

AcE-Bs 2012 Bangkok
ASEAN Conference on Environment-Behaviour Studies,
Bangkok, Thailand, 16-18 July 2012

Relationship between the Outdoor Physical Environment and Students' Social Behaviour in Urban Secondary School

Shuhana Shamsuddin^{a*}, Hanim Bahauddin^b & Norsiah Abd. Aziz^c

^a*Department of Civil Engineering (Built Environment), Razak School of UTM in Engineering and Advance Technology, Universiti Technology Malaysia*

^b*School of Architecture & Built Environment, UCSI University, Malaysia*

^c*Faculty of Built Environment, Universiti Teknologi Malaysia*

Abstract

School environment is important to the child's development. Theories of environmental psychology suggest that environmental context influences social attitudes and behaviour. The research focuses on the relationship between the outdoor physical environment of urban schools and the students' social behavior of two secondary schools in Shah Alam, Selangor, Malaysia. The findings demonstrate that some relationships exist between the outdoor physical environment of the school and the students' social behaviour. The design and planning of the school's external environment should give more consideration on creating conducive learning environment that could foster positive social behavior especially for urban schools.

© 2012 Published by Elsevier Ltd. Selection and peer-review under responsibility of the Centre for Environment-Behaviour Studies (cE-Bs), Faculty of Architecture, Planning & Surveying, Universiti Teknologi MARA, Malaysia

Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Keyword: Physical environment; social behaviour; design elements; planning; layout; landscaping.

* Corresponding author.

E-mail address: shuhana@ic.utm.my, hanim@ucsi.edu.my, b-norsiah@utm.my

1. Introduction

School as a learning institution should create conducive learning environment, where students could acquire both academic and social skills. The school is an institution which is intended to nurture, care for and educate children within the framework of structured age-related class groups (Dudek, 2000). In raising academic achievement and helping each and every student on his or her potential, healthy learning environment, interior as well as the exterior environment, should be well planned.

The focus of this research is to establish the relationship between the outdoor physical environment and the students' social behaviour in the urban, secondary schools. It is to identify the most preferred behavioural setting in the outdoor physical environment of the urban secondary schools, to examine why the characters of the outdoor physical environment of the urban secondary schools influence students' social behaviour, as well as to examine how the characters of the external urban schools environment influenced the students' social behaviour. The research is limited to evaluating the effectiveness of the outdoor physical environment in promoting positive social behaviour through design, site planning and landscape perspective.

The students' social behaviour in this research is limited to evaluating the peer interaction and acceptance, sense of belonging, sense of privacy and sense of curiosity. Hence, it is not the scope of this research to evaluate the negative social behaviour such as crime and violence as this is not an issue that is related to schools environment and its compounds in Malaysian context.

1.1. Research Background

Social and disciplinary problems in schools have always captured the attention, especially the Media. Schools are always under pressure to create safe, orderly and effective learning environments. This pressure has emerged from real disciplinary challenges combine with weariness of school violence that had been sensationalized in the media. (Lewis & Sugai, 1999; Sugai et al, 2000; Walker et al, 2001; Walker & Shinn, 2002 in Vincent et al, 2002). The Malaysian Ministry of Education (MoE) always tries to find ways to curtail the disciplinary problems from occurring in schools. In July 2004, the Education Minister, Dato' Hishamudin had called for suggestions on how to curb the disciplinary problems in school (NST, 28/7/2004). In Malaysia, few studies were conducted on the students' discipline, and some factors had been outlined for the cause of misconduct in schools. Some research had touched on the schools' environment as one of the contributing factors; however this research did not discuss the effects of the school's outdoor physical environment that may have significant effects to the students' misbehaviour.

1.2. Research Issues

The indiscipline problem in schools is ranked as a major problem among students of primary and secondary schools in Malaysia. Disruptive behaviour is a concern to schools and parents and to fellow pupils, whose education may be adversely affected (Azizi, 2009). In 2002, the Ministry of Education, Malaysia, had developed a blueprint for a Safe School Programme in Malaysia, known as the *Safe School Concept and Manual: Implementation Guide to Create a Safe School, Community and Family for Children*. The aim of the blueprint, which called for the support of families and local communities, was to reduce school violence and contribute to safe school culture and environment.

It has been reported in the newspaper that crime involving students in Malaysia had increased for the first eight months of the year 2004: 141 violent and 668 property crime cases. Police had identified 17 secondary schools in Kuala Lumpur City as problematic schools facing serious disciplinary problems

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات