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The Implementation of the Penalty System Program for Vandalism in School: A Case Study

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Abstract: Disciplinary problems among school children in most part of the world have become a major topic of discussion among the community. Frequently mass media keep on giving report about the matters. One of the disciplinary problems is vandalism. Vandalism in schools had created great loss to the government in terms of money. Breaking of desk, chairs, writing and damaging notice board, kicking and damaging doors, windows, fans, lights, toilet, throwing of chairs and desk and other properties belonging to the school, teachers, staffs and their peers. The government is looking at the matter seriously. In order to build a strong and stable nation, the younger generation should be equipped with a strong bond of moral values. This study was to evaluate the effectiveness of The Penalty System Program (PSP) which was implemented in the state of Selangor Malaysia in handling the problems of vandalism in schools. The study was carried out in a secondary school in the district of Ampang, Selangor, Malaysia. The study is a combination of qualitative and quantitative. Sample consists of 354 students and 100 teachers. In this study, questionnaires were used for the student and the teachers. An interview was also carried out on 20 teachers from the 100 teachers involved in PSP. The value of cronbach alpha of the instrument is 0.811 which showed high validity. Data gathered through the questionnaires and interviews were analyzed using the mean and percentage. With reference to the school disciplinary record, PSP is more effective in reducing vandalism. PSP managed to reduce vandalism from 0.1% to 0.6%. Findings showed that, the lower the mean, the more effective PSP in reducing vandalisms. From the findings as perceived by the teachers the mean for vandalism is 2.79, while from the student's perceptions is 2.06. In conclusion PSP is effective in managing vandalism in school although it uses only penalty points.

Keywords: The Penalty System Program, Vandalism, Discipline

Introduction

DISCIPLINARY PROBLEMS AMONG students had long been discussed by the community in Malaysia (Khalim, 2004).

One of the disciplinary problems in schools is vandalism. The term school vandalism refers to willful or malicious damage to school grounds and buildings or furnishings and equipments. Specific examples include glass breakage, graffiti and general property destruction (Johnson, 2005). Over the last decade, vandalism has become an increasingly common problem for schools worldwide. Vandalism sometimes is related with other undiscipline behavior such as bullying and truancy (Khalim, 2004). When they are engage in bullying, fighting will be created. This some how or rather will involve handling of certain objects in the fight. This will bring about a few of the school facilities being damaged. Truancy in schools involves groups of students. In the school compound, it usually happened in the toilets or at any hidden places. This is where many vandalism activities happened.

Vandalism in school will create a non-conductive atmosphere for learning and teaching activities. It will affect the academic achievement of student. When parents send their children to school, they

wanted their children to study in a safe place. School with high percentage of vandalism will make parents worry about their children's safety. School should look into this matter seriously because vandalism will make a school to be unsafe for students. Schools should take a proactive action in dealing with undiscipline behavior in the school such as bullying, truancy, tardiness, vandalism and other activities considered as undiscipline. Vandalism had forced schools to spend the school's fund on vandalized facilities, which is considered wasteful because the money should be spent on books, computers and upgrading school facilities. If vandalism at the school level was not controlled, students will continue their activities in the community. Schools should have a comprehensive plan in controlling undiscipline behavior such as vandalism.

Literature Study on Vandalism

Vandalism happened in almost any country in the world. Vandalism had created great loss to any government in repairing facilities that had been destroyed. In Malaysia for example, City Council of Kuala Lumpur had spent RM365 million on integrated transport information system had being negated by vandalism. In other cases, Malaysia Airline Sys-

tem the leading airline of the country in monitoring the seriousness of vandalism had come to an extent of offering reward of USD26, 000 for information that leads to individuals that are related to vandalism being caught.

In the United States Of America for example in several Ohio schools have been hit hard by vandalism, leaving school boards and district leaders grappling with staggering repair and replacement costs as well as soaring insurance premiums. Three Ohio school districts; Defiance, Hamilton, and Ravenna recently suffered arson blazes that cost nearly \$1 million each. And Ohio is not alone: School vandalism is taking its toll in other states as well. In March 2000, for instance, vandals broke into North Dakota's Beulah High School, ruining books and smashing computers, tables, and windows. In August 2001, two young boys trashed New Hampshire's Danville Elementary School during a two-hour rampage that destroyed \$100,000 worth of classroom doors and windows, as well as telephones, fire extinguishers, and furniture. A 1998 U.S. Department of Education study concluded that the most frequent crimes occurring on school property are fights without weapons, theft, and vandalism. All told, the federal government's study estimates that 234 out of every 100,000 students are involved in some degree of vandalism. Incidents of vandalism are widespread in both urban and rural schools, although rates tend to be higher in crime-ridden neighborhoods marked by poverty. In 1970's costs of school vandalism in the United States were estimated at \$200 million, but in the 1990's it had reached \$600 million (Black, 2002).

In the United Kingdom, vandalism in school yearly costs an estimated 83 million pounds. This excludes the social costs of inconvenience, depression, despair and anger suffered by those who have to use vandalized buildings. One can safely assume that all those concerned regard the money spent on repairing school property as a waste, and would prefer to see it being spent on educational materials such as books, computer equipment and the improvement of school facilities. At the same time, there are a growing number of schools in which staff and pupils feel themselves to be personally at risk. It showed an unruly element prevents the school from functioning successfully through its disruptive threatening or even violent behavior (Stevens, 1993).

From one of the study from 2002 to 2003, 25 % of all school aged children were left to care for themselves after school have been found to be more involve in all types of delinquency than students whose parents are home when they return from school. Several motivations for schools vandalism were:

1. To obtain property or money.

2. To accomplish goals such as getting school or class cancelled.
3. To protest against school rules.
4. To get revenge.
5. Intentionally damage property during the course of play.
6. To express rage or frustration (malicious vandalism). (Johnson, 2005)

Studies also showed that schools with lower vandalism rates displayed these factors:

1. Parents support disciplinary policies
2. Students value teachers' opinions
3. Teachers do not express hostile or authoritarian attitudes toward students
4. Teachers do not use grades as a disciplinary tool.
5. Teachers have informal, cooperative and fair tool dealings with the principal.
6. Staff consistently and fairly enforces school rules. (Johnson, 2005)

Other factors including those within a school's sphere of influence also contribute to vandalism. Schools that are large and impersonal and those where teachers and administrators are hostile and authoritarian toward students are more likely to be vandalized, according to the Education Department study. According to Gottfredson (1998) "disorderly" schools that is those with disorganized leadership, poor school climate, and few resources dedicated to school improvement, contribute to student vandalism and other crimes. Successful school-based crime prevention programs focus on altering the school and classroom environments instead of trying to change students' attitudes, beliefs, and behaviors. Programs that claim to raise students' self-esteem or improve their character (including several funded by the federal government's Safe and Drug-Free Schools and Communities program) are costly and either don't work or have very small effects. Gottfredson (1998) described a "constellation of variables" that are likely to improve a school's environment and, in turn, reduce students' rebelliousness and potential for delinquent behavior:

1. Instituting decision-making processes and shared authority systems that include staff teams and, when appropriate, parents, students, and community members.
2. Setting behavior norms by establishing, clarifying, and reinforcing school rules and discipline codes.
3. Managing classes through sound instructional methods, such as cooperative groups and appropriate use of rewards, that keep students engaged in learning and "bonded to the school."

4. Organizing schools-within-schools and other smaller units that help students feel valued and connected. (Gottfredson, 1998)

Gottfredson (1998) urged school administrators to consider classrooms as "micro-environments" that are part of a larger school wide environmental system and to pay equal attention to their school's overall climate and the climate in individual classrooms. Poor management in any corner diminishes students' attachment and commitment to school and creates conditions conducive to delinquent behavior. With the above problems related to vandalism, the researcher was attracted to study the effect of the implementation of The Penalty System Program (PSP) on vandalism in one of the school in Ampang, Selangor, Malaysia. The research questions are:

1. What was the performance of the Penalty System Program in dealing with vandalism in the school?
2. What was the effect of Penalty System Program on vandalism according to the teachers perception?

3. What was the effect of Penalty System Program on vandalism according to the student's perception?

What is the Penalty System Program (PSP)?

This program was implemented in 2001 only in the state of Selangor, Malaysia. The program was planned to monitor all types of undiscipline behavior in schools. In October 2000, a short course regarding the program was given to all discipline teachers throughout the state by the Selangor Department of Education. Early 2001 all secondary schools in Selangor were ready to implement PSP. Handouts were given to all parents about the program. This was to avoid any misunderstanding among parents or guardians, if any action taken against their children. All students were given information about the implementation of the PSP during their first assembly of the year. The procedures of action were also put on the school notice boards around the school and classrooms notice board. This was to make sure that all students were aware of the program. The procedure of action was given in table 1.

Table 1: The Procedure of Action in the Penalty System Program

No.	Penalty Points	Action/Punishment
1.	5	• Verbal Warning • Doing Social Works
2.	10	• Consult parent / guardian • Caning (1 stroke) * • First Warning Letter • Student filling confess letter
3.	20	• Consult parent / guardian • Caning (2 strokes) * • Second Warning Letter • Student filling confess letter • Counselling Session
4.	30	• Consult parent / guardian • Caning (3 strokes) * • Third Warning Letter • Student filling confess letter • Student signing a pledge

5.	40	• Consult parent / guardian • Meeting parent / guardian • Dismiss from school (2 weeks) • Student and parent signing a pledge • Counselling
6.	50	• Expulsion from school
*Note: Caning is allowed for boys only. Girls are prohibited from being caned.		

In this study the researcher only focused in monitoring vandalism in the school studied, so the penalty points was based on different types of vandalism in the school (refer table 2). If a particular student got 5 points, the student will be given verbal warning and the student had to do social work such as cleaning classrooms, corridors, toilets and other relevant works in the school compound. All the points will be recorded in the disciplinary book kept by the disciplinary board of the school. When the point increased to 10 points, the disciplinary board will consult parents or guardians to give information about the student's wrongdoing. The discipline teacher that was given permission by the principal of the school to cane the student will give one stroke of cane and the process will be written in the disciplinary book with one teacher as witness. The process of caning will be done in the disciplinary room. The student will be given first warning letter and he/she had to fill a confess letter of the wrongdoing about vandalism.

When the point reached 20, the student's parent or guardian will once again be consulted. The student will be given two strokes of caning and had to fill confess letter and a second warning letter will be

given. The student will be sent to the counselor to be counseled. At the 30 points stage, once again the student's parent or guardian will be consulted and the student will be given three strokes of caning with a third warning letter. The student will also have to sign a pledge to change the behavior. At the 40 points stage parent or guardian had to come to school and discuss the problems with the senior assistant of student affairs about the seriousness of the student's behavior. The student and the parent or guardian had to sign a pledge to ensure his or her daughter will improve his or her behaviour and a counseling session by the counselor will be held. The student will be dismissed from school for two weeks.

If the student keep on misbehave after he was back in school, and reached 50 points, the student will be expelled from school immediately. At this stage, the student's parent or guardian can appeal within one month of expulsion from school to the Selangor Department Of education. If the student was allowed to be in school again, the student had to be admitted to another school and not to the original school. The student had to sign a pledge to behave well. If the student did one misbehavior regarding any type of vandalism, the student will be expelled forever.

Table 2: Points For Vandalism Behavior

No.			
1.	Damaging school properties	10 points	Warning / punish
2.	Damaging properties of Principal / teachers / staff	10 points	Warning / punish
3.	Damaging canteen properties	10 points	Warning / punish
4.	Damaging student's properties	10 points	Warning / punish
5.	Damaging hostel's properties	10 points	Warning / punish
6.	Purposely wasting of water and electricity	5 points	Warning / punish
7.	Missuse of electrical appliances	10 points	Warning / punish
8.	Dirtying compound and building	10 points	Warning / punish
9.	Kicking of doors, chairs, desk, cupboard, blackboard and other belongings of the school	5 points	Warning / punish
10.	Writing on walls (Classroom, toilet, corridors etc.)	5 points	Warning / punish

The main objective of PSP was to give uniform guidelines in controlling the behavior of student in school for the state of Selangor. PSP stressed points

and punishment in order to make sure vandalism in school was under control.

Objective of the Study

1. To know the performance of the Penalty System Program in dealing with vandalism in schools.
2. To know the perception of the teachers towards vandalism behavior of the student in the school with the implementation of the Penalty System Program.
3. To know the perception of the students towards vandalism behavior of the student in the school with the implementation of the Penalty System Program.

Research Questions

1. What was the performance of the Penalty System Program in dealing with vandalism in the school?
2. What was the effect of Penalty System Program on vandalism according to the teachers perception?
3. What was the effect of Penalty System Program on vandalism according to the students perception?

Methodology

This is a case study, which was carried out in a school in the state of Selangor, Malaysia where PSP was implemented. In the study, PSP has already been implemented since 2001 before the study was carried out in 2003. The study used an ex post facto design. The study is to examine the effect of PSP on vandalism in the school. In this study, the dependent variable is behavior related to vandalism. Data was collected by using questionnaires for the teachers and students. Two sets of questionnaires were used in the study. It was based on students and teachers perception towards behavior related to vandalism.

Samples were selected by cluster sampling. According to Reaves (1992), Cohen and Manion (1994), cluster sampling is suitable if the population is large and scattered. Form four student which consists of 354 pupils were selected in the study. All teachers which consist of 130 teachers were used as samples for the teachers sample but only 100 teachers returned the questionnaires.

Data of vandalism from the year 2000 to 2004 was taken in order to give a convincing relation between the real data and the perception of teachers and student's towards vandalism in the school. The year 2000 was also included because at that time PSP was not implemented yet. The instrument was tested for validity and it was found that the overall index validity for all the items in the teacher's instrument was 0.811 which showed high validity. The instrument for the student was tested for validity and it was found that the overall index validity was 0.791. An interview was also included in the study because the data will support the data obtained from the instrument. A total of 20 teachers were interviewed. According to Gredler (1996), interviews conducted to 7 to 12 people were considered acceptable. Questions for the interviews were:

1. What are the problems face by the teachers in implementing the Penalty System Programme to overcome vandalism in school?
2. Should the Penalty System Program be continued in dealing the problems of vandalism?

Results

Data was analyzed in percentage and mean. In discussing the data descriptively as perceived by the teachers and students, interpretation of the mean score will be used as in table 3.

Table 3: Level of Interpretation of the Teachers and Students Perceptions

Mean	Level of performance
1.00 to 2.00	Low
2.01 to 3.00	Average
3.01 to 4.00	High

Research Question 1: What was the Performance of the Penalty System Program in Dealing with Vandalism in the School?

From the disciplinary record of the school from the year 2000 to 2004 (see table 4), it was found that vandalism cases keep on decreasing. For the year

2000 before PSP was implemented, there were 45 cases of vandalism. When PSP was implemented in 2001, vandalism cases dropped to 33 cases (decreased by 0.6 %), year 2002 decreased to 31 cases (decreased by 0.2 %), year 2003 with 28 cases (decreased by 0.1 %) and 2004 decreased to 27 cases (decreased by 0.1 %). This showed that PSP had managed to reduce vandalism behavior among the students of the school.

Table 4: Number of Student Involve In Vandalism From Year 2000 to 2004

Year Of The School	2000 (2034)	2001 (2120)	2002 (2257)	2003 (2200)	2004 (2424)
Vandalism Cases	45 (2.2%)	33 (1.6%)	31 (1.4%)	28 (1.3%)	27 (1.2%)
(Source : From the school disciplinary record)					

Research Question 2: What was the Effect of Penalty System Program on Vandalism According to Teachers' Perceptions?

From table 5, teachers' perception towards vandalism showed that students' behavior towards vandalism had increased in all areas of the study. The average mean for vandalism behavior was 2.79. It showed that the mean was in the average level. With the implementation of PSP, teachers felt that vandalism did not decrease but still sustain at the average level.

Two types of vandalism behavior showed decrease that is breaking of glass windows and breaking of doors. Both behaviors decreased 56 % and 52 % re-

spectively. The highest increased cases of vandalism were writing on chairs and desks (increased by 80 %), writing on notice board (increased by 80 %), breaking of lights (increased by 77 %), damaging fans (increased by 76 %), writing on walls (increased by 70 %), damaging notice board (increased by 70 %), kicking of doors (increased by 63%) and breaking of chairs and desks (increased by 61 %).

As conclusion, teachers found that vandalism was at the average level and still under control for the school. From the average mean that was 2.79, showed vandalism in the school was still at the average level (refer table 3).

Table 5: Teachers Perception on the Effects of the Penalty System Program for Vandalism

Behavior	Perception on the effect of PSP			
	D (%)	I (%)	mean	s.d
Writing on wall	30.0	70.0	2.90	0.73
Breaking of chairs and desks	39.0	61.0	2.72	0.89
Writing on chairs and desks	20.0	80.0	2.97	0.66
Writing on notice board	20.0	80.0	3.03	0.72
Damaging notice board	30.0	70.0	2.91	0.82
Kicking of doors	37.0	63.0	2.81	0.85
Breaking of lights	23.0	77.0	2.95	0.78
Damaging fans	24.0	76.0	2.94	0.79
Throwing of chairs and desks	46.0	54.0	2.59	0.82
Breaking of glass windows	56.0	44.0	2.38	0.92
Breaking of doors	52.0	48.0	2.45	0.87
Mean Average is 2.79				
Note: I stand for Increase, D stand for Decrease				

Research Question 3: What was the Effect of Penalty System Program on Vandalism According to Students' Perceptions?

From table 6, students found that most vandalism behaviors had decreased tremendously. The most significant decrease of vandalism behaviors were breaking of lights and damaging of fans. Both behaviors had decreased by 87.3 % and 84.7 % respectively. Vandalism had decreased in other types of behavior such as breaking of doors (decreased by 74.9 %), breaking of chairs and desks (decreased by 68.9 %), writing on notice board (decreased by 62.7

%), damaging notice board (decreased by 60.8 %), writing on walls (decreased by 58.5 %) and throwing of chairs and desks (decreased by 53.7 %). Vandalism behaviors that had shown slight increased were breaking of glass windows and kicking of doors. Both behaviors had increased by 58.2 % and 50.9 % respectively. The average means for vandalism behaviors from the students perceptions was 2.06 which was at the average level (refer table 3). From the data, students found that vandalism among students had decreased. Although the mean was at the average level but it was at the lower end of the average level.

This showed that vandalism in the school was still low. Students agreed that PSP had great effects in reducing vandalism behaviors among the students.

Table 6: Students Perception on the Effects of the Penalty System Program for Vandalism

Behavior	Perception on the effect of PSP			
	D (%)	I (%)	min	s.d
Writing on wall	58.5	41.5	2.37	0.89
Breaking of chairs and desks	68.9	31.1	2.20	0.80
Writing on chairs and desks	40.7	59.4	2.81	0.92
Writing on notice board	62.7	37.3	2.35	0.89
Damaging notice board	60.8	39.2	2.34	0.91
Kicking of doors	49.1	50.9	2.51	0.94
Breaking of lights	87.3	12.7	1.68	0.82
Damaging fans	84.7	15.3	1.69	0.85
Throwing of chairs and desks	53.7	46.3	2.44	0.95
Breaking of glass windows	41.8	58.2	2.73	0.91
Breaking of doors	74.9	25.1	2.01	0.89
Mean Average is 2.06				
Note: I stand for Increase, D stand for Decrease				

Interviews

1. What are the problems faces by the teachers in implementing the Penalty System Programme (PSP) to overcome vandalism in schools?

From table 7, most of the teachers were not happy regarding cooperation among the teachers. PSP was a systematic program and demanded good cooperation from the teachers in order to enhance its achievement. If the weakness could not be overcome, the task of managing vandalism would be in vain. Every teacher should play their part and participate accordingly as stated in the PSP procedures.

In order to create school with conducive atmosphere for studying, collaboration from parents is vital. From the interview, the teachers were not happy with the way parents reacted when their children was punished because of vandalism. Some of the parents even have the intention in suing the teachers in court for the stern action against their children. The teachers also found that most of the classroom in the school has too many students that ranges from 40 to 45 pupils. It will be very difficult for the teachers to monitor the students' undiscipline behavior during lessons. The best number of pupils for each classroom is 25 students. This will ensure undiscipline behavior such as vandalism could be controlled.

Table 7: Problems Faced by the Teachers in Implementing the Penalty System Program to Overcome Vandalism

No.	Problems
1.	Weak cooperation among teachers towards tackling vandalism
2.	Parents were not happy with the PSP's procedure of action
3.	Too many students in each classroom (ranging from 40 to 48 pupils)

2. Should the Penalty System Program be continued in dealing the problems of vandalism?

From table 8, the teachers felt that PSP was a good program in dealing with vandalism and other disciplinary problems. From the working procedures, PSP was focusing only on giving penalty to undisciplined

students. Less attention was given towards giving reinforcement to the good and well-behaved students or those students that had changed their behaviors. The teachers wanted modification of the PSP. More attention should be given in the aspects of recognizing students that had changed their behaviors by giving reinforcement. This will motivate the students to sustain their good behaviors. Rewards should also

be given to students that gave information about their peers involved in vandalism. The informer should be well protected in order to attract more students to give information about vandalism. The teachers also wanted the parent or guardian of the student involved

in vandalism, pay for the damaged done. They did not want the school to waste money repairing the vandalized facilities done by the undisciplined students.

Table 8: Teachers Opinion about the Penalty System Program

No.	Opinion
1.	PSP should proceed with a few modifications such as giving reinforcement such as rewards to the student who gave information about their peers involved in vandalism, or student who has change their behavior for not doing vandalism anymore.
2.	The parent or guardian of the student involved in vandalism should pay the cost of buying or repairing the vandalized facilities.
3.	Caning as a type of punishment in PSP is a good mechanism in controlling vandalism.

Discussion and Implication of the Study

The Penalty System Programme (PSP) is a systematic program in overcoming the problems of vandalism in the school. From the study, it revealed that PSP managed to reduce vandalism in the school. Data from the teachers and students perception had shown the reduction of vandalism in the school studied. Although from the teachers perception the decrease in vandalism was not so distinct compared to the students' perception, but almost all the behaviors studied showed reduction in the number of vandalism behaviors. We should consider the students point of view because they knew better than the teachers about their peers involving in vandalism. When we compared the school's disciplinary record, we found that vandalism cases had decreased steadily. Although the study only focused on the perception of the teachers and students towards vandalism, data from the disciplinary board proved that PSP managed to reduce vandalism behaviors of the students.

From the interviews, teachers agreed that PSP should be continued because of its reputation as a tool that managed to control vandalism in the school. Although PSP used penalty points and punishment such as caning, the program managed to control vandalism. Sometimes punishment is related to feelings of dissatisfaction among the student and created grudge towards the teachers (Kohn, 1993). Usually grudge among student will be shown when they started vandalizing school facilities or teachers properties (Kamii, 1991). Fortunately, this did not happen because vandalism cases keep on decreasing. This proved to us that if a program for monitoring undiscipline behavior were set systematically with clear procedures of action the student would abide the rules of the program. It also gave a picture to us that negative reinforcement managed to reduce undiscipline behavior if the negative reinforcement was used at the right situation (Melloy and Zirpoly, 2001). Penalty points can be considered as negative

reinforcement but in the case of PSP, it was use at the right time and place. Thus, it was suitable for the school studied.

Caning was also used as a punishment to the boys. Although caning as a type of punishment was considered outdated or even primitive, but many educators still give hope towards caning as a means of educating student (Khalim, 2004). This proved the truth in some extent with PSP. Before PSP was implemented that is in 2000, vandalism was quite high. With the implementation of PSP in 2001 until 2004, vandalism kept on decreasing. One of the reasons for the decreased of vandalism was the use of caning as a type of punishment. The teachers agreed that caning could improve undiscipline behavior such as vandalism.

When implementing PSP, parents or guardians were informed about the program in order to ensure that there will not be misunderstanding among them. This showed to us that school should have good relationship with the parents in order to monitor disciplinary problems successfully (Carol, 2003). The school studied was a large school with more than two thousand students. Teachers in the school found that the large number of student in each classroom ranging from 40 to 48 students would give negative implication in managing student and likely, the facilities in the classroom would be vandalized. The teachers suggested the Malaysia Department of Education should consider this matter seriously by increasing the number of teachers and build more schools in order to cater the increasing number of students every year.

Students have the right to study in tidy, clean, comfortable and safe surroundings. This will create a conducive atmosphere for teaching and learning activities. School vandalism had negative implications on economic of the school because of the high maintainance that should be done in repairing and replacing the facilities that had been vandalized. The money spent on repairing the vandalized facilities

was a waste, because it would be beneficial if it were spent on educational materials such as books, computer equipment and the improvement of school facilities. Vandalism also had psychological effect on student. If vandalism behavior was not under control, the student will continue involving themselves in vandalism in the community and thus will create a lot of problems to the community. It will also be wasteful for the government to allocate a great amount of money in repairing vandalized public facilities.

Conclusions

The Penalty System Program is a systematic program in dealing with undiscipline behavior. The well-planned program is easily understood by the teachers, students and parents. Although the focus of the study was to examine the effectiveness of PSP on vandalism, the program was constructed to deal with undiscipline behavior in schools of the state of Selangor, Malaysia. From the study, it was found that PSP

managed to reduce vandalism in the school. From the perception of the teachers and students, they felt that vandalism cases had reduced with the implementation of PSP. The researcher also compared the school's disciplinary data from 2000 to 2004. The data also showed a decrease in vandalism cases. Both data showed PSP was an effective tool in managing vandalism of the school. This proved to us that any program for the benefit of the school should be well planned. The teachers should collaborate with parents and the community around the school in planning programs for monitoring undiscipline behavior. This will ensure that parents and the community were aware of the programs and the collaboration will achieved its objective. Vandalism in school should be looked as a serious undiscipline behavior because if the behavior is not control, psychologically the student will continue the activities in the community. Then the government had to spend the people's money in repairing vandalized public facilities whereas the money should be allocated to a more useful means of needs.

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