

REVIEW OF THE IMPACT OF VARIOUS DIMENSIONS OF SOCIAL ENVIRONMENT AND SOCIAL LEARNING THEORY (SLT) ON STUDENT'S BEHAVIOUR

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Abstract: The interest in the Review of the social environment stems from a major belief that 'Social environment consists of the sum total of a society's beliefs, customs, practices, and behaviours.' However, researchers and reformers from many countries have suggested that the social environment is an important aspect of student's behaviour. The challenges of the coming century are too complex. The social learning theory is one of many approaches that child development and educational scholars use to explain how children learn. This "new" way of learning represents a fundamental shift in how people work-allowing them to learn non-stop, from every nook of the organization and every corner of the globe. In this review, the impact of social environment and social learning theory on student's behaviour will be studied.

Keywords: Social Environment; Social Learning Theory (SLT), Student's Behaviour. Parent, Peer Group, School and Teacher, Mass Media

Introduction

The environment plays a very important role in one's personal growth. A healthy environment creates a perfect individual while the environment is a less healthy environment will produce problematic society. Over the past three decades, students' discipline and behavioural problems often occur. Hoffman, Hutchinson and Reiss (2009) conclude that positive social environment has been linked to enhancing students' behaviour, academic achievement, and motivation. It also has a positive impact on the formation of students' attitudes and behaviours in many key areas like making decisions, equality and justice, caring, sensitivity, and discipline of a student.

Hence, the environment is a contributing factor to students' delinquency such as loitering, playing truant, bullying, skipping, and more. Adolescent stage is a transition stage from childhood to adulthood. Their emotions and minds will easily change according to the environment. The existence of internet cafe and various entertainment centres and others that provide a variety of products that can promote illicit social ills.

It gives positive impact on formation of students' behaviour in developing essential soft skills like making decisions, love for social justice and equality as well as nurturing caring nature, sensitivity and shaping the discipline. Human behaviours and shaped based on what they observe in the surrounding environment. Therefore, bad and problematic behaviours are the outcomes of negative environment (Abd Murad, 2012; Ahmad Firdaus, 2016).

In recent years, there has been an increasing amount of literature on social environment. Problematic habits and behaviours are formed as the result of what a person or an individual leaves from his environment. The changes in behaviour, may evolve according to the environment. Environment can serve as a powerful tool to shape the behavioural learning processes of an individual (Aldridge, Mcchesney, & Afari, 2017).

Ironically speaking, humans create an environment system and learn from it which also includes negative elements that shape the youngsters behaviours. This is due to the immature state of their thinking faculty and lack of life experience. Both of these elements trigger behavioural problems. Therefore these physiological attributes of these children, teenagers and young adults are making them vulnerable to the negative effects of media and environment (Sabitha & Mahmood, 1995).

In addition, most student misconduct is due to hanging out. A student who likes to hang out is vulnerable to environmental influences and leads to various misconduct such as smoking, drug abuse, steal and so on. "165,000 criminal cases recorded in 2005, about 14,000 criminal cases were conducted involving students. In another study found that social environment factors became the major contributor to student behaviour (Newcomb & Felix-Ortiz, 1992).

The theories presented suggest that if students are too vulnerable to factors that risk their inclination to become delinquent is high (Turner et al., 2009; Aldridge et al., 2017). This behavioral problem is found in a risky social environment and school atmosphere that often interacts with other factors affecting deviant behaviour (Farrel & Flannery 2005). Other studies have shown consistent findings of the relationship between the rate of drug intake and the increased risk involved in misconduct among students (Kandel & Yamaguchi 2002; Ismail, Ghazalli, Ibrahim, 2015; Rosser et al 2005; Fergusson, Boden & Horwood 2006).

From a personal point of view, as developed by the Maturation theory of substance use theory by Haley & Baryza (1990) concludes that material retrieval in childhood is a result of stress or misery in their environment, leading to using material to control

his behavior (Wolfe & Mash 2006). The environmental and socio-demographic environment as above has confirmed that most detainees who are trained have low levels of education, have no fixed and unemployed jobs (Rafidah, 2007).

Father of the Social Learning Theory (SLT)

Albert Bandura is known as the father of Social Learning Theory. He was born December 4, 1925, in a small town in northern Alberta, Canada, located approximately 50 miles from Edmonton. Bandura's early education consisted of one small school with only two teachers. (Stokes, 1986). Albert Bandura soon became fascinated by psychology after enrolling at the University of British Columbia. He had started out as a biological sciences major, his interest in psychology formed quite a by accident. He was working nights and commuting to school with a group of students who arrived much earlier than his other courses started. (Pajares, 2004). In 1949 he graduated from the University of British Columbia with a degree in Psychology. He received his Ph.D. in Clinical Psychology from the University of Iowa in 1952. After he finished his Ph.D. because of his famous studies and searches Bandura was elected as the president of the American Psychological Association in 1974. He was also elected as an outstanding lifetime contribution to Psychology, American Psychological Association in 2004. Among all scholars, Bandura was known as the father of the Social Learning Theory.

Social Learning Theory (SLT)

Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioural change. (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviours of others, people develop similar behaviours. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura 1977). SLT has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviourist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation. (Muro & Jeffrey 2008). However, in this regard, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviours by watching other people.

The Impact of Social Learning Theory on Student's Behaviour

Over the next four decades, western scholars emphasized that the role of the environment in the personal formation of an individual. The social learning theory of Bandura has stated that an act of behaviour is the result of interaction between the three factors - human, environment and human habits. Bandura (1977) argues that although there are interactions between these three factors, it cannot act independently. One of these three might be something more influential than others at a certain time to produce something.

Next, human beings will shape feelings, values and behaviour through observation of what their community members do. Bandura (1997) also considers that children and teenagers learn a lot through imitation. Adolescent behaviour is the result of child care experience. Therefore, most teen behaviour is in line with the needs of parents and the community. Behavioural mismanagement is also the result of poor parenting and socialization process. The changes in society then result in changes in perceptions of society. Based on teenage learning through this imitation, adolescents will experience social problems in which they are trapped by negative imitation elements such as smoking, taking drugs and other negative cultures.

Besides, Bruner (1960) with 'findings learning theory' argues, in normal circumstances humans are able to learn by way of self-discovery among the various stimuli around them. So indirectly, students can achieve 'intellectualism' through their own thoughts. People around them only serve as viewers as well as make suggestions without trying to manipulate and influence the behaviour of a student.

The Impact of Social Environment on Student's Behaviour

Social environment factors can influence and become a source of learning in the process of formulating on behaviour through various patterns of social learning (Azhar, 2006). This is because humans naturally mimic, whether imitating in a positive or negative direction (M. Umaruddin, 2003). The environment can affect the appreciation of the individual's moral values. Appreciation of moral values is the final stage of the social convergence process formed through social learning that incorporates elements of social learning fundamental elements such as stimulus, reaction, affirmation, compliance, identification, modelling and impersonation. The environment has an important role in the formation of individual identity and behaviour. This role involves significant individuals such as parents, family members, peers, teachers and mass media. It has a strong influence in the formation of each individual's identity (Zakaria, et al., 2012).

The Impact of Parent on Student's Behaviour

Student development is greatly influenced by its surroundings and the most important environment for students is the family (Azizi Yahaya, 2010). The family is a lesson personality builder and behaviour of a person since childhood and greatly influences one's behaviour, attitudes and thoughts into adulthood (Hoffman, 1996). Sofiah Samsudin and Mohd Fuad (2005) emphasize that parents have responsibilities and play an important role in the process of developing their children's character and abilities since in the mother's womb through special prayers, emotional preservation, special worship such as, akikah and circumcision, good name, breastfeeding, and stimulation from the environment.

Parents should educate children by way of living, disciplining children from childhood, providing the necessary facilities and resources, helping children build goals, motivating and others (Ali Hassan, 2004). However, the School is also a strong socialization agent for children, but can't match the influence of Parents (Johari, 2007). Understanding the character and behaviour of children is a vital role of parents. Therefore, the appropriate educational guide and knowledge should be learned, so that the children receive proper guidance and education (Mahyuddin, 2009).

Parents are also encouraged to work with the school to implement a mental, spiritual, emotional and physical development program for their children (Azhar, 2006). In addition, parents should also monitor and regulate the academic activities of their children (Zakaria, 2012) as it will contribute to socio-emotional development (Bronfenbrenner, 1979; Vygotsky, 1978) and influence the academic achievement of children (Epstein, 1986; Sternberg, et al., 1992). In addition, parents play a role in dealing with social misconduct among students as they have a strong influence in contributing to the development of students' morals (Asmah and Zulekha, 2004).

The weaknesses of parents in discipline their children can be seen as one of factors that affect the student's behaviour. In line with the Jacobvits, et. al., (1996), Vuchinich, (1992) stating that students who behaved negatively were the consequences of inconsistencies, inconsistencies or inconsistent discipline controls during childhood. The lack of parenting skills and family management also contribute to these moral problems of students. The difficulty faced by the students are usually the continuation effect of the problems that arise during childhood (Block, et al., 1988; Caspi et al., 1995; Fergusson, et al, 1996; Fergusson, et al., 1996; Moffitt, 1993). So that conflicts and psychological pressures faced by the students cause them not to see the family is a healthy and happy environment and fun to them (Mahmood Nazar, 1993).

The lack of effective communication and affection in the family also plays an important role in the formation of student personality. Sigurdsson et. al., (1996) and Sokol-Katz et. al., (1997) emphasizes that the development of negative personalities and problematic behaviours arises from failure in family ties. The study of the Ministry of Education Malaysia (1993) proved that the highest contributor to the deviancy and anti-social behaviour and most of the problematic students have a background in the problematic family (Dishion et al., 1991; Rutter, 1985; Vuchinich, 1992).

The Impact of Peer Group on Student's Behaviour

Friends also have a strong influence on the process of character formation and behaviour of schoolchildren (Che Noraini, 2005). This peer group has a role in social activities and informal agencies that provide an experience feeling that can't be obtained from families as well as schools. Teenagers are likely more comfortable to express and share their problems with friend rather than parents. Students usually choose peers who have the same behaviour, attitude and identity similar to them (Akers, Jones & Coyle, 1998; Hogue & Steinberg, 1995).

School serves as a medium for transition from interaction in family circle holding towards establishing roles as an adult. This situation shows that peer influence is important for the development of children, especially the development of intellect, personality, emotion and social. Interaction between peers will drive the intellectual development and its potential to an optimistic level (Zakaria et al., 2012). Peer peers are also the strongest source of change in student values and attitudes, while family influences are diminished (Azizi Yahaya et al., 2000).

However, lots of discussions else on the negative influences in the building of student character because peers are the closest group in student life. Reasonable consideration should be examined so that positive contribution can be given to the formation of character and character among them (Azhar, 2006).

The impact of School and Teacher on Student's Behaviour

As an agent of transformation, teachers and school are responsible to expand the individual potential in a comprehensive and integrated manner. This is because in order to create a harmonious and intellectual, emotional, and physical person based on belief and obedience to Allah s.w.t. (Zakaria, et. al., 2012).

Besides, teachers and schools are also the most important influences in the development of students in terms of their physical, intellectual, emotional and social aspects. The conducive school climate and equipped with teaching and learning facilities will help the student's cognitive, effective and psychomotor development (Zakaria, et al., 2012).

The Holt study (1970) reveals the attitude and teaching of teachers in the classroom as a source of failure to develop their potential. Holt criticized the educational system in the school as being less able to meet the learning and developmental potential of individual students. While according to Willms (1992), schools with committed and satisfied teachers find that these teachers will work hard without feeling tired. Brookover, et. al., (1979) also emphasizes that school goals will be achieved if using appropriate educational strategies in teaching and school climate can further enhance student academic achievement.

The Impact of Mass Media on Student's Behaviour

Mass media includes printed media, electronic media and the internet (cyber media) are said to have a strong effect on student life. Electronic media such as television and video lots of violence programming. Normally students like to watch television and are indirectly affected by antagonistic characters in the show they watch (Zaleha, 2010).

According to Abdullah Sulong (in Noradilah et al., 2017), various social and cultural facilities are channelled through television, VCDs, magazines, story books, radio, mobile phones, internet, and so on. The mass media is not only an information channel for entertainment and knowledge, but also a variety of social, cultural, personality development and empowerment of individuals, whether positive or negative. Nonetheless, the negative influence of the mass media comprising the print media and the electronic media is actually indirectly affecting on behaviour of the community and as a source that causes youth morality and deterioration. According to Karl Eri Rosengren (1985) the influence and impact of media can be seen from small scale (individual) and wide scale (society) as well as fast or slow the spread of certain influences.

Hiebert and Reuss (1985) point out that an experiment conducted by the National Mental Health Institute in Maryland found that school-ageing fighters in school were among those who watched the terrorist program. According to Bandura (1985), children and students are involved in the actions and behaviors they watch in aggressive films. Loges & Ball-Rokeach, (1993) and McQuail, (1998) state that the mass media is a powerful system that not only controls the source of information on every individual, group, social organization and society that is generally dependent on the media to meet its goals and wants them. In fact, the mass media also can cause changes in user's thoughts, attitudes and behaviour.

Conclusion

In conclusion, the result of past studies says that social environment factors, especially parents, peers, teachers, and mass media play an important role in the development and formation of an individual's self. This clearly shows that the family is a fundamental element in the development of positive personality and conducive system. At the same time, children are represented from doing negative behaviours that can contribute to various forms of problems to themselves, families, communities and countries. The SLT theory has often been called a bridge between behaviourist learning theories and cognitive learning theories because they encompass attention, memory, and motivation. It is also placed a heavy focus on cognitive concepts. Moreover, Albert Bandura is arguably the most eminent living psychologist. His Social learning theory has influenced many areas of inquiry: education, health sciences, social policy, and psychotherapy among others. On closer observation, however, the social learning theory has its roots in American behaviourism, but Bandura extends radical behaviourism to include cognitive factors in his account of social learning. Finally, as Green & Peil, in 2009, reported he has tried to use learning theory to solve a number of global problems such as environmental conservation, poverty, soaring population growth and etc.

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