

Exploring the Significant Factors Affecting the Social Crimes of Malaysian Students

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Abstract

This study aimed to explore factors hindering social crime among Malaysian students. 383 respondents, all students, were surveyed. Parental influence emerged as the most significant factor in dissuading students from social crime, according to mean score analysis. Correlation analysis revealed positive correlations between self-efficacy, peer pressure, mass media influence, parental influence, and Malaysian students' involvement in social crimes. The linear regression model, with a statistical significance below 0.05, indicated a strong fit for the data, suggesting its reliability. Mass media exerted the greatest influence on Malaysian students' involvement in social crimes, followed by peer pressure, self-efficacy, and parental influence. These findings offer insights for educational institutions, government officials, and policymakers to foster a culture of peace, justice, and strong institutions. Proactive measures can mitigate social conflicts and reduce crime rates, fostering individuals who contribute positively to society and support Sustainable Development Goal 16.

Keywords: *Delinquent, Social Crime, Self-Efficacy, Peer Pressure, Mass Media Influence.*

Introduction

Students are always associated as teenagers who are the nation's hope. They are expected to excel not only in their academics but also in aspects of humanity. The concept of humanity involves a moral force and a low aspect of humanity may cause students to involve in social issues and disruptive behaviour (Coupland, 2001). Disruptive behaviour is a source of concern for schools, parents, and other students, whose education and society may suffer as a result. A few of the news headlines reported in the media depicted the school and institution as having disobedient students. Some even go so far as to consider misbehaving to be a social crime. Social crime is a global issue that affects all human societies.

According to statistics, a total of 111,895 students, 16,849 primary school students, and 95,046 secondary school students, were found to be involved in social crime. In 2016, truancy was the main issue in the disciplinary misbehaviour of students. For bullying cases, a total of 3,448 cases were recorded in 2016 and up to June 2017 a total of 872 cases were recorded. Clearly, statistics like this are quite troubling even though the ministry found that disciplinary problems were at a rate of 2.03 percent per year from 2012 to 2016. Truancy recorded the highest record in disciplinary misconduct among students throughout 2017.

It covered 1.4 percent, equivalent to 67,053 students out of nearly five million students. primary and secondary schools across the country (Hamid, 2019).

Social problems are also not only related to mild disciplinary behaviour, but involve serious social crime such as vandalism (Abdullah, 2019), gangsterism (Bernama, 2014), gambling (O. Yahaya, 2020), sexual harassment (Lee, 2021), illegal racing (Zulkifli, 2022), prostitution (Suhaimi, 2021), stealing (Hamid, 2019), rape (Toyos, 2019), running away from home (Bernama, 2020), bullying (Aida, 2022), abortion (Bernama,

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2022), and illegal drugs (Ismail, 2022) are also reported in Malaysia. These statistical reports are seen as something very worrying to our society.

The main objective of this research was to comprehend the factors that could become a barrier to the social crime among Malaysian students. Understanding the most contributing factors could assist education institution and government administrators in instilling excellent values and raising awareness among the students to keep them away from social troubles and other crimes, allowing them to become progressive in their future well-being. Based on the previous studies there are four research objectives in this study:

RO1: To determine whether self-efficacy has significant influence on the involvement of Malaysian Students in Social Crimes.

RO2: To determine whether peer pressure has significant influence on the involvement of Malaysian Students in Social Crimes.

RO3: To determine whether Mass Media has significant influence on the involvement of Malaysian Students in Social Crimes.

RO4: To determine whether parental factor has significant influence on the involvement of Malaysian Students in Social Crimes.

Literature Review

Modern criminology research employs a scientific method to uncover solutions. There are a few underlying factors that can lead to criminal behaviour. Although Educational institutions is a place for personal development of students, the process of educating students does not only happen in schools and in the education system. Basically, the problem of disciplinary misconduct that occurs among students stems from two factors that are closely related to each other, namely school factors and factors outside of school (Saidi, 2016). Factors outside of school such as community, parents, peers, family, and environment also influence a person's lifelong development.

Personal agency has been emphasized as a crucial factor in explaining why some individuals engage in criminal behavior and others do not. Bandura's concept of self-efficacy has been applied in various contexts and recent research suggests it may also be relevant for understanding criminal behavior. Low self-efficacy has been associated with negative outcomes such as depression (Torrisi et al., 2018), emotional stress (Isa et al., 2019), and criminal behavior (Johnston et al., 2019). People with high self-efficacy are more aware of their roles in society and may be discouraged from engaging in criminal activities (Brim, 2021). Low self-control and self-efficacy can contribute to social problems among students, such as substance abuse and delinquency (Yahaya & Bakar, 2018). Recent research has explored the relationship between self-efficacy and specific types of criminal behavior, such as cyberbullying (Teng et al., 2021) and intimate partner violence (Tang et al., 2020).

Some theorists emphasize the significance of personal agency in explaining why a person commits crimes and why others do not. The original idea of self-efficacy developed by Bandura has mostly been applied to many task-specific contexts (Lianto, 2019). The lower self-efficacy is associated with negative elements such as depression (Torrisi et al., 2018), emotional stress (Isa et al., 2019), and criminal behaviour (Johnston et al., 2019; Wang et al., 2021; Kavish et al., 2020). According to Brim (2021), people with high self-efficacy also have high awareness of their roles in society. The quantitative result by Johnston et al. (2019) stated that the rising in offending self-efficacy is linked to a reduction in total criminal participation. Ahn et al. (2020) identified self-efficacy as a protective factor against delinquent behavior among Korean adolescents. Yahaya & Bakar (2018) also found that low self-efficacy aspect causes a student to get involved in various social problems.

Smith et al. (2021) also believe that self-control is crucial in explicating the formation of criminal proclivity. Wang et al. (2021) found that self-efficacy was a significant predictor of criminal recidivism among young

offenders, suggesting that enhancing self-efficacy may be an important target for intervention. Kavish et al. (2020) conducted a meta-analysis that indicated that low self-efficacy was associated with higher levels of criminal behavior across a range of studies, highlighting the importance of this construct in understanding criminal behavior. Meldrum et al. (2021) found that self-efficacy mediated the relationship between parental involvement and juvenile offending, providing further evidence for the importance of this construct in shaping criminal behavior. These and other current studies suggest that self-efficacy is a crucial factor in understanding criminal behavior and that interventions aimed at enhancing self-efficacy may be effective in preventing crime and promoting positive social outcomes.

Peer influence has long been recognized as a significant factor in the development of young people's attitudes, behaviors, and values. According to Davidson and Guy (2012), peers are individuals who are considered trustworthy and a source of information for teenagers. They often spend time with their friends and are unable to reject the influence of their peers, especially when it comes to immoral activities. Ismail et al. (2022) found that peer influence can affect changes in teenagers' thinking, speaking, and acting. Negative peer influence can cause young people to behave in ways that are contrary to societal norms or religious demands, leading to disciplinary misconduct and social crimes.

Research has shown that peer influence can lead to various disciplinary problems, including fights resulting in serious injuries. In a study by Al-Dubai et al. (2019), it was found that peer pressure was a significant predictor of aggressive behavior among adolescents in Malaysia. The study found that teenagers who were susceptible to peer pressure were more likely to engage in violent behavior than those who were not. Similarly, a study by Jeong et al. (2020) found that peer delinquency was positively associated with school violence among Korean adolescents. The study suggested that negative peer influence could lead to school violence, which could result in serious consequences for students.

Furthermore, peer influence can also affect the academic performance of students. A study by Abdullah et al. (2021) found that peer pressure was a significant predictor of academic procrastination among university students in Saudi Arabia. The study suggested that students who were susceptible to peer pressure were more likely to procrastinate on their academic tasks, leading to poor academic performance. In a similar vein, a study by Saleh et al. (2021) found that peer pressure was a significant predictor of academic cheating among university students in Egypt. The study suggested that students who were susceptible to peer pressure were more likely to engage in academic dishonesty, which could lead to serious consequences for their academic career.

The mass media, which includes electronic media, printed media, and cyber media (internet), is claimed to have a significant impact on students' lives. Television, internet, and other interactive media have a lot of violent content. Students typically like watching interactive media and are indirectly influenced by the adversarial characters in the shows they watch (Teh & Otman, 2018). In addition, the influence of the internet and social media can also influence the formation of students' behaviour to social crime (Grau et al., 2019). The influence of the internet means the influence of the internet and the effect of its users on students, especially the content, the effect on learning, and the social effect. Various social and cultural amenities are funnelled through television, radio, mobile phones, internet, and so on (Wahab & Otman, 2017). The mass media is not only a source of amusement and information, but it also has an impact on social, cultural, personal traits, and empowerment of individual positively or negatively (Pang et al., 2022). Nonetheless, the negative effect of the mass media, which includes print and electronic media, has an indirect impact on community behaviour and serves as a source of juvenile morale and degeneration.

The exposure of young people to various forms of media has been linked to an increase in their involvement in social crimes. According to Jones et al. (2020), young people who are heavily exposed to violent media content are more likely to engage in violent behavior themselves. Additionally, studies by Singhal & Rogers (2019) have shown that media can influence the perception of deviant behavior and normalize it, leading to an increase in youth involvement in such activities. Moreover, the emergence of social media platforms has further amplified the potential impact of mass media on the behavior of young people. Social media provides young people with a platform to engage in risky behavior and participate in virtual communities that may promote deviant behavior. According to Haseeb et al. (2021), the use of social media has been

linked to an increase in cyberbullying, which can have severe psychological and social consequences. Similarly, Kostyrka-Allchorne & Cooper (2020) have found that social media platforms have contributed to the rise of hate crimes and extremist ideologies among young people.

The family environment plays a crucial role in shaping a student's learning and development, with the most significant influence coming from their family (Yahaya et al., 2010). As a child's first teacher, character developer, and influencer, the family has a profound impact on a person's behaviour, attitudes, and perspectives (Hoffman et al., 2006). Recent studies have indicated that parents who are divorced, experience conflicts, are preoccupied with work, or lack communication with their children can significantly influence the involvement of teenagers in social problems. This is because some parents may be overly concerned about their children's activities, while others may neglect their children. For example, Rossman & Ho (2018) found that parents who argue in front of their children and use violence toward them create a negative atmosphere that encourages teenagers to become involved in social problems. Furthermore, according to Ismail et al. (2022), parents who fail to communicate with their teenagers about their needs and problems can also contribute to their involvement in social problems.

Recent research has suggested that effective communication and positive family relationships can significantly mitigate the risk of teenage involvement in social problems. For instance, a study by Johnson et al. (2021) revealed that teenagers who have strong and positive relationships with their parents are less likely to engage in delinquent behaviour. Similarly, Foshee et al. (2019) found that parental monitoring and support play a vital role in reducing the risk of teenage involvement in violence. Furthermore, recent research has also shown that family interventions and therapy can effectively reduce the risk of juvenile delinquency and social problems (Lindsey et al., 2020). Thus, it is essential for parents to maintain positive and supportive relationships with their children and actively engage in their lives to prevent their involvement in social problems.

Mass media, self-efficacy, family environment, and peer pressure are all factors that have been identified to affect the involvement of youth in social crime. The mass media has a strong influence on young people's behaviour and attitudes, and it has been suggested that exposure to violent and antisocial content in the media can lead to an increase in aggressive behaviour and delinquency (Ybarra et al., 2019). Additionally, research has shown that individuals with low self-efficacy are more likely to engage in criminal behaviour (Johnston et al., 2019). Therefore, it is important to consider how the media can affect the self-efficacy of young people and their propensity towards delinquency.

The family environment is another significant factor that can influence the involvement of youth in social crime. Parents who are divorced, have conflicts, or are busy at work may not be able to provide adequate support and guidance to their children, which can lead to feelings of neglect and detachment (Rossman & Ho, 2018). Lack of communication and support from parents can also contribute to low self-efficacy and a lack of sense of responsibility among young people, which can increase the likelihood of involvement in social problems (Ismail et al., 2022). Peer pressure is also a significant influence on youth involvement in social crime. Studies have shown that peer groups can encourage negative behaviour, such as substance abuse, and that individuals are more likely to engage in these behaviours if they believe that their peers are also engaging in them (Haug et al., 2020). Peer pressure can also undermine individual self-efficacy by making young people feel like they must conform to their peers' expectations and behaviours.

In conclusion, the involvement of youth in social crime is a complex issue that is influenced by multiple factors, including mass media exposure, self-efficacy, family environment, and peer pressure. Understanding these factors and their interrelationships can help to develop effective prevention and intervention strategies for reducing youth involvement in social crime.

Conceptual Framework and Research Design

Based on the factors identified in this study, the Theory of Planned Behavior (TPB) is particularly relevant to understanding the relationship between peer pressure and involvement in social crimes among Malaysian students. The TPB, proposed by Ajzen (1991), suggests that attitudes, subjective norms, and perceived

behavioral control influence behavior. In this case, a student's attitudes towards social crimes, their perceptions of how their peers view such behavior, and their perceived control over their own behavior could all contribute to their decision to engage in social crimes.

Several recent studies have supported the relevance of the TPB in explaining criminal behavior. For example, Li et al. (2019) found that the TPB was a significant predictor of delinquent behavior among Chinese adolescents. The study showed that attitudes, subjective norms, and perceived behavioral control all played a significant role in predicting delinquent behavior, with subjective norms being the strongest predictor. Similarly, Pridemore and Turner (2019) found that the TPB was a significant predictor of cyberbullying behavior among American college students. The study found that attitudes, subjective norms, and perceived behavioral control all predicted cyberbullying behavior, with perceived behavioral control being the strongest predictor.

Other studies have also supported the relevance of the TPB in explaining criminal behavior. Bouffard et al. (2019) found that the TPB was a significant predictor of theft behavior among college students, with attitudes being the strongest predictor. Gibbs et al. (2020) found that the TPB was a significant predictor of sexual offending behavior among incarcerated men, with attitudes being the strongest predictor.

Based on previous literature and supported by the Theory of Planned Behavior (TPB), this study presents a conceptual framework (see Figure 1) that aims to explain the relationship between contributing factors and social crime involvement among Malaysian students. The independent variables considered in this study include self-efficacy, peer pressure, mass media influence, and parental factors, while the dependent variable is the involvement of Malaysian students in social crimes. By utilizing the TPB framework, our study aims to provide valuable insights into the factors that contribute to social crime involvement among Malaysian students and to identify effective interventions that can be implemented to address this issue.

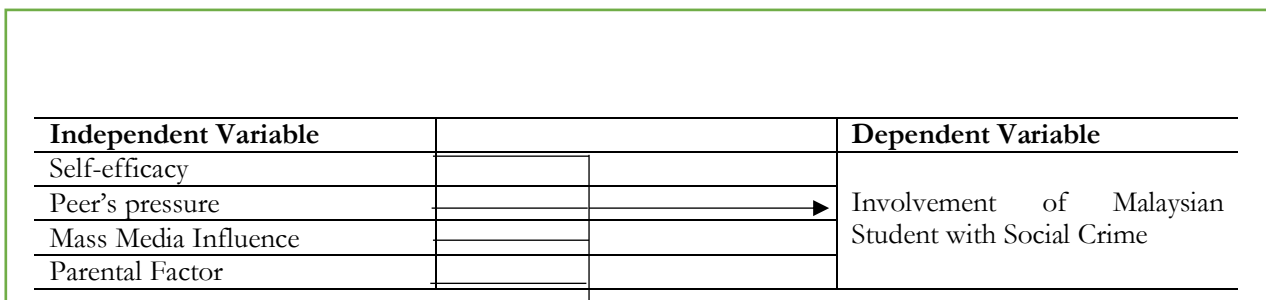


Figure 1: A Conceptual Framework on The Significant Factors That Influence Social Crime.

Methodology

Data Collection and Participants

The data was collected by providing the questionnaire to be answered by students online regardless of age and level of education. The questionnaire in this research acted as the research instrument in employing an observation checklist for the researchers. This survey had 383 respondents who were selected based on their status as a student. A total of 46 out of 383 were in secondary school (12.0%), 198 out of 383 were in diploma (51.7%), 135 out of 383 were in bachelor's degree (35.2%) and 4 out of 383 were Master's or PhD students (1.0%). A total of 192 out of 383 respondents were males (50.1%) and the rest were females with 191 out of 383 respondents (49.9%). Based on the analysis, the majority of the respondents were within the age range of 18 to 22 years old (83.8%, n=321) followed by age of 23 years and above (10.7%, n=41) and 13 to 17 years (5.5%, n=21). Most of the respondents were not involved in any social crime in their lives. Only 12.8% admitted that they were involved in criminal misconduct before. The sample characteristics that are analyzed using descriptive information is tabulated in Table 1.

Table 1: Sample characteristics

Variables	Items	N	%
Age	13 years - 17 years	21	5.5%
	18 years - 22 years	321	83.8%
	23 years and above	41	10.7%
Gender	Male	192	50.1%
	Female	191	49.9%
Location	City	166	43.3%
	Suburb	69	18.0%
	Rural	148	38.6%
Position in siblings	First child	100	26.1%
	Middle child	230	60.1%
	Youngest child	42	11.0%
	The only child	11	2.9%
Number of siblings	Only child	11	2.9%
	2 - 4 siblings	226	59.0%
	5 - 7 siblings	126	32.9%
	8 - 10 siblings	16	4.2%
	11 or more siblings	4	1.0%
Parental Status	Stay together	315	82.2%
	Mother died	6	1.6%
	Father died	27	7.0%
	Parents separated	21	5.5%
	Parents live apart	14	3.7%
Mother's job	Government sector	90	23.5%
	Private sector	53	13.8%
	Self-employed or work independently	26	6.8%
	Not working	214	55.9%
Father's job	Government sector	87	22.7%
	Private sector	129	33.7%
	Self-employed or independent sector	85	22.2%
	Not working	82	21.4%
Current education	Secondary school	46	12.0%
	Diploma	198	51.7%
	Bachelor	135	35.2%
	Masters/ PhD	4	1.0%

Data Analysis and Measures

The questionnaire for factor studies contained a mix of negative and positive phrases. However, before the data was analyzed, the negative items were converted into positive items to show the deterrent factor to social crime among Malaysian students. The value was measured using four Point Likert scale which were: 1 as Strongly Disagree, 2 as Slightly Disagree, 3 as Slightly Agree and 4 as Strongly Agree. In this research study, statistical programme known as Statistical Package for Statistic (SPSS) version 26 was used to run important tests including reliability analysis, descriptive information, comparing means, Pearson Correlation coefficient and regression analysis. The data was measured by using mean scale interpreted by low, medium, and high degree as shown in Table 2. The correlation between independent variables (IVs) and dependent variable (DV) were also measured. The level of strength correlation coefficient relationship between IVs and DV are shown in Table 3. The correlation coefficient relationship applies the same as highlighted in Table 3 for negative value, but it indicates negative correlation.

Table 2: Mean Value Interpretation

Value	Interpretation
2.67 - 4.00	High
1.33 - 2.67	Medium
0.00 - 1.33	Low

Table 3: Correlation Coefficient Relationship Strength Level

Correlation Coefficient	Interpretation
0.00 – 0.09	Very weak correlation, relationship is negligible
0.10 – 0.39	Weak correlation, there is a relationship
0.40 – 0.69	Moderate correlation, there is a relationship
0.70 – 0.89	High correlation, clear relationship
0.90 – 1.00	The correlation is very high to perfect, the relationship is strong

Note: Negative value is indicated as negative correlation with same magnitude

Result

As indicated in Table 4 the Cronbach's Alpha for Independent variables are larger than 0.7. According to Sekaran and Bougie (2016), a Cronbach's Alpha greater than 0.7 implies extremely strong dependability. As a result, all the items in the questionnaire were quite reliable and acceptable for comprehensive data gathering. The results from the Cronbach's Alpha test showed that self-efficacy, peer pressure, mass media influence, and parental factor items were 0.769, 0.803, 0.774 and 0.879, respectively. The reliability index was also tested for the whole data including demographic, dependent, and independent variables which involved 46 items the Cronbach's Alpha value of 0.910.

Table 4 shows the result of the mean value for parental factor at a high level (3.262). Most of the respondents agreed that their parents carry out a good responsibility in taking care of them. Most respondents did not agree that their parents conducted irresponsible and negative actions toward them. It was followed by peer pressure factor (2.873), mass media influence factor (2.748) and self-efficacy factor (2.694). Most respondents did not agree that their friends had influenced their behavior. Most respondents also stated that they did not watch negative things in the mass media. Besides, the findings showed that most of the respondents had positive behaviors and thoughts with high mean value interpretation scores.

Table 4: Reliability Test and total mean for Independent Variables

Label	Independent variables	Cronbach's Alpha	Mean
a	Self-efficacy factor	0.769357	2.693538
b	Peer's pressure Factor	0.802671	2.873368
c	Mass Media Influence Factor	0.773933	2.747715
d	Parental Factor	0.879403	3.262402

Figure 2 shows the pattern of the overall mean scores for the deterrent factors of social crime among Malaysian students which contains four classes which are self-efficacy, peer pressure, mass media influence, and parental factor. The four factors were indicated as items a, b, c, and d. The graph in Figure 2(a) indicates the self-efficacy factor's mean score. The finding showed that the item with the highest mean score in the self-efficacy factor was "a5 - I have goals in life" with the mean score of 3.245. It showed that students who had goals in their lives did not tend to commit social crimes. Having a goal setting would take control of their lives and prevent them from doing things that could bring problems to their future. Studies by Damon et al. (2019) show that youth with purposes in their lives have more moral development.

Item “a3 - *I don't like hanging out with groups that practice unhealthy lifestyles*” also showed high mean score of 3.217. This showed that students with a mindset not to be involved in negative environment did not tend to commit social crimes. Some approaches adopted the view that the role of environment was necessary to complete the process of personality development and collect evidence that there was a causal relationship between the environment and the social behavior in both directions (Chen, 2018; Farrow et al., 2017; Lange & Dewitte, 2019).

Item “a2 - *I always perform prayer and practicing religious teachings*” had the third highest mean score (3.144). This showed that students who performed religious practices did not tend to commit social crimes. This was agreed by Ab Rahman et al. (2018) stating that people who lacked religious and spiritual guidance could have social problems. Other items with high scores among the self-efficacy coping factors were “a1- *I always obey the instructions of my parents and family members*”, “a6 – *I always think first before doing something*”, “a7- *I will not rebel when I'm upset about something*” with the mean score of 3.050, 2.893 and 2.893, respectively. Meanwhile, items “a4 – *I don't mind if I don't have freedom in life*” and “a8 – *I have no problem being controlled by parents and the law*” scored medium mean scores of 2.164 and 1.948, respectively.

Graph in Figure 2(b) highlights the peer pressure factor's mean score. The findings showed that the item with the highest mean score in the peer pressure coping factor was “b5 - *I will not skip school with a friend to been accepted by them*” with mean score of 3.269. This showed that the students who were not involved in social crime were not affected by incitement of their deviant friends to engage in bad things to be more accepted. Item “b2 - *I never committed a misdemeanor because of my friend's insistence*” had the second highest mean score in the peer pressure coping factor with mean score of 3.209. It was followed by item “b8 - *My delinquent friend is not my role model*” with the mean score of 3.0235. Other high-scoring mean value among the peer pressure coping factors were “b1- *I will not sway by my friend's insistence*”, “b6 – *I don't have any deviant friends*” and “b7 - *Friends are not my main point of reference in everything*” with the mean scores of 2.945, 2.843 and 2.794, respectively.

There is much evidence to support the concept that in line with this research, peer interactions impact the development of problem behavior in students. The developmental research consistently shows the substantial levels of covariation between peer and juvenile misbehavior (McGloin & Thomas, 2019; McMillan et al., 2018; Thomas & McCuddy, 2020). This study indicated that most of the students who did not commit social crime did not have any deviant friends and that made them never commit a misdemeanor because of friend's insistence. In meantime, items “b3 - *I would rather talk about my problems with my family than with my friends*” and “b4 - *I prefer to spend time with my family than with my friends*” showed medium mean scores of 2.470 and 2.4334, respectively.

The graph in Figure 2(c) indicates the mass media influence factor's mean score. The finding showed that the item with the highest mean score in the mass media influence coping factor was “c2 - *I never surf pornography or obscene material*” and “c1 - *I don't like watching TV shows that have obscene material*” with mean scores of 3.556 and 3.535, respectively. This showed that students who did not have exposure to pornography and obscene materials would be more spared from committing social crimes. According to a research by George et al. (2019), teenagers who use pornography, particularly on the Internet, have worse levels of social interaction, increased disciplinary issues, greater levels of delinquent behavior, a higher frequency of depressive symptoms, and impaired personal bonding with parents.

Item “c8 - *I am not easily influenced by provocative media*” had the third highest mean score in mass media influence coping factor with the mean score of 3.052. This supported the findings of Isa et al., (2020) where mostly individuals surfed social media for the purpose of shopping than others. Other items that were interpreted with medium mean scores included “c3 - *I am more interested in watching entertainment shows from local media because it is more appropriate*”, “c4 - *TV broadcasts show a lot of positive things*”, “c5- *Positive content is abundant on the internet*”, “c6 - *I don't like watching shows that contain violence*” and “c7 - *There are numerous shows and materials available in the media that are appropriate for middle school teenagers*” with the mean scores of 2.491, 2.329, 2.063, 2.666, and 2.290, respectively.

The graph in Figure 2(d) indicates the parental influence factor’s mean score. The finding showed that the item with the highest mean score in the parental coping factor was “d1 - My parents are well behaved in the house” with a mean score of 3.590. It showed that the behavior shown by parents at home played a very important role in curbing social crimes among students. It cannot be denied that parents are the best role models in shaping their children's personality and moral value (Walters, 2016a, 2016b). Item “d2 - My parents are very concerned about my studies” also showed a high mean score of 3.499 followed by Item “d6 - My parents always support me” with the third highest mean score value of 3.384.

Other items that had high scores for parental coping factor were “d3 - My parents often spend time with me even though they are busy with work”, “d4 - My parents often communicate with me about my needs and problems”, “d5 - My parents often motivate me” and “d7 - My parents often praise me which makes me feel appreciated” with the mean scores of 3.300, 3.214, 3.334, and 3.159, respectively. Item “d8 - My parents never used violence against me” was the only item that indicated under medium score mean value of 2.619 which indicated that there were some parents who used violence against the children. This might be for educating their children so that their children were not involved in social crime. However, it did not contribute much as a coping strategy to prevent their children from committing social crimes. This also indicated that not all students who had been beaten by their parents were involved in social crimes. This contradicted to study by Straus & Donnelly (2017) that stated that students who faced violence in the house tended to commit social crime such as fighting and imposing violence against others.

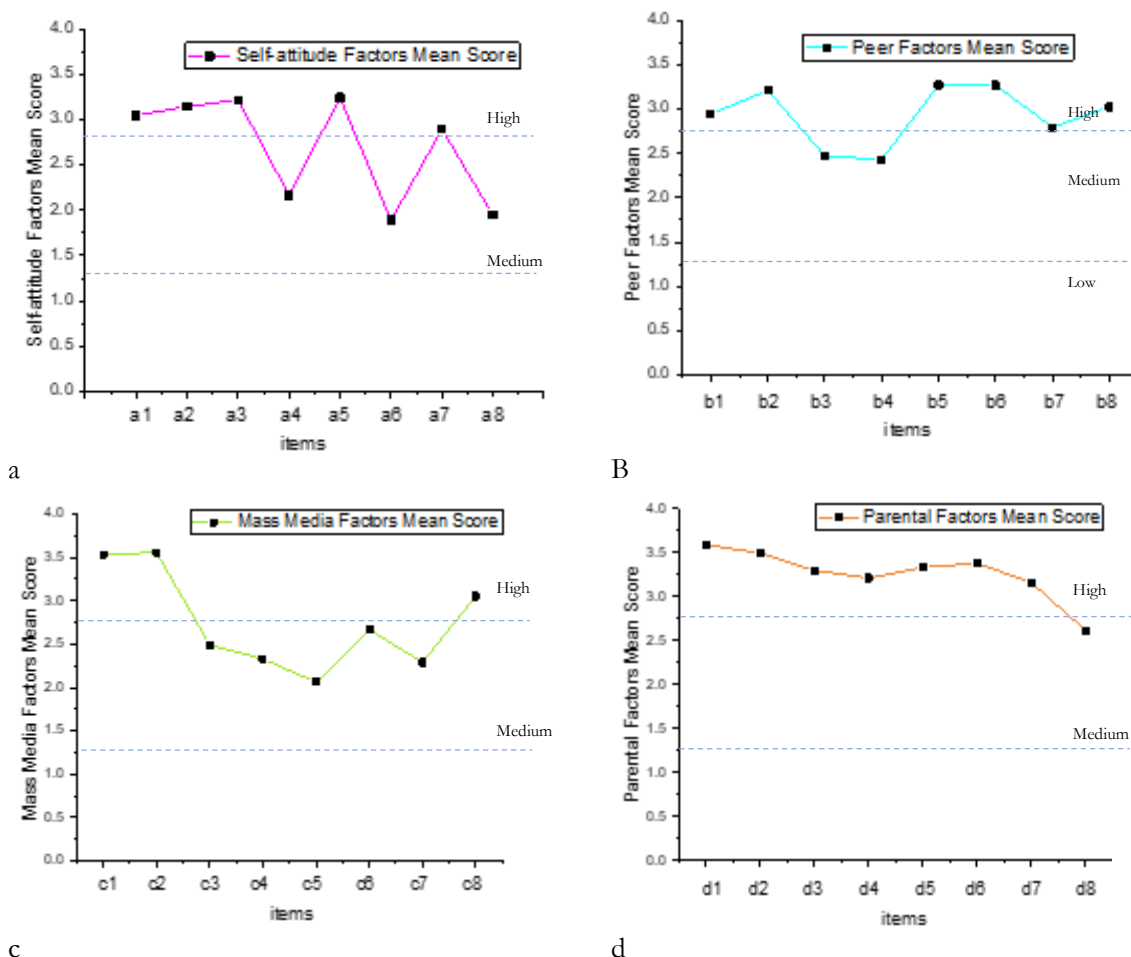


Figure 1: Mean Scores Of (A) Self-Efficacy Factor, (B) Peer Pressure Factor, (C) Mass Media Influence Factor And (D) Parental Factor

Pearson Correlation Analysis

To determine the relationship between the contributing factors (self-efficacy, peer pressure, mass media influence, parental) and the involvement of Malaysian Students in Social Crimes, Pearson correlation analysis was used to answer the objectives of this study. The value of the correlation coefficient (r) was used to measure the strength of the relationship between the contributing factors and the involvement of Malaysian Students in Social Crimes. According to Guilford's Rule of Thumbs (1956), to integrate a correlation relationship between variables, the strength of the relationship has been divided into five levels of strength as in Table 3.

The Pearson Correlation analysis showed that four contributing factors which were self-efficacy, peer's pressure, mass media influence, parental had a relationship with different correlation values on involvement of Malaysian Students in Social Crimes with a significant value of 0.01. The four contributing factors which were self-efficacy ($r = 0.186$), peer pressure ($r = 0.193$), mass media influence ($r = 0.223$), parental ($r = 0.123$) had a relationship with different correlation values on involvement of Malaysian Students in Social Crimes. The summarization of Pearson Correlation analysis is as shown in Table 5.

Self-efficacy is a psychological construct that refers to an individual's belief in their ability to accomplish a specific task or goal. It is an important factor in the involvement of students in social crime. Several studies show the relationship between self-efficacy and involvement in social crime among students. Table 5 shows that self-efficacy has a weak correlation with involvement of Malaysian students in social crimes ($r = 0.186$) with the correlation is significant at the level of 0.01. This result supported a study by Louw and colleagues (2015) which showed that self-efficacy was a significant predictor of involvement in delinquent behaviors among South African youth, including theft and vandalism. However, Munir and colleagues (2018) found that self-efficacy was negatively associated with involvement in drug abuse among Pakistani university students. Similarly, a study by Bhandari and colleagues (2016) revealed that higher levels of self-efficacy were associated with lower levels of involvement in violent behaviors among Nepalese school students. This finding inevitably shows the importance of students in improving self-efficacy by managing the emotional and physiological aspects which can lead to a range of positive outcomes, including better mental health, better academic performance, and high level of social well-being. As stated by Chen and colleagues (2019), mindfulness training improved self-efficacy and reduced stress levels in university students.

Based on the finding, the mass media influence had a relationship with student involvement in social crime ($r = 0.223$) with the correlation is significant at the level of 0.01. Even though this finding showed a positive relationship with weak correlation but most of the previous studies showed that exposure to violent media, modeling of deviant behavior, reinforcement of criminal behavior, distorted perceptions of crime, and media campaigns promoting positive behaviors were all the factors that could impact student involvement in social crime. The research conducted by Veldhuis and colleagues (2021) found that negative news media coverage was positively associated with fear of crime among university students, meanwhile, Parry and colleagues (2021) found that social media influencers who promoted risky behaviors, such as drug use, could increase students' likelihood of engaging in such behaviors. However, mass media can also be used as a tool for crime prevention. A study by Bannister and colleagues (2016) found that media campaigns promoting positive behaviors, such as wearing seat belts or not drinking and driving, were effective in changing the behavior of young people.

The findings in Table 5 show that peer pressure has a weak correlation with involvement of Malaysian students in social crimes ($r = 0.193$) with the correlation is significant at the level of 0.01. Previous studies found that peer influence was a significant factor in the involvement of youth in social crimes as stated by Abdullah & Hassan (2017), Chang, & Chen (2015) and Mohd Zahari and colleagues (2019) who found that peer pressure was a significant predictor of involvement in drug abuse among Malaysian university students. Meanwhile, peer pressure has been identified as one of the factors contributing to the involvement of students in social crimes. Supporting that, May Omogho Esiri (2016), concludes her study with the statement that peer pressure exists for conformity and in delinquent subculture due to criminal codes and behaviour.

According to Shahlal et al., (2021), parenting style have an impact towards students' disciplinary problems and students' happiness. However, a study conducted by Rathakrishnan and Abd Rahim (2008) found that there is no relationship between the influence of autocratic, authoritarian and permissive parenting styles on the involvement of drug usage. This means that, the parenting style has no significant impact on social problems among their children. Nevertheless, the findings by Yusof et al. (2019) were disputed by Rathakrishnan and Abd Rahim (2008) as their study found that that there was a significant relationship between permissive parenting style with the risk of drug abuse on youth.

Table 5: Pearson Correlation Analysis

Factor	Pearson Correlation	Sig. (2-tailed)	Relationship Level
Self-efficacy	0.186	0.000	Weak correlation, there is a positive relationship
Peer pressure	0.193	0.000	
Mass media influence	0.223	0.000	
Parental	0.120	0.000	

Regression Analysis

The purpose of multiple regression analysis in this study was to examine the relationship between Independent Variables (IVs) that had four variables which were self-efficacy, peer pressure, mass media influence and parental of 32 items and single dependent variables which was the involvement of Malaysian students in social crime. The summarization of Multiple Regression Analysis is shown in Table 6.

The multiple regression analysis showed that self-efficacy, peer pressure, media mass influence, and parental involvement were all significant predictors of student involvement in social crime. The R^2 value was 0.720, indicating that the model explained 72% of the variance in social crime. Relatively this finding showed that 72% of student involvement in social crime was influenced by self-efficacy, peer pressure, mass media influence and parental. The beta coefficients indicated the direction and magnitude of the relationship between each predictor variable and the outcome variable (social crime) while controlling other predictor variables. A negative beta coefficient for self-efficacy ($\beta = -0.467$) indicated that higher levels of self-efficacy were associated with lower levels of social crime. In contrast, a positive beta coefficient for peer pressure ($\beta = 0.195$) and media mass influence ($\beta = 0.321$) suggested that higher levels of these variables were associated with higher levels of social crime. Finally, a negative beta coefficient for parental involvement ($\beta = -0.267$) indicated that higher levels of parental involvement were associated with lower levels of social crime.

As presented, the data results showed that self-efficacy ($\beta = -0.467$) had the strongest negative relationship with social crime involvement, while media influence had the strongest positive relationship ($\beta = 0.321$). The findings of this study were consistent with previous research that had identified self-efficacy and media influence as important factors in shaping criminal behavior among youth (Bandura, 1977; David-Ferdon & Simon, 2014; Ybarra et al., 2008). Self-efficacy is defined as an individual's belief in their ability to successfully perform a specific task or behavior (Bandura, 1977), and higher levels of self-efficacy are associated with lower levels of criminal behavior among youth (Bandura, 1977; David-Ferdon & Simon, 2014).

Similarly, media mass influence has been shown to play a significant role in shaping attitudes and behaviors related to criminal activity among youth (Ybarra et al., 2008). Exposure to violence and deviant media contents have been linked to higher levels of aggressive behavior and criminal involvement among youth (Anderson & Bushman, 2001; Ybarra et al., 2008). The findings also suggested that parental involvement and peer pressure were important factors in predicting social crime involvement among students, although their relationships with the outcome variable were not as strong as self-efficacy and media influence. Previous research has shown that parental involvement and monitoring can help reduce risk behaviors among youth, including criminal activity (Barnes et al., 2006; Farrington & Welsh, 2005). Peer pressure, on

the other hand, has been shown to be a significant risk factor for criminal behavior among youth (Hay & Forrest, 2006; Thornberry et al., 2003).

Overall, the findings of this study suggest that interventions aimed at reducing social crime among students should focus on building self-efficacy, reducing exposure to violence and deviant media contents, increasing parental involvement and monitoring, and addressing peer pressure among youth. These interventions can be implemented in a variety of settings, including schools, families, and communities, and can be tailored to meet the unique needs of different groups of students.

Table 6: Multiple Regression Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.245 ^a	.720	.700	.02105	1.98999
a. Predictors: (Constant), Self-efficacy, Peer's pressure, Mass media, Parental					
b. Dependent Variable: Have you ever been involved in criminal misconduct before?					

Coefficients

	Beta	t	P
Constant	0.389	3.451	0.003
Self-efficacy	-0.467	-3.627	0.001
Peer pressure	0.195	2.581	0.015
Media influence	0.321	2.581	0.015
Parental involvement	-0.267	-2.110	0.042

Discussion and Conclusion

This study was conducted in Malaysia by choosing students as respondents to examine the factors that could become barriers of social crime among Malaysian students. Based on the mean score analysis, parental was the most appealing factor compared to other factors with regard to the influence of students not to be involved in social crime. It showed that the behavior shown by parents at home played a very important role in curbing social crimes among students (Walters, 2016a, 2016b). This result was in line with the findings of Walters (2021) that perceived parental support had significant impact on delinquent behaviour of their children.

The results from correlation analysis also showed that self-efficacy, peer pressure, mass media influence, and parental factors had positive correlation to the involvement of Malaysian students in social crimes. Relatively this study agreed with Abdullah and Hassan (2017) that use of social media, particularly among Malaysian youth, had contributed to the spread of negative behaviors, including drug abuse and theft. Furthermore, cultural beliefs, such as the concept of "face-saving," may lead students to engage in risky behaviors to avoid being seen as weak or inferior in front of their peers (Hassan & Abdullah, 2017).

Furthermore, mass media showed the most significant data that influenced the involvement of Malaysian students in social crimes with the highest standard coefficient of 0.321, followed by peer pressure (0.195), self-efficacy (-0.467), and parental (-0.067). This regression analysis supported the study by Ahmad et al., (2020) which found that the level of awareness of social media use among youth was low and this could be assumed that some of students were confused with the purpose of media social usage. As mentioned by Surette (2013), media coverage of high-profile crimes could create a "copycat effect," with individuals committing similar crimes to gain media attention. However, mass media can also be used as a tool for crime prevention. A study by Bannister and colleagues (2016) found that media campaigns promoting

positive behavior, such as wearing seat belts or not drinking and driving, were effective in changing the behavior of young people.

In summary, social crime is a complex issue that affects Malaysian society due to a wide range of variables. Our analysis highlights the importance of variables like self-efficacy, peer pressure, mass media influence, and parental factors in influencing social crime. The interlinked components form a complex ecology tightly linked to the student population, presenting significant challenges for law enforcement authorities and legislators. This highlights the crucial need to coordinate actions with Sustainable Development Goal 16, which focuses on advancing peace, justice, and robust institutions.

Effectively tackling social crime in Malaysia requires a comprehensive and diversified strategy that explores its root causes. This involves enacting policies and programmes aimed at promoting social and economic fairness, improving access to education and healthcare, and addressing the root causes of criminal behaviour in society. Furthermore, it requires a transition to proactive, community-focused approaches in crime prevention and detection by law enforcement authorities. Combating social crime in Malaysia requires cooperation among government departments, law enforcement agencies, civil society organisations, and local communities, all working together to achieve the goals set out in SDG 16.

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