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The Using of Mooney Checklist Tool for Problems Faced by Students in Secondary School

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ABSTRACT

Background: Demography factor were used as a measurement to determine the difference in problems encountered by the students. **Objective:** The aim of this study is to identify the main problem faced by the students, their academic achievement in PMR. The study involved 186 respondents made up of students and the instrument used was a questionnaire of MPCL which the students responded to the lists of problems. The results were analysed using the SPSS 14.0 version. Descriptive analysis such as frequency, percent, mean and standard deviation and statistical analysis of t-test have been used to test the differences in the construct studied. The reliability of MPCL is $\alpha=0.895$. **Result:** The problems faced by the students in secondary school in the Mersing district was at the average level (mean=3.20). The problem in academic areas and careers were the main problem encounter by the students (mean=3.28), also showed that there was no difference according to gender, race and school location except that there was a difference problems related to religion/ moral related to race ($p=0.01 < \alpha=0.05$). However there were differences of educational problems according to gender ($p=0.002 < \alpha=0.05$) and school location ($p=0.002 < \alpha=0.05$). **Conclusion:** The form four students in secondary schools in the Mersing district need to be helped to solve their academic and career problems and also had to be focused in religion/ moral problems according to race and educational problems by school location.

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INTRODUCTION

Many studies have been conducted in Malaysia on the problems of youth in accordance with the current. The studies carried out relate to problems of students in urban and rural areas, students in hostels and problems of students in higher education. This aspect emphasizes gender, socioeconomic status, race and school category.

Najah Hashim (1986), (in Rozaidah, 2005) conducted a study that seeks to identify the social-psychological problems among students in secondary schools Ledang, Tangkak, Johor. A total of 100 students were randomly selected using the Mooney Problem Check List (MPCL). Chi square analysis found no significant differences between the problems of men and women. The study also showed that students from the science stream have no significant difference in the problems with art students. The study also found that adaptation to school work is a major problem followed by the student's future and career. Peers and parents are essential to refer to individual problems. Maznah Yusof (1981), (in Rozaidah, 2005) who conducted a study of form four students in rural schools in Andhra Pradesh using the Mooney Problem Check List to see their main problem. A total of 55 students were selected to participate in the study. From these results, there are two major problems for students of school adjustment problems and future problems and career. The results of the study he found that there were significant differences in terms of gender, where male students have many problems with girls in year 11 categories.

Mizan (1994) in his study found that 90 percent of students surveyed stated that one of the reasons they like school is because at school there are many friends who can share their experiences and do problems together. But the school can also be a source of problems for students especially at the level of achievement / low achievement. Many students fail to meet the expectations set by parents and schools. They often experience problems in their school life. There are many reasons why students get low grades. Some of these students are

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often sad and worried. This sad situation and worry can interfere with educational performance of students not being able to fully.

While Mariam Omar (1995), (in Rozaidah, 2005) have analysed the problem faced by the students hostel Press, Kuala Lumpur. He uses the instrument Mooney Problem Check List based on six categories of financial problems, social problems young men, to adjustment to school work, social-psychological problems and family problems. A total of 200 students from form 1 to 5 were selected as respondents. A total of 180 items have been used and the results showed that the most common problems the adaptation in academic work. In addition, no significant differences between the problems faced by the change of male and female gender. Yet there is a significant relationship based on age variables.

Ismail Ahmad (2000) in his study on the students level 2 and 4 secondary schools in Johor Bahru, found that demographic factors faced by gender, level and flow showed that the most disruptive students are education and future careers (11:48 percent), moral and religious (10.71 percent). Financial and living conditions and education (8.85 percent). Rozaidah Muni (2005) in her analysis of the problem category of students in a faculty of education found that the main problem is the three categories of social activities, recreation (47.46 percent). Adjustments to academic work (47.34peratus) and personal relationships and psychological (emotional), by 43.23 percent. If refined from previous studies, especially young students face adjustment problems of school work, and emotional future. This problem must be overcome to achieve the National Education Philosophy to form a balanced individual Physical, Emotional, Spiritual and Intellectual be realized. The problems may be the result of an education system that implemented in this country we are focused on student achievement in public examinations (UPSR, PMR, SPM and STPM).

Educating students towards creative and proactive value-fertilization that enables them to judge whether something is good or bad is less emphasis or may be ignored. It is hoped that this study can be used as guidelines to streamline the existing education system, particularly in schools. A study of problems among students was first studied since the thirties overseas. Several techniques have been used by researchers such as interviews and questionnaires to find out their problem.

Mooney (1950) lists 11 categories of problems that are usually identified by the student'A family problems, adjustment to school work, finances and life, social and entertainment, marriage and sex, religion and morality, health, and physical, psychological, social relationships, personal and emotional , academic and career and finally the problems of curriculum and teaching methods. 11 categories this problem is contained in the Mooney Problem Check List or Checklist Mooney. It is widely used by other researchers to this day. Mooney conducted the study of 600 high school students and found that the main problem is the problem of education and future careers. Followed by the financial problems and life adjustment problems for homework. Moss (1963), found that most of the students always fear of failure and fear if they do not obtaine high marks in every test or do not know how to achieve outstanding academic success. He found that 70 per cent of the 1350 students express concern if they were they did not understand the problems they face. This shows that students are not always sure of themselves. Keikonheimo and Shute (1986) in a study on foreign students in Canada found that problems often encountered are language skills, academic problems, cultural differences, racial discrimination and their relationship with Canadian education.

Purpose of study:

The main purpose of this study was to answer some questions about the relationship problems with demography high school students using the Checklist Mooney in secondary schools in Mersing. The question is:

- i. What are the main problems of students such as financial, social and entertainment, family, religious / moral, academic and career, and school students form four secondary schools in Mersing?
- ii. What is the academic achievement of students of form four secondary schools in Mersing?

Method:

The study was conducted using a survey method based instruments translated from Checklist Mooney (MPCL) containing 60 Likert-scale questions. In this study, researchers wanted to see the main variables of the problems the student as a dependent variable such as financial, social and entertainment, family, religious / moral, academic and career, and schooling.

In addition, the researchers want to also see significant differences compared to the demographic of students subjects such as gender, race and location of the school. In this case demographic factors act as independent variables, while the student is a dependent variable problem. The study is a survey research where the analysis performed is obtained in the form of a percentage. According to Azizi *et.al* (2007), suitable for use in survey research because it aims to collect information about the variables. Therefore, through this study the researchers examined the problems faced by the students of Form Four in secondary schools using the Mooney Problem Checklist of Ross L. Mooney and has been translated by Sidek Mohd Noah (2009).

This study was conducted in a sample of secondary schools in Mersing, Johor. In this study, researchers used a multi-level cluster sampling (clusters of clusters) to obtain a sample of the population. According to

Table Sample Size Determination by Krejcie, RV and Morgan DW (1970), has determined that a population of 360 people, the sample was comprised of 186 people.

Researchers have taken a total of 186 students out of a population of 351 people from humanities stream as respondents in the schools involved in overcoming the possible loss of data collection. The total population of 351 people, involved 4 schools is based on the acquisition of information from the Student Information System (SMM) through the School Senior Student Affairs assistant for every school.

Participants:

In this study the researcher chose Mersing district as a place to do research, the population is made up of 351 students from humanities stream in secondary schools in Mersing. Two schools representing rural location, the SMK SMK Mersing and the Engku Husin, while two schools representing urban location is SMK Sri Mersing and SMK Anjung Batu. These students were chosen because they are the students who are not involved in public examinations and meet the needs of the study. The study was conducted at SMK Sri Mersing, SMK Anjung Batu, SMK SMK Mersing and the Engku Husin, Mersing, Johor. In this study, researchers used a multi-level cluster sampling (clusters of clusters) to obtain a sample of the population. According to Table Sample Size Determination by Krejcie, RV and Morgan DW (1970), has determined that a population of 360 people, the sample was comprised of 186 people.

Researchers have taken a total of 186 students out of a population of 351 people from humanities stream as respondents in the schools involved in overcoming the possible loss of data collection. The total population of 351 people, involving 4 schools is based on the acquisition of information from the Student Information System (SMM) through the School Senior Student Affairs assistant for every school. Method of multi-level cluster sampling (clusters of clusters) was employed by getting a list of schools in the district of Mersing. Then the researchers selected four schools from eight schools in the district of Mersing at random. Next the number of students from the humanities in four selected schools obtained from the Student Information System (SMM) per school. The number of students selected humanitarian flows as aggregated.

Based on the table Krejcie and Morgan (1970), the required number of respondents was determined. Then the researchers to label each questionnaire which was completed by respondents with the code. For example, code M101 is referring to the first questionnaire collected back from SMK Sri Mersing, while the M201 code refers to the questionnaires were collected back from SMK Porch Stone and others. Code all the questionnaires included in a container and mix well. These codes then removed one by one until the desired number of codes available. Next, the questionnaire used in the study will be determined based on the codes that have been successfully extracted.

Instrument:

In conducting this study, the researchers prepared a questionnaire (Questionnaire survey method) that is used as an instrument. Azizi *et al* (2007), the questionnaire is measuring devices used in educational research. It is used to obtain accurate information regarding the facts as beliefs, feelings and so on. Questionnaires were more practical and can achieve the purpose of the study with moderate spending.

Method questionnaire survey using a simple questionnaire administered is well constructed and the data obtained is also easily analysed. Therefore, in order to facilitate research cooperation of the respondents, the use of this instrument is very timely because respondents could choose and evaluate to produce a result that they really want without feeling pressured. This was clearly stated by Siegel (1988), the use of the questionnaire is an easier way to get cooperation from the respondents.

A questionnaire prepared by the researchers consists of two parts, Part A and Part B. Part A, involves the student's background. This section consists of four items which require students mark (/) in the box provided. Respondents are required to indicate information related to their gender, race, location of school and academic achievement. Part B of the questionnaire consists of 60 items in the questionnaire designed by the researchers from Mooney checklist based on the research objectives and research questions. Items in Part B are arranged according to the researchers studied to facilitate the analysis on the items that were answered by the respondents.

Results:

Based on the data obtained from the questionnaires, the researchers analysed the responses to the problems being faced by the students from four secondary schools in Mersing based on the research use of frequency, percentage, mean and standard deviation for each item and question

The overall mean and standard deviation for the determination of the main problems faced by students in secondary schools in Mersing, as in the following table:

Table 1: Distribution of respondents according to the frequency response, percentage, mean and standard deviation of the financial problems.

No. item	Statement		SA	A	UD	DA	SDA	Mean	SD
			5	4	3	2	1		
B1	Need to learn to save money.	F %	114 61.3	65 34.9	5 2.7	2 1.1	0 0	4.56	0.60
B2	I know how to use money wisely.	F %	29 15.6	56 30.1	77 41.4	21 11.3	3 1.6	3.46	0.94
B3	Had to ask money from their parents.	F %	24 12.9	80 43.0	52 28.0	23 12.4	7 3.8	3.48	0.99
B4	Having regular spending money.	F %	31 16.7	47 25.3	51 27.4	48 25.8	9 4.8	3.23	1.15
B5	Have a beautiful dress that is very little.	F %	17 9.1	45 24.2	75 40.3	41 22.0	8 4.3	3.11	0.99
B6	Family worried about finances	F %	32 17.2	62 33.3	61 32.8	24 12.9	7 3.8	3.47	1.04
B7	Living too far from the school.	F %	19 10.2	44 23.7	33 17.7	68 36.6	22 11.8	2.83	1.21
B8	Want to earn money for yourself.	F %	66 35.5	68 36.6	33 17.7	13 7.0	6 3.2	3.94	1.05
B9	Want to buy more stuff for yourself.	F %	55 29.6	62 33.3	38 20.4	23 12.4	8 4.3	3.71	1.14
B10	Need money to continue schooling	F %	111 59.7	49 26.3	11 5.9	9 4.8	6 3.2	4.34	1.01

Overall mean score = 3.61 Standard deviation = 0.44 n = 186

Table 1 above shows the distribution of respondents by frequency, percentage, mean and standard deviation for the financial problems of students. Based on the table it was found that learning to save money is a problem faced by most students of form four secondary schools in Mersing with 4:56 mean score and standard deviation 0.60. There were 114 (61.3 percent) of the respondents strongly agreed, 65 (34.9 percent) of respondents agreed, 5 (2.7 percent) of the respondents chose not identified, 2 (1.1 percent) of respondents did not agree and no (0 percent) respondents chose strongly disagree to the statement item B1.

The analysis also showed that respondents who live too far from school have the least problems faced by students representing the schools studied samples with the lowest mean score of 2.83 and a standard deviation of 1:21. There are a total of 19 (10.2 percent) respondents who strongly agreed with the statement item B7, 44 (23.7 percent) respondents agreed, 33 (17.7 percent) respondents are not sure, 68 (36.6 percent) respondents disagreed and 22 (11.8 percent) respondents strongly disagreed with the statement.

On the whole, the average mean financial problems is 3.61 and standard deviation 1:21. The analysis shows that respondents from the students of form four secondary schools in Mersing facing financial problems at a moderate level.

Table 2: Distribution of respondents according to the frequency response, percentage, mean and standard deviation of the array of social and entertainment.

No. item	Statement		SA	A	UD	DA	SDA	Mean	SD
			5	4	3	2	1		
B11	Taking the time to meet people	F %	36 19.4	76 40.9	42 22.6	23 12.4	9 4.8	3.57	1.08
B12	. Feel awkward to meet people..	F %	21 11.3	44 23.7	54 29.0	52 28.0	15 8.1	3.02	1.13
B13	Difficult to continue a conversation.	F %	10 5.4	41 22.0	60 32.3	60 32.3	15 8.1	2.84	1.03
B14	I am sure about my social order.	F %	19 10.2	69 37.1	74 39.8	16 8.6	8 4.3	3.40	0.93
B15	Have enough time to enjoy yourself.	F %	20 10.8	58 31.2	64 34.4	28 15.1	16 8.6	3.20	1.09
B16	Very little chances to get out and enjoy nature.	F %	20 10.8	46 24.7	45 24.2	58 31.2	17 9.1	2.96	2..16
B17	Want more time for yourself.	F %	51 27.4	88 47.3	25 13.4	16 8.6	6 3.2	3.87	1.01
B18	Have interesting things to do during leisure time.	F %	52 28.0	63 33.9	36 19.4	28 15.1	7 3.8	3.67	1.14
B19	Want to improve my face	F %	35 18.8	37 19.9	47 25.3	34 18.3	33 17.7	3.03	1.36
B20	Too few opportunities to meet a hobby	F %	26 14.0	69 37.1	43 23.1	38 20.4	10 5.4	3.33	1.11

Overall mean score = 3.29 Standard deviation = 0.47 n = 186

Table 2 above shows the distribution of respondents by frequency, percentage, mean and standard deviation for students of social problems entertainment. Based on the table it appears that the B17 item, “need more time for yourself” is the most commonly faced problems by form four students in secondary schools in Mersing with a mean score of 3.87 and standard deviation 1.01. There were 51 (27.4 percent) respondents who strongly agreed, 88 (13.4 percent) respondents agreed, 16 (8.6 percent) respondents chose not identified, 6 (47.3 percent) respondents disagreed and 6 (3.2 percent) respondents chose strongly disagree to the statement.

The analysis also showed that the B13 item, “difficult to pursue a conversation” is the least problems faced by students representing the schools studied samples with the lowest mean score of 2.84 and a standard deviation of 1:03. There were 10 (5.4 percent) respondents who strongly agreed with the statement, 41 (22.0 percent) respondents agreed, 60 (32.3 percent) respondents are not sure, 60 (32.3 percent) respondents disagreed and 15 (8.1 percent) respondents who strongly disagreed with the statement.

The overall findings of the analysis showed that the overall mean score of social problems and the entertainment is the standard deviation of 3:29 and 0:47. The analysis shows that respondents from form four secondary schools in Mersing face social problems entertainment at a moderate level.

Table 3: Distribution of respondents according to the frequency response, percentage, mean and standard deviation of family problems.

No. item	Statement		SA	A	UD	DA	SDA	Mean	SD
			5	4	3	2	1		
B21	Parents favour of brother or sister.	F %	25 13.4	19 10.2	54 29.0	39 21.0	49 26.3	2.63	1.33
B22	Parents too many sacrifices for me.	F %	97 52.2	56 30.1	21 11.3	4 2.2	8 4.3	4.2	1.0
B23	Parents understand me.	F %	55 29.6	49 26.3	56 30.1	16 8.6	10 5.4	3.66	1.14
B24	At home are treated like children.	F %	15 8.1	18 9.7	47 25.3	58 31.2	48 25.8	2.43	1.20
B25	Aligned with siblings.	F %	34 18.3	61 32.8	48 25.8	32 17.2	11 5.9	3.40	1.14
B26	Speak against the parents.	F %	7 3.8	16 8.6	30 16.1	38 20.4	95 51.1	1.93	1.16
B27	Pleased with his mother and father.	F %	120 64.5	28 15.11	11 5.9	5 2.7	22 11.8	4.17	1.36
B28	Feeling as if no family.	F %	4 2.2	4 2.2	20 10.8	27 14.5	131 70.4	1.51	0.92
B29	The tragedy of a death in the family..	F %	6 3.2	16 8.6	15 8.1	35 18.8	114 61.3	1.73	1.12
B30	Telling the secrets to their parents	F %	16 8.6	34 18.3	55 29.6	45 24.2	36 19.4	2.72	1.21

Mean score Total = 2.84 Standard deviation = 0.41 n = 186

Table 3 above shows the distribution of respondents by frequency, percentage, mean and standard deviation of family problems faced by students. Based on the table it appears that item B22 that is, too many parents sacrifice to me is the most widely agreed statement by the students form four secondary schools in Mersing with mean score 4.2 and a standard deviation of 1.0. There were 97 (52.2 percent) respondents who strongly agreed, 56 (30.1 percent) respondents agreed, 21 (11.3 percent) respondents chose not to identify, 4 (2.2 percent) respondents disagreed and 8 (4.3 percent) respondents chose strongly disagree to the statement said.

The analysis also showed that the B28 item, “feel as if no family” is the least problems faced by students representing the schools studied samples with the lowest mean score of 1:51 and a standard deviation of 0.92. There were 4 (2.2 percent) respondents who strongly agreed with the statement, 4 (2.2 percent) respondents agreed, 20 (10.8 percent) respondents are not sure, 27 (14.5 percent) of respondents did not agree and 131 (70.4 percent) respondents strongly disagreed with the statement.

The findings of the analysis showed that the overall mean score of family problems is 2.84 and standard deviation 0.41. The analysis shows that respondents from the students form four secondary schools in Mersing facing family problems at a moderate level.

Table 4 above shows the distribution of respondents by frequency, percentage, mean and standard deviation for the religious and moral problems of students. Based on the table it appears that the B37 item, “want to feel close to God” is an expression of the most widely agreed upon by the students form four secondary schools in Mersing with the mean score and standard deviation 1:39 4:06. There were 114 (61.3 percent) respondents who strongly agreed, 22 (11.8 percent) respondents agreed, 19 (10.2 percent) respondents chose not identified, 10 (5.4 percent) respondents disagreed and 21 (11.3 percent) respondents chose strongly disagree to the statement said.

The analysis also indicates that the item B32, “doubts about the meaning of god” is the problem faced by most of the students who represent a sample of schools studied with 1:39 lowest mean score and standard

deviation of 0.73. No (0 percent) respondents who strongly agreed with the statement, 4 (2.2 percent) respondents agreed, 16 (8.6 percent) respondents are not sure, 30 (16.1 percent) respondents did not agree and 136 (73.1 percent) respondents strongly disagreed with the statement.

The findings of the analysis showed that the overall mean score of religious and moral problems is 2.32 and a standard deviation of 0.51. The analysis shows that respondents from the students form four secondary schools in Mersing face religious and moral problems are at low levels.

Table 4: Distribution of respondents according to the frequency response, percentage, mean and standard deviation for the religious and moral problems.

No. item	Statement		SA	A	UD	DA	SDA	Mean	SD
			5	4	3	2	1		
B31	Seldom go to Mosque/holy places .	F	5	44	56	42	39	2.64	1.13
		%	2.7	23.7	30.1	22.6	21.0		
B32	Doubt about the meaning of God.	F	0	4	16	30	13	1.39	0.73
		%	0	2.2	8.6	16.1	73.1		
B33	Doubtful about some religious question that I hear.	F	4	10	39	41	92	1.88	1.05
		%	2.2	5.4	21.0	22.0	49.5		
B34	Disturbed by the bad things done by other children.	F	9	48	47	51	31	2.74	1.15
		%	4.8	25.8	25.3	27.4	16.7		
B35	Influenced by racial and religious prejudice.	F	4	10	35	36	101	1.81	1.05
		%	2.2	5.4	18.8	19.4	54.3		
B36	Parents conservative stance..	F	5	8	20	30	123	1.61	1.01
		%	2.7	4.3	10.8	16.1	66.1		
B37	Want to feel close to God	F	114	22	19	10	21	4.06	1.39
		%	61.3	11.8	10.2	5.4	11.3		
B38	Feel free to express that which is right and what is wrong.	F	15	36	67	36	32	2.81	1.17
		%	8.1	19.4	36.0	19.4	17.2		
B39	Ribald stories of porn.	F	5	4	35	37	105	1.74	1.01
		%	2.7	2.2	18.8	19.9	56.5		
B40	Doubtful what happens to people when they're dead	F	12	31	59	24	60	2.52	1.27
		%	6.5	16.7	31.7	12.9	32.3		

Mean score Total = 2.32 Standard deviation = 0.51 n = 186

Table 5: Distribution of respondents according to the frequency response, percentage, mean and standard deviation for academic and career problems.

No. Item	Statement		SA	A	UD	DA	SDA	Mean	SD
			5	4	3	2	1		
B41	Doubted whether the selection of subjects to be taken now in accordance with the selection of future work.	F	33	48	53	24	28	3.18	1.29
		%	17.7	25.8	28.5	12.9	15.1		
B42	Need to know my abilities in a particular field of employment..	F	76	85	18	6	1	4.23	0.79
		%	40.9	45.7	9.7	3.2	0.5		
B43	Doubting whether I will succeed in gaining employment I want.	F	43	47	67	17	12	3.49	1.13
		%	23.1	25.3	36.0	9.1	6.5		
B44	Need guidance about what I should do after finishing Schooling.	F	72	79	19	12	4	4.09	0.96
		%	38.7	42.5	10.2	6.5	2.2		
B45	Need to take a decision about future employment.	F	79	80	16	4	7	4.18	0.95
		%	42.5	43	8.6	2.2	3.8		
B46	Could identify subjects studied now for a career.	F	46	54	59	19	8	3.59	1.09
		%	24.7	29.0	31.7	10.2	4.3		
B47	Confident work given in teaching benefit me..	F	78	44	45	13	6	3.94	1.11
		%	41.9	23.7	24.2	7.0	3.2		
B48	Want to learn about a job	F	95	65	17	4	5	4.29	0.92
		%	51.1	34.9	9.1	2.2	2.7		
B49	Deciding whether or not to proceed with Schooling chosen field or not.	F	36	42	71	21	16	3.32	1.16
		%	19.4	22.6	38.2	11.3	8.6		
B50	Need to choose a subject	F	54	79	37	13	3	3.90	0.95
		%	29.0	42.5	19.9	7.0	1.6		

Mean score Total = 3.82 Standard deviation = 0.46 n = 186

Table 5 above shows the distribution of respondents by frequency, percentage, mean and standard deviation for academic problems. Based on the table it shows that item B48 that is, "to learn about an occupation" is an expression of the most widely agreed upon by the students form four secondary schools in Mersing with 4:29 mean score and standard deviation 0.92. There were 95 (51.1 percent) respondents who strongly agreed, 65 (34.9 percent) respondents agreed, 17 (9.1 percent) respondents chose not to identify, 4 (2.2 percent) respondents disagreed and 5 (2.7 percent) respondents chose to strongly disagree with the statement said.

The analysis also indicates that the item B41, doubted whether the selection of subjects to be taken now as the selection of future work is the least problems faced by students representing the schools studied samples with the lowest score mean of 3.18 and standard deviation at 1.29. There are 33 (17.7 percent) strongly agreed with the statement, 48 (25.8 percent) respondents agreed, 53 (28.5 percent) respondents are not sure, 24 (12.9 percent) respondents disagreed and 28 (15.1 percent) respondents strongly disagreed with the statement.

The overall findings of the analysis showed that the overall mean score was 3.82 and the problems of schooling standard deviation 0.46. The analysis shows that respondents from the students form four secondary schools in Mersing face academic and career problems at a moderate level.

Table 6: Distribution of respondents according to the frequency response, percentage, mean and standard deviation for school problems.

No. item	Statement		SA	A	UD	DA	SDA	Mean	SD
			5	4	3	2	1		
B51	Always very present in school	F	50	28	27	26	55	2.95	1.60
		%	26.9	15.1	14.5	14.0	29.6		
B52	able to understand some subjects satisfactorily	F	29	59	63	25	10	3.38	1.07
		%	15.6	31.7	33.9	13.4	5.4		
B53	Learn adequately	F	29	70	58	21	8	3.48	1.02
		%	15.6	37.6	31.2	11.3	4.3		
B54	Interested to academic books	F	26	57	72	22	9	3.37	1.02
		%	14.0	30.6	38.7	11.8	4.8		
B55	Gets expressed my thoughts exactly	F	25	63	63	28	7	3.38	1.01
		%	13.4	33.9	33.9	15.1	3.8		
B56	Afraid engage in group discussions	F	9	16	46	66	48	2.30	1.09
		%	4.8	8.6	24.7	36.0	25.8		
B57	Get complete the tasks on time	F	37	52	62	18	17	3.39	1.17
		%	19.9	28.0	33.3	9.7	9.1		
B58	Love to learn	F	49	61	41	21	14	3.59	1.20
		%	26.3	32.8	22.0	11.3	7.6		
B59	Know how to study effective	F	24	55	72	23	12	3.30	1.05
		%	12.9	29.6	38.7	12.4	6.5		
B60	Interested to learn a few points is learning	F	75	51	31	17	12	3.86	1.22
		%	40.3	27.4	16.7	9.1	6.5		

Overall mean score = 3.30 Standard deviation = 0.61 n = 186

Table 6 above shows the distribution of respondents by frequency, percentage, mean and standard deviation of the problems school students. Based on the table it shows that the item B60, keen on some subjects studied is the most widely agreed statement by the students form four secondary schools in Mersing with a mean score of 3.86 and a standard deviation of 1:22. There are a total of 75 (40.3 percent) respondents who strongly agreed, 51 (27.4 percent) respondents agreed, 31 (16.7 percent) respondents chose not identified, 17 (9.1 percent) respondents disagreed and 12 (6.5 percent) respondents chose strongly disagree to the statement said.

The analysis also indicates that the item B56, "afraid to engage in group discussions" is the least problems faced by students who represent a sample of schools studied with 2:30 lowest mean score and standard deviation 1:09. There were 9 (4.8 percent) who strongly agree with this statement, 16 (8.6 percent) respondents agreed, 46 (24.7 percent) respondents are not sure, 66 (36.0 percent) respondents disagreed and 48 (25.8 percent) respondents strongly disagreed with the statement. Overall analysis of the problems the school is 3:30 and a standard deviation of 0.61.

The overall findings of the analysis showed that the mean scores of respondents from the students form four secondary schools in Mersing face problems of schooling are at a moderate level. Classification level of problems based on the overall mean scores of each problem studied are shown in Table 7 below.

Table 7: Level of Problems, Respondents By Mean And Standard Deviation Overall.

Problems	Mean score	Standard deviation	Level of Problems
Financial	3.61	1.21	Moderate
Sosial and entertainment	3.29	0.47	Moderate
Family	2.84	0.41	Moderate
Religion and morale	2.32	0.51	
Academic and career	3.82	0.46	Moderate
Schooling	3.30	0.61	Moderate
Total	3.20	0.26	Moderate

Overall mean score = 3.15 Standard deviation = 0.70 n = 186

Table 8: Distribution Of Respondents According To Achievement In Lower Secondary Examination (PMR).

Subject		A	B	C	D	E	Mean	SD
		5	4	3	2	1		
Bahasa Malaysia	F	59	83	40	3	1	4.05	0.80
	%	31.7	44.6	21.5	1.6	0.5		
English Language	F	12	24	32	50	68	2.25	1.25
	%	6.5	12.9	17.2	26.9	36.6		
Mathematic	F	6	39	59	64	18	2.73	1.0
	%	3.2	21.0	31.7	34.4	9.7		
Science	F	2	42	65	75	2	2.82	0.82
	%	1.1	22.6	34.9	40.3	1.1		
History	F	20	65	56	43	2	2.73	1.0
	%	10.8	34.9	30.1	23.1	1.1		
Geography	F	16	71	51	48	0	3.29	0.94
	%	8.6	38.2	27.4	25.8	0		
Islamic Studies	F	41	75	32	9	1	2.82	0.82
	%	25.9	47.5	20.3	5.7	0.6		
Living skill	F	14	77	72	22	1	3.43	0.81
	%	7.5	41.4	38.7	11.8	0.5		

From Table 8, illustrate the achievement of 186 respondents in the subject Examination (PMR).

For Malay subject by grade available, 59 respondents (31.7 percent) achieved grade A, 83 respondents (44.6 percent) achieved a grade B, 40 respondents (21.5 percent) achieved a C, 3 respondents (1.6 percent) achieved a grade D and 1 respondent (0.5 percent) achieved a Performance E.

English subject by grade available, 12 respondents (6.5 percent) achieved a grade of A, 24 of the respondents (12.9 percent) achieved a grade B, 32 respondents (17.2 percent) achieved grade C, 50 respondents (26.9 percent) achieved a grade D and 68 respondents (36.6 percent) achieved a grade E.

Achievement in Mathematics by grade are available, 6 respondents (3.2 percent) achieved a grade A, 39 respondents (21 percent) achieve a grade of B, 59 respondents (31.7 percent) achieved a C, 64 respondents (34.4 percent) achieved a grade D and 18 respondents (9.7 percent) achieved a grade E.

Science Achievement by grade are available, 2 respondents (1.1 percent) achieve a grade of A, 42 respondents (22.6 percent) achieved a grade B, 65 respondents (34.9 percent) achieved a C, 75 respondents (40.3 percent) achieved a grade D and 2 respondents (1.1 percent) achieved a grade E.

Geography of academic achievement by grade available, 16 respondents (8.6 percent) achieved a grade A, 71 respondents (38.2 percent) achieved a grade B, 51 respondents (27.4 percent) achieved a C, 48 respondents (25.8 percent) achieved a grade D and no respondents achieving a grade E.

Achievement of Religious Education subject by grade available, 41 respondents (25.9 percent) achieved a grade A, 75 respondents (47.5 percent) achieved a grade B, 32 respondents (20.3 percent) achieved a C, 9 respondents (5.7 percent) achieved a grade D, one of the respondents (0.6 percent) achieved a grade E and 28 people (15.1 percent) of respondents Chinese people do not take the subject of Religious Education.

Academic achievement by grade Life Skills ie, 14 respondents (7.5 percent) achieved a grade A, 77 respondents (41.4 percent) achieved a grade B, 72 respondents (38.7 percent) achieved a C, 22 respondents (11.8 percent) achieved a grade D and 1 respondent (0.5 percent) achieved a grade E.

Discussion:

Based on the study, it can be concluded that the respondents from the humanities stream students in secondary schools surveyed Mersing, facing major problems in academic and career with the highest scores in the academic and career that is, the mean score of 3.82 and standard deviation 0.46. The finding is in line with the respondents who indicate a desire to learn about the job is the most widely agreed statement by the students in form four secondary schools in Mersing with the mean score and standard deviation 0.92 4:29. The statement of interest to a number of subjects studied is the most widely agreed statement by the students surveyed.

According to Sidek (1996), self-motivation and students can be improved by focusing on education planning program. Based on the study, it was found that the achievement of students in the PMR examination in secondary schools Mersing selected in this study is at 3:15 the mean score and standard deviation of 0.7. Thus, the achievement of the respondents in the Lower Secondary Assessment examination (PMR) is moderate. Among the eight subjects taken during the examination, indicate that subjects are English subjects the highest mean score of 4:05 and a standard deviation of 0.80. The analysis also showed that the mean scores of English Language at the low level of 2.25. Therefore, the achievement of English Language at low levels and is critical subjects that are difficult to master the form four students in secondary schools in Mersing.

The differences that exist based on the findings of the study showed that respondents statements interested to several subjects who followed a statement agreed by most students form four secondary schools in Mersing with mean score 3.86. Statement afraid to engage in group discussions is the least problems faced by students representing the schools studied samples with the lowest mean score of 2:30.

However, based on the findings showed a significant difference between school problems faced in terms of gender through *t*-test was conducted. The results reflect the problems faced by the respondent school Malay and Chinese almost the same. The findings are in line with the statement chosen by the Malays and the Chinese, keen on some subjects studied is the most widely agreed statement by the students form four secondary schools in Mersing with mean score 3.86. The statement scared to engage in group discussions is the least problems faced by students representing the schools studied samples with the lowest mean score of 2:30. The finding is consistent with the overall findings concluded that the problems faced by the school Malay and Chinese respondents was moderate. The results also reflect the problems faced by the school of urban and rural respondents are not identical. However, the overall findings for school problems faced by the respondents in urban and rural schools are at a moderate level.

Conclusion:

Overall, the problems faced by the students of Form Four in secondary schools Mersing involved in this study were moderate. Based on the research conducted, academic and careers are the main problems faced by the respondents. This is followed by a second financial problems as problems and school problems as the third problem. The social and entertainment problems and their families are the fourth and fifth problems. The problem of religious / moral nor is the least problems faced by the respondents. All of these problems are the problems faced by the students inform four secondary schools in Mersing at a moderate level.

This study also showed that there were significant differences based on gender problems except for school problems are problems of schooling differences in male and female. While the problem of students by race, differences in religious problems / morals faced by the respondents surveyed. The problem of students by school location indicates that there are differences of schooling problems faced by the students according to their location in urban and rural secondary schools in Mersing.

Therefore, it is the responsibility of all the parents, teachers, schools and communities to ensure that students are categorized as teenagers guided to solve problems that arise now and in future. The Malay proverb says 'educating let the matures', saying it supports the guidelines outlined in the Islamic hadith where the Prophet means, that every child of Adam is born in a state of nature. But her parents and the environment is to be made, Jews or Christians or Zoroastrians, (Narrated by Muslim). From this hadith, Islam visible recognition that parents are playing an important role in determined the future of his children. From crisp white linen, parents are asked to define her and only the parents of high faith and charity can bring benefits to adult children later.

Finally, it is hoped that this study will be used by students ranging from young teenagers, teachers, parents, schools, District Education Office and the State Education Department to serve as a guide for planning their programs of self-development and prevention in Guidance and Counselling Unit and Unit Religion and Spirituality in the school in the future. Hopefully, this effort can be implemented successfully in order to form outstanding and skilled students.

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