Factors Influencing Teens to be Involved in Social Problems in a Protection Center, Selangor

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Abstract
This study was conducted to identify factors that influence behavioral depravities among teens. Respondents in this study consist of trainees aged 13 to 19 years old and above. The methodology of this study is a survey using questionnaires as instrument. Respondents were selected using a purposive sampling technique involving 70 teenage girls in a state protection center of Selangor. The findings of the pilot study on 30 teenage girls involved with social problems at the protection centre in Selangor showed that items had high reliability with alpha cronbach values above 0.8. The data analysis of this study uses SPSS (Statistical Package for the Social Sciences) version 23.0 to analyze descriptive statistical data, mean and standard deviation. The results showed that the influence of self factor, parent factor, mass media factor and peer factor was moderate. Hence, this study can be used as a guide to finding solutions for relevant authorities by taking into account the factors that influence teen involvement in social issues. In conclusion, all parties should work hand in hand to address this increasingly worrisome social problem.

Keywords: Factors, behavourial depravities, moral problems, teens, protection centre

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1.0 Introduction

The need for noble moral development at this moment is increasingly pressing upon the social problems that arises in line with the economic development and the rapid development of the world. In this case, the issue of producing cildrens with the noble and good religious values is also increasingly difficult. A study on 200 students to identify the level of religious knowledge among them found that the level of majority of the students was moderate (Nurzatil Ismah et al 2015). The findings of this study illustrate that the higher the religious knowledge, the lower the tendency of the student to engage in immoral activities (Fauziah et al al 2012). However, in reality today shows the task of applying the moral education to students as the goals set by the government are very challenging (Mohd Musnizam et al 2012). This is based on news and reports reported in the printed and electronic media on these issues is increasingly worrying.

According to Shuhada Mansor's (2015) report, the statistics of the number of criminal cases recorded by the Royal Malaysian Police (PDRM) recorded a big rise in moral crisis among students. The rise is staggering in numbers and is looked upon as very serious and worrisome. The Ministry of Education Malaysia (MOE) recorded 13, 359 primary and secondary students across Malaysia engaged in serious disciplinary misconduct (Utusan Malaysia 2016). As a response, The Ministry of Education Malaysia has listed 402 school hotspots associated with disciplinary cases as well as drugs throughout the country as a guideline and one of the early prevention measures since the Student Discipline System (SSDM) of MOE had recorded the incidence of misconduct and student discipline problems is on the high side (Berita Harian 2017). The reported statistics illustrate a major challenge in terms of student morality (Noornajihan et al al 2012).

These issues of moral depravities should have relation with influences such as self-factor, family, peers, western influences, surrounding communities, mass media, etc. (Nor 2009; Fauziah et al 2011; Zainudin & Norazmah 2011; Wan 2013). The problem is also the impact of the modernization and cultural shock that hit children of this age which not only affects individuals, but also involve family, community and national institutions (Zainudin & Norazmah 2011; Tengku Elmi Azlina et al 2015). The issue of student's moral failure is a major threat to achieving country development. Noornajihan and Ab. Halim Tamuri (2013) emphasizes that the failure of an institution, organization, race, nation or civilization is due to the inherent moral character of the individual. This is also acknowledged and proven through the theory of birth and fall of civilization posed by Ibn Khaldun (1993).

This situation shows that the rate of teen involvement in social issues is increasingly serious. However, teens are the natural assets of the nation and will play a very big and important role in shaping the political, economic and social future in Malaysia. Hence, recognizing the importance of the weight of responsibility to shape today's generation of student's ethics, there is a need for researchers to examine the factors that influence teens involved in social problems. Recent studies have found that studies on the factors of teen involvement in social problems are still under-performed, especially studies involving teen girls (Nurul Husna et al., 2017). Although there are studies that look into influencing factors (Zainudin & Norazmah 2011; Husin 2011; Noradilah 2014), but there are still a small number of studies

focusing on these four factors alone, namely self-factor, parents, peers and media mass. However, in the context of the study, there is still a lack of research on factors affecting teens involved in social problems being carried out at the protection center (Azlina 2012) and focusing on the age group of teen girls aged 13, 13 to 15, 16 to 18 years old and 19 years old. Hence, this quantitative study is aimed at exploring the influence of self-factor, parent, mass media and peer to social problems of teens.

2.0 Literature Review

Teenage years are full of various problems and conflicts that arise because of several factors. Azlina (2013) explains that these factors are said to not onlydisturbing the mind, emotion, and body but also shake the faith of these teen until they finally get caught up with social problems. Hence, the term of these factors is generally defined as the element that contributes to a particular or more specific result of the cause which causes the occurrence of such social problems (Hashim et al al., Husin 2011). In this case, the findings of previous studies find that self-factor, parents, mass media and peers are the four most dominant factors that motivate teenagers to engage in social problems (Badlihisham et al., Zainudin & Norazmah, 2011; Wan Norina et al 2013).

Self factor is one of the factors that encourage teenagers to do something negative or positive. Hence, to understand the problems arising from the teenagers themselves, the definitions of the term 'teenage' should be understood first. Teenage are a period of transition, stage of development from childhood to adulthood, in terms of physiology, emotion and social (Badlihisham et al., 2000; Azizah 2013; Sahlawati et al 2015), where their age is in 10 to 20 years old and have reached puberty (Fariza 2005; Badlihisham et al 2000; Rogers 1962 in Zainudin & Norazmah, 2011). At this stage of their life, they have high curiosity. So every thing that happens in this teenager environment will invite the curiosity that ultimately encourages them to try to do it according to their own needs without regard to the pros and cons of the matter (Muhammed Sharif & Suria 2012).

The act of making observations that later transform to curiosity to do something is to in line with behavioral theory. This theory emphasizes behavioral learning based on observations from surroundings (Mok Soon Sang 2010; Novi Irwan 2016). Mok Soon Sang (2010) further explains that the attempt to do something is a trial and error process, which is coherent as it happens to teenagers who constantly observe and try to do things until eventually they can be involved in social problems. In addition to curiosity, the desire to express dissatisfaction, wanting to take revenge, self-factor that lacks behavioral appreciation are among the factors that come from the teenagers themselves that encourage them to be involved in social problems (Zainudin & Norazmah 2011).

Apart from self-factor, there is a parental influence that also contributes to social problems. If the education given by the parents is lacking, then the teenager has the potential to fall into social problems (Zakaria et al 2012). This is evidenced by previous studies showing that the cause of social problems among teens is due to the lack of religious education adopted by parents to children (Sabitha 1995; Sharifah et al al., 2010; Fauziah et al. 2012). Not only in terms of educating and exemplary behavior, the issue of unrest and the collapse of households between the parents can

also ultimately affects teens (Nik Haslinda 2007; Tam Chai 2009; Yusuf & Najihudin, t.th) . The results of Fauziah et al. al (2012) found that parent's fights are one of the factors that contribute to social problems among teenagers in the protection centre.

Peers also have a strong influence on the formation of teenage behavior and morals. Peers are the ones that gives a different environment, where the familiarity is beyond the family environment and can be a place of letting out all unspoken problems and act as a substitute for parents (Azizi Yahaya t.th; Zakaria et al 2012). This intimate relationship can be a good thing and but can also can happen the other way around. This is because good friends can guide you to goodness, but if you mistakenly choose a friend, then your teen will get stuck with bad things. This was agreed upon by Husin Junoh (2011) who found that peers were the dominant influence on issues of moral formation. This is because of the teenager's willingness to do something bad because of wanting to get approval by their friend (Dian & Faradilla 2000).

The results of the study by Azlina (t.th), Azizi Yahaya et. al (t.th), Zainudin and Norazmah (2011) as well as Azizah (2013) found that peer's influence affects social problems among teens. This is because in the current age of teens they are more likely to imitate the behavior shown by peers (Maizatul Akmam 2007) as described in the theory of social learning introduced by Albert Bandura (1977), where learning takes place through observation of people's behavior in the surroundings. The observational learning that is also named as this modeling is a result when teens observe their significant peer's behavior. Peer-to-peer monitoring is an impersonation process that will shape a person's deviant behavior (Azizi Yahaya & Mohd Sofie, t.th; Qumruin Nurul Laila 2015) which ultimately causes teenagers to fall into social problems.

The mass media factor also contributes to social problems among teens. Although the mass media serves a variety of information and information, at the same time, the mass media have a negative influence especially on teens as well as affecting their morals such as free association, dressing that does not cover aurat, western lifestyle and so forth (Mohd Dahlan & Ida Shafinaz , t.th; Syed Muhammad & Mohd Lufti 2009; Tengku Elmi Azlina et al 2015). This proves that mass media is a medium of behavioral impersonation for teens who ultimately plunge them into social problems. The situation is coherent as it is said in the theory of social learning, where teens are learning by imitating what is in their environment and environment including exposure through mass media (Ab. Halim & Zarin t.th; Nailul Falah 2004; Qumruin Nurul Laila 2015) .

Teenage behaviors that are heavily influenced by the four factors mentioned here show the ever growing of social problems today. This problem not only affects young men, but also social issues involving teenage girls are increasingly being talked about. This situation illustrates that teenage girls are now more aggressive, courageous and wild. The existence of protection center devoted to teenage girls also proves that these groups are increasingly in need of assistance to be rehabilitated (Azlina t.th; Zanariah et al al 2016). The protection center involved in this study is devoted to teenage girls who are involved with social issues alone. In this study, the respondent's background also involves social problems, namely violence, sexual misconduct and drug abuse.

3.0 Methodology

The methodology of this study is a survey. Population in this study is the number of teens in a state protection center of Selangor, a total of 100 people. While the total sample used in this study is 70 respondents. This study used the selection method sample to select the appropriate sample in this study. This survey study uses descriptive method through the use of 5 Likert scale questionnaires as a research instrument. The questionnaire consisted of 32 items which involved four main constructs, namely 7 items for demography, self-factor (6 items), parent factor (7 items), mass media factor (6 items) and peer factor (6 items) . This questionnaire was adapted from some previous studies. The findings of the pilot study on 30 teenage girls showed that items had high reliability with a score above 0.8. Data analysis in this study uses the SPSS (Statistical Package for the Social Sciences) version 23.0 which refers to descriptive analysis, mean and standard deviation.

For the purposes of descriptive data analysis, the mean score interpretation used in this study is referring to the following table:

Table 1 Mean Score Interpretation

Range Scale	Mean Score Interpretation
1.00 - 2.00	Low
2.01 - 3.00	Moderately Low
3.01 - 4.00	Moderately High
4.01 - 5.00	High

Source : Nunally (1978); Norasmah (2002); Norasmah & Sabariah (2005)

4.0 Results

This study involve respondents among teen girls who is involved in social problems in a protection center, Selangor. In detail, the respondents' demographic profile is shown in the following table.

Table 2 Respondents Demography Profile

Respondents		Total	Percentage
Age	13-15 Years Old	9	12.9
	16-18 Years Old	22	31.4
	19 Years Old & Above	39	55.7
Type of offence	Violence	19	27.1
	Sexual Misconduct	34	48.6
	Drug Abuse	5	7.1
	Others	12	17.1
Parents Occupation	Government	30	42.9
	Private	20	28.6
	Self-own	16	22.9
	Others	4	5.7
Parents Earnings	RM 100-500	5	7.1
	RM 501-1000	20	28.6
	RM 1001-2000	17	24.3

| | RM 2001 above | 28 | 40.0 |

Based on table 2 above, respondent profile analysis showed that the whole sample was 70 people. Of these, 9 were 13-15, 22 were 16-18 and 39 were over 19 years old. When viewed from the type of offense, 27.1% are involved with violence, 48.6% are engaged in sexual misconduct, 7.1% are involved with drug abuse and 17.1% are involved with other social problems. Next to the demographic status of parents there are 52 people who have married parents, 11 people who have divorced parents and 7 people have no parents.

In addition, the demographic of this study was also seen in terms of parents' education and found that 22.9% had PMR graduates, 54.3% had SPM parents, 8.6% had STPM parents, 1.4% had PHD parents and 12.9% have parents of other approvals. Of these, there are 30 people with parents working in the government sector, 20 have parents working in the private sector and 16 have self-employed parents and 4 have parents working in other sectors. In terms of income, 7.1% have parents who earn RM100-500, 28.6% have parents earning RM501-1000 and 24.3% have parents earning RM1001-2000 and 40.0% have parents earning more than RM 2001.

Next, table 3 below shows the overall score table of factors affecting teens involved in social problems.

Table 3 Mean Score Factors Affecting Teens Involved In Social Problems

Factors	Mean	Level
Self	3.63	Moderately High
Peer	3.12	Moderately High
Mass Media	2.97	Moderately Low
Parents	2.43	Moderately Low

Based on the table above, the results showed that the mean score of all factors affecting teens involved in social problems, ie self (min = 3.63) and peers (min = 3.12) were at moderately high level. Meanwhile, mass media factor (min = 2.97) and parents (min = 2.43) are at moderately low level

Table 4 below shows the overall data analysis of items for self-factor in detail.

Table 4 Self-Factor

Questionnaire	Mean	Std Deviation	Interpretation
I often deny parent's instructions and family members	3.48	1.53	Moderately High
I do not practice religious teachings like prayers	3.77	1.39	Moderately High
I like to mingle with a group that practices an unhealthy lifestyle	3.47	1.46	Moderately High
I always want freedom in life	3.88	1.44	Moderately High
I have no goal of life	2.87	1.50	Moderately Low
I always like to try something new	4.31	0.87	High
Overal mean	3.63	1.03	Moderately High

Table 4 above shows that the overall self-factor factor is at moderate high (mean = 3.63 and standard deviation = 1.03). Items with the highest mean are "I always like to try something new" (mean = 4.31 and standard deviation = 0.87) and are at high level. Whereas the item with the lowest mean is "I do not have the goal of life" (mean = 2.87 and standard deviation = 1.50) and is at moderately low level.

Table 5 below shows the overall data analysis of items for peer factors in detail.

Table 5 Peer Factor

Questionnaire	Mean	Std Deviation	Interpretation
I was easily influenced by my friend's insistence	3.24	1.31	Moderately High
I did wrong because of my friend's insistence	2.84	1.15	Moderately Low
I would rather express my problems to friends than my family	3.67	1.41	Moderately High
I would rather spend time with my friends	3.62	1.43	Moderately High
I'm easy to accept if I'm skipping with my friends	2.42	1.43	Moderately Low
I can easily accept a friend if I follow the latest fashion	2.91	1.54	Moderately Low
Overall mean	3.12	1.06	Moderately High

Based on the above table shows that overall peer factors are at moderately high (mean = 3.12 and standard deviation = 1.06). Items with the highest mean are "I would rather express my problem to my friend than my family" (mean = 3.67 and standard deviation = 1.41) and are at moderate high. Whereas the item with the lowest mean is "I'm easy to accept if I'm skipping with my partner" (mean = 2.42 and standard deviation = 1.43) and are at moderately low level.

Subsequently, table 6 below shows the overall data analysis of items for mass media factors in detail.

Table 6 Mass Media Factor

Questionnaire	Mean	Std Deviation	Interpretation
I prefer to watch sex TV shows	1.91	1.13	Low
I prefer to surf the web with sex contents	2.00	1.32	Low
Sex scenes between men and women should be blocked in this age	4.10	1.39	High
TVs broadcast a lot of negative things	3.41	1.61	Moderately High
The web site (internet) broadcasts a lot of negative things	3.41	1.61	Moderately High
I like to watch the plan of violence	3.00	1.55	Moderately Low
Overall mean	2.97	0.90	Moderately Low

Based on the table above shows that the mass media factor is at moderately low level (mean = 2.97 and standard deviation = 0.90). Items with the highest mean were "sex scenes between men and women should be blocked in this age" (mean = 4.10 and standard deviation = 1.39) and at high levels. While items with the lowest mean are "I

prefer to watch sex TV shows" (mean = 1.91 and standard deviation = 1.13) at low level.

Table 7 below shows the overall data analysis of items for parent factors in detail.

Table 7 Parents Factor

Questionnaire	Mean	Std Deviation	Interpretation
My parents have a bad habit of home	1.74	1.28	Low
My parents are less concerned about my lessons	2.25	1.34	Moderately Low
My parents rarely stay home because of their busy work	2.61	1.52	Moderately Low
My parents are less communicating with me about the needs and problems I'm facing	2.82	1.53	Moderately Low
My parents rarely motivated me	2.65	1.35	Moderately Low
My parents rarely support me	2.40	1.33	Moderately Low
My parents rarely praise me	2.55	1.48	Moderately Low
Min Keseluruhan	2.43	0.98	Moderately Low

Based on the above table shows the overall factor of the parent is at moderately low level (mean = 2.43 and standard deviation = 0.98). Items with the highest mean are "My parents are less communicating with me about the needs and problems I'm facing" (mean = 2.82 and standard deviation = 1.53) and are at moderately low level. Whereas the item with the lowest mean is "My parents have a bad habit of home" (mean = 1.74 and standard deviation = 1.28) is at low level.

5.0 Discussion

Overall, the results of this study show that self-factor and peer factors are at moderately high level. Meanwhile, mass media and parent factors are at moderately low level. This finding shows that two more dominant factors affecting teens to engage in social problems stems from self and peers. It can be concluded that there are two main aspects, namely internal factors that emanate from themselves as well as external factors that come from peers who play a major role in influencing teens to do social problems. This finding is in line with the study conducted by Tengku Elmi Azlina (2015) which found that the involvement of teens in various social phenomena is due to the personal factors of the teen themselves covering aspects of personality development which will lead to tension and emotional stress in teens if they are not getting full guidance in facing the challenge of youth. This causes teenagers to be inclined towards moral collapse and do things that they should not do and are unlawful.

The results of this study also coincide with the study of Zainudin and Norazmah (2011) who also find that self-factor is the the dominant factor that influences teenagers to be involved in social problems at Tunas Bakti School, Lereh River, Melaka compared to peer influence and school environment problems. Fauziah et. al (2012) states that teenage morals can be formed through themselves, namely from the perspective of education and the appreciation religion from inner-self. If their identity is intact, then they will be motivated to do positive things. On the other hand, if their

personality traits are poor, then moral deprivation and negative actions that violate norms in society include social problems (Azlina 2013; Zanariah et al 2016).

Furthermore, the results of this study also show that many teenagers always love to try something new and this item is at the highest level. This is in line with the study conducted by Zainudin and Norazmah (2011), Azlina (2012) and Zanariah et al. al (2016) which finds that students who are involved with social problems are students who have a high desire to try something new that they never did. A study conducted by Azizi et. al (2010) also shows that student attitude towards the aggressive behavior that causes discipline among students is the desire to try something new. In general, this is one of the dominant attitudes that occur naturally in teens, the internal instincts of themselves internally who always want to try something new to find fun that ultimately encourages them to deliberately do it.

However, this study also found that overall teenagers do have a living goal. The findings are in line with the study of Zainudin and Norazmah (2011) who also find that students involved with social problems have a living purpose. It also shows that they are also concerned about the future. However, their goals of life are easily observed and concentrations are focused only on individuals rather than the general population as teens are more self-centered and the concept of human rights has not been fully mastered (Anuar 2001). This is an internal element that stands out in a teenager and the maturity level of their thinking will grow as the age rises, and then goes to the adulthood.

In addition to self-factor, this study also found that peer factors were the second highest factor with moderately high level affecting teens to engage in social problems. This is in line with the findings of the study of Azizi Yahaya and Muhamad Friday (t.th), Maizatul (2007) and Zainudin and Norazmah (2011) who found that peers were external factors influencing the formation of teenage morals. The results of this study found that peers were the main choice of teenagers as a place to express problems over their own families. This finding is consistent with Tengku Elmi Azlina et al. al (2015) which states that teens love to find peers as a place to express their concerns and attention. However, this study also found that teens did not regard the act of truancy with their peers as an act to be accepted by their friends. This finding is contrary to the study conducted by Norhasilah et. al (2012), where peer influencing factors are at a high level in influencing students to perform truancy.

In addition, this study also found that overall social problems from mass media factors were at moderately low levels. This is in line with Abdullah and Mawaddah (t.th) study findings, Ab. Halim and Zarin (t.th), Badlihisham (2005), Nurul Huda (2011), Zaharah (2013) which found that the mass media factor influenced the formation of teenage morals today. The results of this study found that the mass media featured many social scenes between men and women. Scenes that do not preserve the boundary of aurat between this type of sex contribute to the problem of free association, free sex, out-of-marriage pregnancies and the like. In this regard, the researcher is of the opinion that teenager's parents should be more attentive and care about each of the programs that their children watch to fit their age and not damage their morals. However, this study also found that teenagers do not like watching TV shows. This is contrary to the study conducted by Ab. Halim Tamuri and Zarin (2009)

who find that teens prefer to watch TV shows and VCDs with sexual contents, where these symptoms lead moral depravities among teens.

Finally, the finding of this study also found that overall social problems from parent factors were at the lowest mean position and were at moderately low level. This is in line with the findings of Anuar (2001), Maizatul (2007), Azlina (2011) and Nurzatil et. al (2015) which states that parents also influence in the formation of teenage morals. The results of this study found that most parents lacked communication with their children about the needs and problems they faced. This is in line with the findings of Tengku Elmi Azlina et. al (2015) which proves that the lack of communication between parents and children causes teenagers to be trapped by social problems. Researchers are of the view that bilateral communication is an important part of the eradication of teen misconduct. However, the findings of this study are contrary to the study of Zainudin and Norazmah (2011) that students disagree that the aspect of a parent's lack of communication with students about the needs and problems faced by their children leads them to social problems

6.0 Conclusion

Teenage social problems are an issue that is often discussed today. The impetus of the social environment creates and affects the behavior of teens. Among the factors identified in this study were self-factor, parents, mass media and peers. The study found that these factors were one of the causes of social problems among teens. This study is important to find solutions that are really effective in combating teen involvement in social issues. Hence, the implication of this study is that relevant authorities can know and take into account the factors that influence the involvement of teens in social issues to be guided in preserving the national heirs from being trapped in social problems that threaten the well-being of the nation. Among the proposed research proposals that can be done with the social problems of the teen is by involving more respondents and using theories related to teen environment. This is because teenagers at this age are more easily affected by their social environment.

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