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

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

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

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

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

Abstract

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

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

* Corresponding author.

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

1. Introduction

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

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

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

1.1. Research Background

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

1.2. Research Issues

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

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

including high rate of absenteeism, hooliganism and gangsterism. (NST, 2004) *Harian Metro*, 13/4/2004, as reported by the Kuala Lumpur Chief Police that 13 schools in Kuala Lumpur has been identified as problem school in terms of bully cases and need to be monitored closely. According to a report by *New Straits Times* on August 2005, an average of seven school children were arrested every day and out of seven, three of them were between 13 and 15 years old.

The issues above has yet to be resolved, as recently, the statistic of crime associated by teenagers, including the high school students, has increased in 2010 compared to the statistic shown in 2009. Statistic from Royal Malaysian Police (RMP) also showed in 2009, 3,654 crime cases executed by the teenagers have been reported for rape, snatch, group's armed robbery and extortion, where from this number 1,409 cases were carried out by the school children. In year 2010, 5,165 crime cases have been reported by the RMP, executed by the teenagers; whereby out of this number, 3,218 cases were executed by the school children, a rise of 43% in year 2010 as compared to the number of crime cases in 2009. Statistics in 2009 also showed that, throughout the country, 3,263 school children were arrested, whereby 3,701 school children were arrested for various crime involvements in 2010. (Berita *Harian*, 2011) However, it is observed that the crimes affecting the school children did not take place within the school's premises; rather it happened outside the school. It is the intention of this research to examine if outdoor physical environment of a school has any influence on the positive behaviour of the students as the findings may help designers to design schools outdoor physical environment that will help to promote positive social behavior. Necessary steps need to be taken in order to tackle the disciplinary problems among students in the secondary school. The Ministry of Education had pledged that the indiscipline and violence among students will not become a culture. (NST, 2004) Although the Ministry of Education will take the necessary actions to ensure that the social problem in schools is kept to the minimum, the participations of others such as other Ministries, NGOs, and people from the industry should also play their role. One of the actions that could be looked into is the outdoor physical environment of the schools itself. As noted by Dudek, 2000, *'having enough space within the whole school where community can meet is particularly important in the secondary school settings'*.

One of the approaches to promote safe school culture and environment is the outdoor physical environment of the school. As stated by Schulz (1980) 'environment influences human beings' where the environment comprises of both the physical and social attributes, and that human perceive the environment holistically in terms of the social and physical aspects of the environment. (Moses et al, 2003 in Spencer et al, 2006). The outdoor physical environment of the urban high school is assumed to have an influence on the students' social behaviour due to this theory.

1.3. School Environment

School environment, specifically the architectural environment, is important to the child's development. (Dudek, 2000). A thorough planning in creating conducive social environment for learning is important to produce students with potentials parallel to the government's mission in developing human resource as a prerequisite to the development of knowledge based economy. (Shuhana et al, 2007). Few Educational Policies, Acts, Ordinance have been drafted, proposed and carried out such as the Safe School Policy, 1996 Educational Act, Educational Ordinance 1957, Educational Ordinance 1959, but somehow misconduct in school is still a major problem. Generally, there are three activities of learning, which are passive, active and interactive learning, which each and every activity would need specific space. (Knirk, 1979 in Shuhana et al. 2007).

Designing the outdoor environment for school has always being put aside, as though, it is not important. As Catling, 2005; Collins & Coleman, 2008; Tanner, 2000 in A. Kasali and F. Dogan, 2010, have concluded that, when it comes to the design of children's spaces, such as schools, the spaces are

often shaped with mediocre design and building standards. Even when concern is expressed for the quality of the design of school facilities, outdoor spaces and other non classroom spaces are often the least-considered or are perceived only as places of secondary importance with no direct impact on the principal goals of schools (Catling, 2005). Tanner, 2000 in A. Kasali and F. Dogan, 2010, states that there is a lack of concern for the design of “green areas, natural quiet areas and play areas”. Successful schools not only deal with the school buildings, classroom, offices, facilities but the outdoor physical environment, as well.

2. Methodology

For this research, two government secondary schools in Shah Alam, Selangor were selected as the multiple-site case studies. Selangor is the most developed state in the country where Kuala Lumpur the capital city of Malaysia used to be located before being gazetted as a federal territory. The schools that were selected are Sekolah Menengah Seksyen 7, Shah Alam (School 1), which was designed by the consultant (PMC) and Sekolah Menengah Sultan Abdul Aziz Shah, Seksyen 2, Shah Alam (School 2), which was designed by the Public Works Department (JKR). The schools were selected mainly because of their different design layout. The layout of School 1 is in the form of ‘cluster and enclosed’ where the building blocks are all facing towards the center where the assembly field is located, while the design for School 2 was developed in the form of uniform buildings (army barrack like) typical of the old school buildings which were developed and designed by the JKR. (Fig. 1 and Fig. 2) Somehow, despite the difference in school layout design, the schools selection is based on similarity between socio-economic statuses of the students and the students’ achievement in the public examination, PMR and SPM. For this research, eight outdoor spaces for each school have been chosen. They are the main entrance, the assembly field, the school canteen, the astaka (gazebo), the wakafs (gazebo), the school parks, the corridors and the school field.

2.1. Research Instruments

The research has adopted three techniques of gathering data for both quantitative and qualitative data: questionnaire survey, field observation and focus group interview. Students from all forms involved in the questionnaire and field observation, while 10 students were selected for the focus group interviews for each School 1 and School 2. The questionnaires include open-ended questions and questions using 4 Likert scale measurement which are totally agree, agree, disagree and totally disagree. Respondent’s agreement on the statement is used to measure the degree of preferred spaces in the outdoor school environment and how the characters of these outdoor spaces could strongly influence the students’ social behaviour. The questionnaire was conducted with 301 students from School 1 and 283 students from school 2.

For this research, it involves both nominal and ordinal scale data. For the nominal scale, the Chi-square test is used to test the significance of the data collected, whereby the Cramer V correlation test is used in order to test the strength of the relationship between variables. For ordinal scale, Spearman rho correlation test is used to test the strength of the relationship between variables. The non-parametric test such as the chi-square was used to analyse the Likerts scale with correlation analysis done using Spearman R, whereas, for the descriptive analysis, frequencies and percentages are used. (Chua, 2006)

For the focus group interview sessions, a group of ten students is selected from each school, consisting of five female students and five male students. The focus group interviews for both schools are carried out after the questionnaires have been distributed. The reasons being as to get the general pattern of the data collected from the survey. This information is then used to devise the questions for the focus group

interview. Field observations were conducted in a four-day visit for each school. The visit includes assessing the school campus design layout, spatial quality of each outdoor space, the availability of amenities and the circulation. During the field observation, the spatial quality and space occupancy as well as the students’ social behaviour were observed and recorded. The field observation mapping form was used to record the students’ activities for each outdoor space chosen in the interval of one hour, for ten minutes observation. Photographs were taken as to support the data taken.

2.2. Description of multiple-site case study schools

Under the Ninth Malaysian Plan, from year 2005 to 2010, Malaysian Ministry of Education (MOE) has allowed the school design layout and planning to be done by the consultants. Apart from the standard ‘army barrack’ like school design carried out by the Public Works Department, few other designs and layout of schools are the compact design, ‘U’ shape design, Courtyard design and high rise design. SMK Seksyen 7, Shah Alam or School 1 was constructed in year 2002. Most of the facilities and utilities were developed together when the buildings of the school were constructed. The campus layout design of the school is in the form of ‘cluster and enclosed’ or courtyard design, with the piazza as the assembly area or the assembly field being at the center of the school’s campus. Other than the assembly field, the spaces that surrounded the outdoor environment of the campus include the guard house at the main entrance, surau, corridors, parking lots, bicycle shade, wakafs, canteen, school parks or garden, astaka and school fields.

SMK Sultan Sallahuddin Abdul Aziz Shah, Seksyen 2, Shah Alam or School 2 was first developed in the year 1978 with 2 blocks of 3 storey buildings, a canteen, an art enterprise workshop and a playground. As the number of students increased yearly, the schools started to add several more infrastructures and utilities as to meet the students’ needs. School 2 campus’s layout is in a linear form, with five main building blocks sitting parallel to each other, a typical campus layout for old government school buildings in Malaysia. School 2 offers a variety of outdoor spaces as well, such as the guard house at the main entrance, surau, corridors, parking lots, bicycle shade, wakafs, canteen, school parks or garden, astaka and school fields. Both schools were developed in a different time frame and basically can be understood by focusing at the layout of the outdoor spaces, facilities and utilities, the design and character of the outdoor spaces, as well as the landscape, soft and hard landscapes.

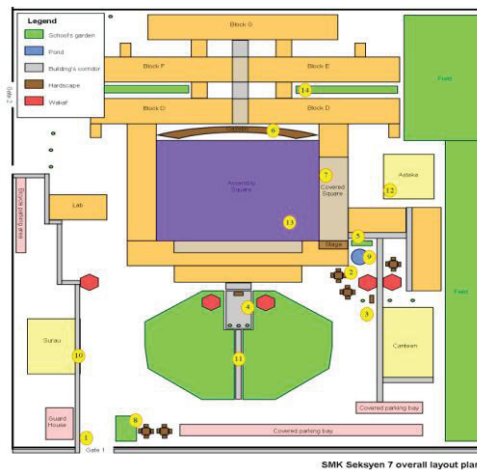


Fig.1. Layout plan of School 1- SMK Seksyen 7(not to scale)

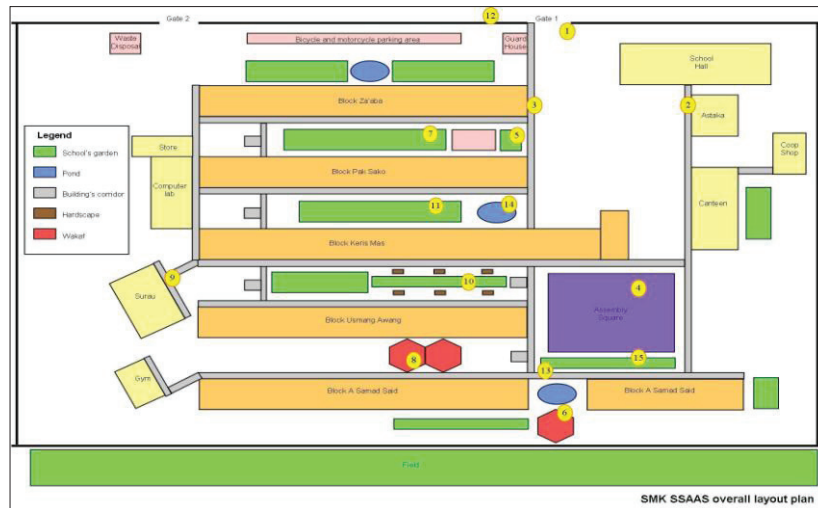


Fig.2. Layout plan of School 2 – SMK SSAAS, Seksyen 2 (not to scale)

3. Results

The findings are summarized under three headings. Under the first headings, students' most preferred behavioural setting are reported based on the data collected from the questionnaire, focus group interview and field observation. The results indicate the percentage of students using the outdoor spaces: the school main entrance, the assembly field, the canteen, the astaka, the wakafs, the school parks, the corridors, and the school fields.

Under the second headings, students' space assessment, is to examine why the characters of the outdoor physical environment of the urban secondary schools influence students' social behaviour, the results are based on the data collected through the questionnaires, focus group interview, as well as the field observation.

The same approach is used to analyze the data for the third heading, which is to examine how the characters of the external urban schools environment influenced the students' social behaviour.

3.1. Students most preferred behavioural setting

Majority of School 1 students prefers to spend their break time at the assembly field (36.4%) and at the school canteen (35.4%). This finding is being supported by the focus group interview as well as from the field observation. For School 2, the students are more likely to spend their break time at the astaka (44.6%) and at the school canteen (37.5%). This suggests that the public gathering spaces are associated with the social activities such as eating and assembly. In both schools, record shows the importance of school canteen as a preferred behavioural setting, where attention should be given to design and planning.

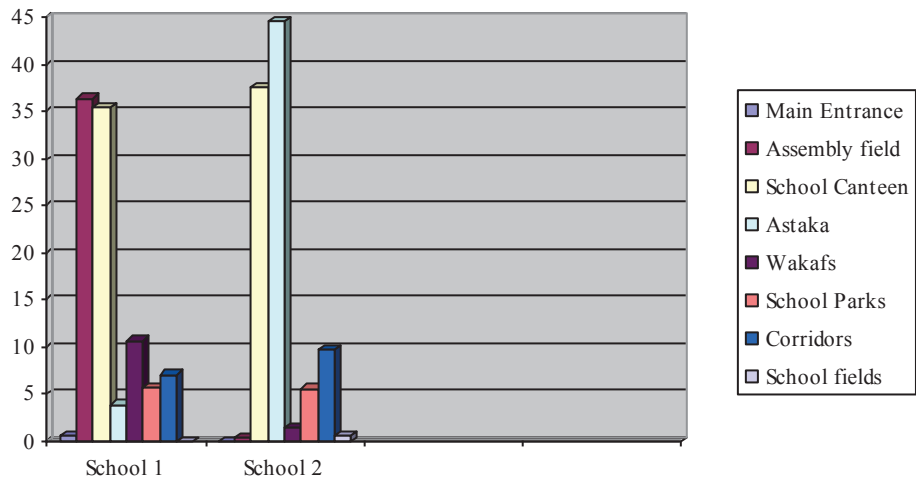


Fig. 3. Students' most preferred behavioural setting during the break time.



Fig. 4. Students in School 1 spending their break time at the assembly field (left) and at the one of the school parks (right).

3.2. Student space assessment

When asked the question why they like to spend their time at this place during recess, 24.1% students of School 1 said that the place is peaceful, and for students in School 2, 26.7% said that the place is peaceful. Thus, it shows that places that record more than 20% by the respondent are places that are related to peaceful environment.

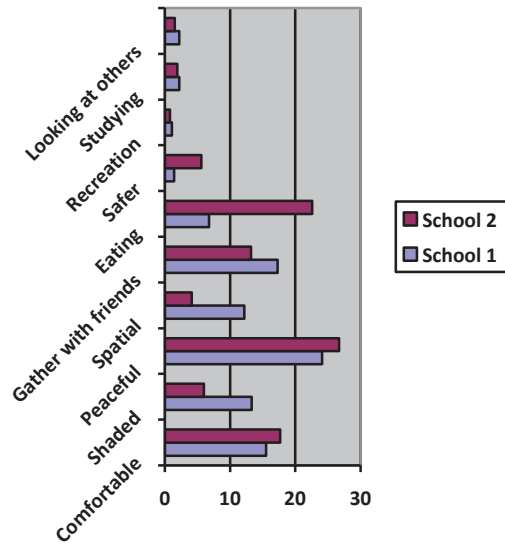


Fig.5. The reasons why students like to spend their break time at this place according to questionnaire



Fig.6. Students in School 2 spending their break time at the Astaka (left) and at one of the school corridors next to the canteen(right)

When asked about the students’ activities during their break time, both schools record the highest percentage for peer interaction, although twice more students in School 2 (30.3%) spend their free time to rest compared to School 1.

3.2.1. Students’ activities during their break time.

Activities	School 1	School 2
Talking to friends (Peer interaction)	44.8	39.4
Seating/ Being at favourite place (Sense of belonging)	15.3	28.5
Resting (Sense of privacy)	15.6	30.3
Looking at others (Sense of curiosity)	24.4	1.9

Table 1. Students’ activities during their break time in both schools according to the questionnaire

When analysing the relationship between students’ most preferred behavioural setting and students’ activities in School 1, the result from the analysis is significant ($\chi^2(24, N = 274) = 79.32, p < 0.05$). The value of Cramer V correlation at 0.26, however, it suggests an extremely weak degree of association between the most preferred behavioural setting and students’ activities.

As in School 2, when analysing the relationship between students’ most preferred behavioural setting and students’ activities, the result from the analysis is significant ($\chi^2(42, N = 269) = 184.97, p < 0.05$). The value of Cramer V correlation at 0.33 also shows a weak degree of association between the most preferred behavioural setting and students’ activities. Thus, the results for both schools show a weak degree or extremely weak degree of association between the most preferred behavioural setting and students’ activities due to the regulations set by the schools on students where about during their break time.

Students like to have their privacy. When asked whether the place mentioned is the most comfortable place as it is hidden from the public, majority of students from both schools said not even one of the places mentioned is hidden from public thus offers privacy. Table 2 shows the percentage of students saying Yes or No to the question.

3.2.2. This place is the most comfortable place as it is hidden from the public

		Main Entrance	Assembly Field	School Canteen	Astaka	Wakaf	School parks	School corridors	School Field
Yes	S1	3.8	6.3	8.7	17.4	18.5	18.8	13.9	4.9
	S2	3.3	5.9	11.1	19.3	16.7	9.7	13.0	4.8
No	S1	96.2	93.7	91.3	82.6	81.5	81.2	86.1	95.1
	S2	96.7	94.1	88.9	80.7	83.3	90.3	87.0	95.2

Table 2. Students’ opinion on the location of space whether it is hidden from the public, for School 1 and School 2.

Some students like to sit or stand around at a place to see all the activities around them. This behaviour suggests that they have developed a sense of curiosity. When asked about their opinion on whether they like to be at the place because the place is the most strategic place to see all the outdoor activities, majority of students from School 1 and School 2 said ‘No’ to all the places as the places have not offered such activities. This is probably again due to the schools regulations as to control and limit the students movement and whereabouts during their break time.

3.2.3. I like to come here because this is the most strategic place to see all the outdoor activities

		Main Entrance	Assembly Field	School Canteen	Astaka	Wakaf	School parks	School corridors	School Field
Yes	S1	5.2	33.4	10.1	19.9	12.2	12.9	22.3	26.8
	S2	7.7	12.2	9.2	26.9	7.7	8.9	22.1	22.1
No	S1	94.8	66.6	89.9	81.1	87.8	87.1	77.7	73.2
	S2	92.3	87.8	90.8	73.1	92.3	91.1	77.9	77.9

Table 3. I like to come here because this is the most strategic place to see all the outdoor activities.

3.3. Characters of the outdoor physical environment. How the characters of the outdoor physical environment of the urban schools influence the students' social behaviour.

For School 1, most of the students agree that the built-up area for all the spaces is adequate for their activities except for the built-up area for the main entrance which is quite small compared to the other spaces. Somehow, the findings from the field observation, the questionnaire and the focus group interview showed that a majority of students choose to be at the assembly field and the school canteen mainly because the location of these two spaces which is nearer to the classes and are shaded.

The same finding goes to School 2 as majority of students agree that the built-area is adequate for their activities except for the main entrance which is quite small. Anyhow, majority of students like to spend their time at the astaka and the school canteen mainly because both spaces are located next to each other and nearer to the classes. Thus, location plays an important role in determining the whereabouts of the students during their limited free time.

3.3.1. The built-up area for this space is adequate for the activity in School 1 and School 2

	Totally agree		Agree		Disagree		Totally disagree	
	S1	S2	S1	S2	S1	S2	S1	S2
Main Entrance	7.7	5.9	14.0	19.9	33.7	32.4	44.6	41.9
Assembly Field	31.7	24.3	44.3	47.1	12.9	15.1	11.1	13.6
School Canteen	18.5	25.4	43.9	46.3	26.5	20.6	11.1	7.7
Astaka	18.8	38.2	41.7	47.1	24.3	9.6	15.3	5.1
Wakaf	14.1	14.0	39.6	41.7	29.3	25.8	17.0	18.5
School parks	15.7	11.4	41.3	44.5	27.6	26.5	15.4	17.6
School corridors	12.6	14.0	30.9	37.1	33.3	25.7	23.2	23.2
School Field	32.5	34.6	35.3	32.0	14.0	16.2	18.2	17.3

Table 4. School 1 and School 2 -The built-area for this space is adequate for the activity.

In the issues of colour application for both schools, majority of students in both schools agree and totally agree that the application of colour at the wakaf, the school parks and the school corridors make the students happy. Somehow, quite a significant number of students in both schools disagree or totally disagree that the application of colour at the main entrance, the assembly field, the school canteen, the astaka, and the school field make the students happy. This is also happened to be the favourite places of the students. This means that application of colours to the students' favourite places is very important as to promote positive behaviour among the students.

3.3.2. Application of colour on each space in School 1 and 2

	Totally agree		Agree		Disagree		Totally disagree	
	S1	S2	S1	S2	S1	S2	S1	S2
Main Entrance	9.7	9.9	20.5	26.5	40.3	39.0	29.5	24.6
Assembly Field	7.7	7.7	31.7	32.7	35.9	34.6	24.7	25.0
School Canteen	7.7	9.9	27.2	42.6	41.1	33.1	24.0	14.3
Astaka	9.4	22.1	27.8	51.5	37.8	18.0	24.7	8.5
Wakaf	13.9	11.4	34.5	41.9	33.4	30.1	18.1	16.5
School parks	20.2	16.9	42.9	48.5	22.3	21.3	14.6	13.2
School corridors	13.2	15.1	34.8	41.5	33.4	25.7	18.5	17.3
School Field	10.9	10.7	20.7	33.8	35.4	34.9	33.0	20.6

Table 5. School 1 and School 2 – Use of colour on each space create excitement.

Sometimes the application or use of materials in the space will create excitement to the user. The usage of materials at the assembly field for both schools has not created much variation in the results as to create the excitement to the user. The same observation is made on the student's assessment on the materials used in other places such as wakafs, school canteen and school corridors.

3.3.3. Materials usage at each area in School 1 and 2

	Totally agree		Agree		Disagree		Totally disagree	
	S1	S2	S1	S2	S1	S2	S1	S2
Main Entrance	11.1	11.0	38.2	45.6	27.4	24.6	23.3	18.8
Assembly Field	12.2	9.6	47.2	41.9	19.4	30.9	21.2	17.6
School Canteen	9.7	7.7	38.9	56.8	30.2	22.5	21.2	12.9
Astaka	12.0	25.8	44.4	52.4	25.4	13.3	18.3	8.5
Wakaf	11.5	13.8	45.6	53.5	23.3	18.6	19.5	14.1
School parks	15.7	17.3	47.4	50.6	20.9	19.2	16.0	12.9
School corridors	12.5	14.0	40.4	51.3	30.7	20.3	16.4	14.4
School Field	9.1	14.8	28.8	34.7	35.8	31.4	26.3	19.2

Table 6. School 1 and School 2 – Usage of materials at the area makes the students excited.

Both schools share similar findings on landscape availability at the wakafs and the school parks that make the students feel peaceful. From the focus group interview and the field observation, it is found out that landscape plays an important role in promoting positive behaviour among students as they enjoyed the green areas, as well as using the big trees as shaded area for them to gather with their friends.

3.3.4. Landscape availability in each area in School 1 and School 2

	Totally agree		Agree		Disagree		Totally disagree	
	S1	S2	S1	S2	S1	S2	S1	S2
Main Entrance	9.4	7.4	29.3	26.6	34.1	38.4	27.2	27.7
Assembly Field	4.9	4.4	27.8	24.4	41.7	41.0	25.7	30.3
School Canteen	8.4	4.1	25.4	24.7	42.2	43.5	24.0	27.7
Astaka	8.7	2.1	29.3	43.9	37.3	19.2	24.7	14.8
Wakaf	12.2	18.1	53.1	46.3	18.9	20.4	15.7	15.2
School parks	22.3	26.2	49.1	47.6	17.8	15.5	10.8	10.7

School corridors	8.4	15.5	30.8	35.4	40.2	29.5	20.6	19.6
School Field	7.0	15.9	26.8	28.4	37.6	32.5	28.6	23.2

Table 7. School 1 and School 2 – Landscape availability on each area that makes students feel peaceful.

4. Discussion and Conclusion

School 1 students like to spend their break time at the assembly field and at the school canteen whereby students in School 2 like to spend their time at the canteen, followed by the astaka which is located adjacent to the canteen. The assembly field of School 1 offers larger area for activities such as eating, sitting, talking, resting, and reading. Since the school canteen could not provide enough space for all the students, some of the students choose the assembly field as a place for them to do the activities. Part of the assembly field is also covered and provided shade for the students. In both schools, space preference is influenced by the atmosphere of the place such as spacious, peaceful, comfortable, shaded, and they could gather with friends. Students in School 1 also choose to spend their time at the wakafs, as the wakafs provide shade and sitting area. The wakafs are also located in between the canteen and the assembly field. The wakafs in School 2 is not a preferred place as students are prohibited from using them to avoid vandalism as well as they are located away from the central area.

Corridors are also a place of preference. In school 1, students will stand along the corridors, especially the corridors in between the canteen and the assembly field as the schools provide notice boards along the corridor for students to refer. The same thing goes to School 2, as along the corridors in between the office building and the guard house, there are notice boards as well as seats being provided for students. Another corridor is located around the assembly field where there are seats provided for the students along the corridor.

Somehow, both schools did not provide enough space for students to have their privacy. This is true as majority of students from both schools will spend their time at the same place. Looking at the school's layout, School 1 has a centralized layout, where all the spaces are closer to each other and facing to the 'piazza like' assembly field. The layout of School 2 is a conventional 'grid' layout, which could offer some privacy to the students. Somehow, as the School 2 ruling allows students to spend their break time only at specific areas, this limits the students' privacy. Anyhow, students from both schools could still enjoy looking at others doing their activities as they could sit around while spending their break time.

Application of colours and usage of materials is also important as students do enjoy them. For both schools, the students enjoy being at the park and the wakafs as they provide not just seating areas but also plants and water elements. As for both schools, students do agree to have more green areas, as well as more seating areas that are shaded. Designers should take into consideration students' opinions on how to design a more conducive learning environment, not just the interior but the outdoor physical environment, as well.

There are limitations to the findings of this research as the survey was conducted under controlled conditions, where the respondents have been briefed and coached by the school management as to how to provide positive response to the researcher in order not to jeopardize the schools' reputation. The researcher is aware of this limitation and therefore had developed the observation technique, as well as the focus group interview to verify the survey findings. Anyhow, there are still some limitations as the students are aware of the researchers being in the school, and the researcher has no control on the choice of students to be interviewed in the focus group interview, even though this technique should give more freedom to the students to voice out their opinions without the teachers or the school management being present. Thus, it is difficult to get a 'real' response from the students, which is acknowledged as a limitation to this research's findings. For further research, it is suggested that the survey be conducted

outside the school premises as the students can be less conditioned and have more freedom to voice their opinions.

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