (S3)	1	9

Secondly, an interview question has been asked on how far does class truancy problem happens among catering students. It covers information on catering students' involvement in truancy issues, truancy factors among catering students and causes of truancy among catering students. The result shows as in table 4, 5 and 6.

Table 4: Catering students' involvement in truancy issues

No	Theme	Answer	Frequency of Encoding Scheme	Total sample
1	Class truancy happens	– Class truancy happens between male and female students (S1) – Total of culinary students are not too much but this problem is happening (S2) – Students attend to school but skip class (S3) – Class truancy problem is always happening (S4) – Class truancy always happen no matter what time it is and happen among female and male students (S5) – Class truancy problem cannot be prevented anymore (S6) – Students involve in this problem are not many (S8) – Male students are involving more than female students (S9)	8	9
2	Class truancy doesn't happen	– Class truancy problem never happened	1	9

Table 5: Truancy factors among catering students

No	Theme	Answer	Frequency of Encoding Scheme	Total sample
1	Family problem	– Students who skip class have family problem and not monitored by family members (S1) – Not monitored by family because they are living at rented house (S5)	2	9
2	Effect to the school	– Students skip practical class (S2) – Raw ingredients prepared are damaged	7	9

		and rotten (S3) – Skip class during last week of school and do not finish their task (S4) – Attend to school but skip theory class (S6) – Students skip class in group during last week of school (S7) – Students hide in the school toilet in a group (S8) – Students skip class because they wake up late and do not finish their project (S9)	

Table 6: Causes of truancy among catering students

No	Theme	Answer	Frequency of Encoding Scheme	Total sample
1	Peers influence	– Students who stay outside usually skip class because they are forced by their friends (S1) – Friends play an important role in students' life (S7)	2	9
2	Wake up late	– Students usually wake up late and skip class (S2) – Students work at night till early morning (S3)	2	9
3	Behavior factor	– Students hate theory class (S4) – Students are not motivated to success (S5) – Students are bored in the class (S6) – Students are bored and don't like learning sessions by their teacher (S8) – Students are bored, tired and lazy to follow the lessons in the class (S9)	4	9

Lastly, an interview question has been asked on how far does class theft problem happens among catering students. It covers evidence on catering students' involvement in theft issues, theft factors among catering students and causes of theft among catering students. The result shows as in table 7, 8 and 9.

Table 7: Catering students' involvement in theft issues

No	Theme	Answer	Frequency of Encoding Scheme	Total sample
1	Theft case exist	– Theft problem always happen (S1) – Theft problem happens at the lab (S3) – Theft problems happen at the lab and hostel (S4) – Theft problem is always happening (S5) – There's case involving culinary students (S6) – Theft happens but rarely (S7) – Theft happens during teaching practical (S8) – Theft problem happens (S9)	8	9

2	No theft case	–	No students involve in theft problem	1	9

Table 8: Theft factors among catering students

No	Theme	Answer	Frequency of Encoding Scheme	Total sample
1	Valuable items	– Students steal money, mobile phones and valuable items belong to their friends (S1) – Students steal at the lab and hostel (S4) – Students steal their friends' mobile phones at the lab (S5) – Students still steal their friends belonging although actions had been taken (S6) – Students in rural areas are often involve in theft problems (S8) – Students love to steal their friends' cash	6	9
2	School supplies	– Students steal spoon, fork and knife from the lab to use at the hostel and house (S3) – Students steal small items like spoon and fork (S7)	2	9

Table 9: Causes of theft among catering students

No	Theme	Answer	Frequency of Encoding Scheme	Total sample
1	Self interest	– Students steal mobile phones and sell them to get money (S1) – Students steal spoon, fork and knife to use at the hostel and house (S3) – Students need expenses to go back to their hometown (S4) – Students are desperate to use money and stealing is the solution (S5) – Students steal to feel rich (S6) – Students need spoon and fork but refused to spend money to buy them (S7)	6	9
2	Behavior factor	– Students are lack of moral values (S2) – Students do not care about the impact of their wrongdoings (S8)	2	9
3	Peers influence	– Students are challenged by their friends to steal something like mobile phone and cash (S9)	1	9

Discussion

Bully problem that happens among catering students was analysed through an interview conducted on nine respondents who are also catering teachers at vocational colleges. This bully problem is a serious problem that often occurs. This was also agreed by Raja, Ruslin & Saemah (2017). According to these authors, the violence that occurred among teenagers especially bully problem has been identified over the last few decades as a serious problem. This problem

occurs regardless of gender and time, but the study found that self-satisfaction, peers and background were among the sources of students' misdemeanour.

Class truancy problem is no longer a new issue, even this problem has happened since long ago and has been the major issue for students retract from learning. This is also agreed by Arsaythamby & Ng (2014). They said class truancy problem among Malaysian school students is not a new social issue. This problem is not only occurring in Malaysian schools, but according to Gase, De Fosset, Perry & Kuo (2016), this problem is also one of the most serious problems in schools in the United States. Overall, class truancy problem among catering students is a serious problem. Based on data analysed, eight of nine respondents said they have experienced this problem before. Students need to be supervised in a conducive environment so that they will feel comfortable (Ismail, Hamid, Sidiki, Samad and Harun, 2017) and being happy to be in class.

Theft problem among school students nowadays are getting more serious. A big challenge is waiting for the stakeholders to prevent this issue. According to Zainuddin & Norazmah (2011), the teenagers' behaviour like quarrel and stealing has been difficult to be eliminated anymore. In this study, peer influences were one the factors for students at this age who commit with misdemeanour, which is in line with previous research findings (Steinberg & Monahan, 2007). Peer influence will normally reduce when students age is approaching towards thirtieth, especially when they have grown their own stance on the particular issue. But in this case, theft problem among catering students who are below their thirtieth (teenagers) are in a serious stage (Steinberg & Monahan, 2007). Eight of the respondents stated theft problem is happening among catering students.

Peers factor seems to be the major contribution to students' misdemeanour. One of the step to improve them is by fostering the school climate towards more positive influences on students' academic, social, and behavioural outcomes. A study proposes that the problem such as class truancy can be mitigated by on-punitive measures like rewards that improves motivation for students (Desulme, 2019). According to this author, discipline tracking and ongoing monitoring and assessment of the students' status can reduce truancy.

Generally, improving school climate provides a promising avenue for preventing academic, social, and behavioural difficulties. Teachers are encouraged to play their roles in maintaining a good culture and becomes mentor to these students (Ismail, Hassan, Masek, Hamzah, Ismail, and Subramaniam, 2016). It is suggested that students who involved in bullying, truancy or thefts; stakeholders including parents and teachers have to take their role to monitor and support students and continuously raises students' awareness of the implication of misdemeanours. Teachers should prepare to implement suitable developments and cultures in teaching strategies by providing basic information, involving students to practice and apply relevant skills and implement it in fitting time (Hashim, Mohamad & Muda, 2018). Future research is suggested to explore more on psychological aspect on students' seeking for self-satisfaction, how to mitigate and seeking for self-satisfaction in a more positive way, and how to infuse more positive values internally from education.

Conclusion

In conclusion, discipline problems commonly occur at this level that may also imply to all similar age students worldwide in the similar environment. In this case, these misdemeanours were among catering students and involved both male and female, including several factors from peers and students' background. In addition, these problems occur not only during class, but also in school areas such as cooking lab and at the hostel. Peers influence can be cured and students' background can be carefully selected during entry process. Thus, these factors can be a starting point for further mitigating the cases and more focuses should be given on students' learning. Relevant parties, educators and counsellors should implement mitigation steps and nurturing good value by looking at the other sides of the misdemeanour factors.

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