

Original Research Article

## Attitude towards Violence among the Students of Mumbai: A Cross-Sectional Study

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### ABSTRACT

Youth are the future of the country's progress and well-being. A socially adjusted youth is the most effective, peace-loving citizen for the nation as well as for the world at large. But it has been found that the youth of today's millennium are moving towards socially unapproved attitude i.e., attitude towards violence. The present study discusses about the Attitude towards Violence in Students of different Educational levels. The sample size is 1150 Students of different educational levels studying in English medium of Greater Mumbai area. The Descriptive method is used to study the central tendency and variability and t-test is being used to describe and analyze the data. The findings suggested that there is significant difference in the different educational level students with respect to attitude towards violence and its dimensions. The t-test shows that boys are more inclined towards attitude towards violence than girls. Thus, educational institutions, family as well as society should take responsibility for developing negative attitude towards violence in the future citizens of the nation.

**Key words:** Attitude towards Violence, educational levels

### INTRODUCTION

*"In violence we forget who we are."*

– Mary McCarthy

Violence in youth is a rising issue worldwide. Adolescent violence is the second leading cause of death for young people between the ages of 10 and 24 in USA. Youth of the foreign nations are now committing serious violent crimes, even our country India is facing the burning issue of youth violence. In India, newspapers and the broadcast media report daily on violence by students, in schools or colleges by young people.

Youth violence is becoming an important part of the youth's life in this millennium society. Young generations are exposed to a variety of violence, such as slapping, bullying in school, gang violence,

or using abusive words. Thus it is necessary that the youths of the modern India develops negative attitude towards violence which can be later reflected in his behaviour.

### Need of the Study

Violent attitude in the youths endanger their social development. Patton's study in Eastern Europe and parts of South America found that two in five deaths worldwide in 10-24 age group were due to injuries and violence. Violence related to self, interpersonal as well as observing the violent activities at community level collectively develops positive attitude in the youth towards violence. So, the researchers of the present study want to explore the attitude towards violence possessed by the students of different levels of education. The significant dimensions of violence in

the present study are self-directed violence, interpersonal violence and collective violence.

### Statement of the Study

Attitude towards Violence among the Students of Mumbai: A Cross-sectional Study

### Variables of the Study

The variables of the present study are:

Attitude towards Violence

Students of different levels of Education

### Operational Definition

#### Attitude towards Violence

Attitude towards violence for the present study is operationalised as the positive or negative response of students towards physical or psychological violence through thoughts and beliefs, feelings and emotions and also through behavior. Attitude of violence for the present study exclusively deals with the general concept of violence and is studied in terms of self-directed, interpersonal and collective violence.

#### Students of Different Educational Levels

Students of different educational levels for the present study is operationalised as students studying in Std. IX Secondary School Certificate (SSC) board of Maharashtra, First Year Junior College (F.Y.J.C.) and First Year Degree College (F.Y. Degree) from the Commerce, Science and Art streams.

#### Objectives of the Study

- To study attitude towards violence of students at different educational levels.
- To study attitude towards violence of students on the basis of three dimensions i.e., self-directed, interpersonal and collective violence.
- To compare attitude towards violence of students at different educational levels

on the basis of gender as well as its dimensions.

### Hypothesis

- The null hypotheses are formulated for the study, are as follows:
- There is no significant difference in the attitude towards violence of students on the basis of gender.
- There is no significant difference in the attitude towards violence of students at different educational levels on the basis of gender with respect to three dimensions i.e., self-directed, interpersonal and collective violence.

### Tools used in the present study

For the present study researcher has prepared the Rating scale; 'Attitude towards Violence Scale' and did its content validity from experts. The reliability of the tool is 0.8 (Split-Half).

### Sample

The sample size of the present study comprises of 1150 students which includes 384 SSC Board Std. IX, 450 F.Y.J.C. (Commerce, Science and Arts) and 316 F.Y. Degree College (Commerce, Science and Arts) students. Random sampling technique is being used for collecting the samples from Greater Mumbai's South, central and North zones.

## RESEARCH METHODOLOGY

For the present study survey method is used to study the attitude towards violence of students at different educational level.

### Statistical Data Analysis and Interpretation

Data is analyzed by using measures of central tendency and variability. Table 1 gives the description of variable i.e. attitude of students towards violence on the basis of gender and levels of education.

**Table 1: Descriptive Analysis of Attitude of Students towards Violence on the basis of Gender and Levels of Education**

Variable	Levels	Gender	N	Mean	Median	Mode	S.D	Skewness	Kurtosis
Attitude towards Violence	Total		1150	119.44	120	121.12	11.54	-0.22	-0.21
	IX Std	Boys	192	116.43	117	118.14	10.90	-0.25	-0.27
		Girls	192	122.11	122	121.78	11.01	-0.14	-0.34
	F.Y.J.C.	Boys	228	116.80	117	117.4	11.32	-0.27	0.12
		Girls	222	121.43	123	126.14	10.93	-0.27	-0.49
	F.Y. Degree College	Boys	93	116.31	116	115.38	10.20	0.32	0.13
		Girls	223	121.82	124	128.36	12.34	-0.44	-0.29

## Interpretation

Table 1 indicates that, for all the levels of education i.e., for Std. IX, F.Y.J.C. and F.Y. Degree College, the mean, median and mode scores of attitude towards violence are coinciding other and therefore the distribution for all the levels of education is nearly normal. Fig. 1 shows the line graph of attitude of students towards violence at all levels of education and Fig. 2 bar graph showing attitude of students towards violence on the basis of gender at all levels of education.

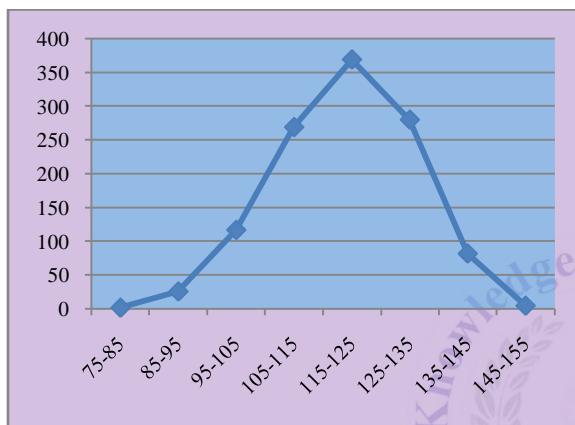


Figure 1: Line Graph Showing Attitude of Students towards Violence at all Levels of Education

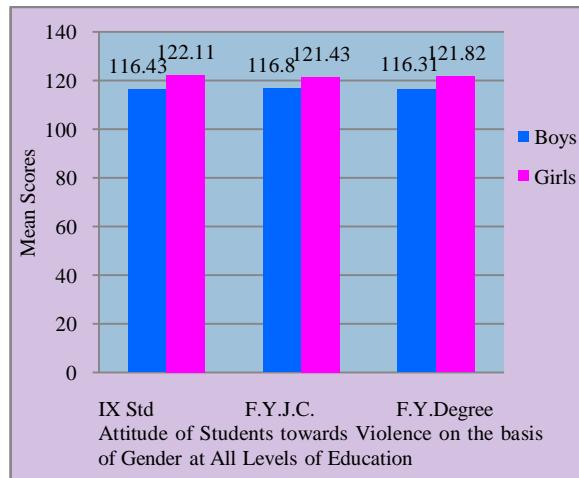


Figure 2: Bar Graph Showing Attitude of Students towards Violence on the Basis of Gender at All Levels of Education

## Dimension wise Descriptive Analysis of Attitude towards Violence at different Levels of Education

The table 2 gives the dimension wise descriptive analysis of namely self-directed, interpersonal and collective violence at different levels of education of students, on the basis of gender.

Table 2: Descriptive Analysis of Attitude towards Violence on the basis of Gender and Levels of Education with respect to its Dimensions

Dimension	Levels	Gender	N	Mean	Median	Mode	S.D	Skewness	Kurtosis
Self-directed	IX Std	Boys	192	33.49	34	33.02	3.89	-0.53	0.29
		Girls	192	35.74	36	36.52	3.53	-0.15	-0.16
	F.Y.J.C.	Boys	228	34.07	34	33.86	4.07	-0.15	-0.44
		Girls	222	35.54	36	36.92	4.09	-0.43	-0.56
	F.Y. Degree College	Boys	93	33.40	33	32.2	4.10	0.07	-0.19
		Girls	223	35.65	36	36.7	4.30	-0.37	-0.42
Inter-personal	IX Std	Boys	192	43.80	44	44.4	4.33	-0.27	0.02
		Girls	192	45	45	45	4.34	-0.36	-0.17
	F.Y.J.C.	Boys	228	43.31	44	45.38	4.73	-0.58	0.24
		Girls	222	45.18	46	47.64	4.23	-0.39	-0.18
	F.Y. Degree College	Boys	93	43.28	43	42.44	4.24	0.26	-0.02
		Girls	223	45.14	46	47.72	4.71	-0.39	-0.25
Collective	IX Std	Boys	192	39.14	39	38.72	5.10	0.08	-0.37
		Girls	192	41.37	42	43.26	5.32	-0.19	-0.32
	F.Y.J.C.	Boys	228	39.42	40	41.16	4.69	-0.32	0.19
		Girls	222	40.70	41	41.6	4.80	-0.32	-0.23
	F.Y. Degree College	Boys	93	39.63	39	37.74	4.22	-0.03	0.66
		Girls	223	41.03	42	43.94	4.95	-0.61	0.13

## Inferential Data Analysis

### Testing Hypotheses

The null hypotheses are formulated for the study, are as follows:

- There is no significant difference in the attitude towards violence of students on the basis of gender.

- There is no significant difference in the attitude towards violence of students at different educational levels on the basis of gender with respect to three dimensions i.e., self-directed, interpersonal and collective violence.

The table 3 gives the t ratio and p values indicating the difference in the attitude towards violence and its dimensions for

different educational level students on the basis of gender.

The null hypothesis is tested using t' test.

**Table 3: Difference in Attitude towards Violence and its dimensions Scores for Different Educational level Students on the Basis of Gender**

Variable	Dimensions	Groups	N	Mean	SD	t ratio	p value	Significant
IX Std		Boys	192	116.43	10.90	5.08	5.8615E-07	S at 0.01 level
		Girls	192	122.11	11.01			
	Self-directed	Boys	192	33.49	3.89	5.94	6.52E-09	S at 0.01 level
		Girls	192	35.74	3.53			
	Inter-personal	Boys	192	43.80	4.33	2.71	0.007035	S at 0.01 level
		Girls	192	45	4.34			
	Collective	Boys	192	39.14	5.10	4.20	3.29E-05	S at 0.01 level
		Girls	192	41.37	5.32			
F.Y.J.C.		Boys	228	116.80	11.32	4.41	1.30387E-05	S at 0.01 level
		Girls	222	121.43	10.93			
	Self-directed	Boys	228	34.07	4.07	3.81	0.0002	S at 0.01 level
		Girls	222	35.54	4.09			
	Inter-personal	Boys	228	43.31	4.73	4.44	1.15E-05	S at 0.01 level
		Girls	222	45.18	4.23			
	Collective	Boys	228	39.42	4.69	2.87	0.004	S at 0.01 level
		Girls	222	40.70	4.80			
F.Y. Degree		Boys	93	116.31	10.20	3.79	0.0002	S at 0.01 level
		Girls	223	121.82	12.34			
	Self-directed	Boys	93	33.40	4.10	4.31	2.23E-05	S at 0.01 level
		Girls	223	35.65	4.30			
	Inter-personal	Boys	93	43.28	4.24	3.29	0.001	S at 0.01 level
		Girls	223	45.14	4.71			
	Collective	Boys	93	39.63	4.22	2.37	0.02 < 0.05	S at 0.05 level
		Girls	223	41.03	4.95			

S=Significant, NS=Not Significant

## INTERPRETATION AND DISCUSSION

From table 3, it can be seen that

- There is a significant difference in the attitude towards violence of students on the basis of gender. This may be because boys are less likely to manage their anger in a troubled situation and they assume that being violent is as equal as showing strength and power.
- There is a significant difference in the attitude towards violence of students at different educational levels on the basis of gender with respect to three dimensions i.e., self-directed, interpersonal and collective violence. It is been observed that the girl's attitude towards self-harming is less compare to the boys of different educational levels. With respect to the interpersonal violence usually the girls have peaceful discussion whenever a conflicting situation arises rather than arguing and fighting like boys and also they inform elders instead of being violent. And with respect to collective violence boys of

different educational levels are more positive towards riots rather than the girls.

## CONCLUSIONS

Violence refers to “*The harm or distress or force and unjustified intimidation for the words or the meanings of a specific text. Some common references that attribute to certain reactions are complex, highly emotional and violent. The most extreme would be 'Deadly violence' which refers to death resulting from acts of violence*” (Hawamdeh, 2010). Thus the study throws light that students of different educational levels especially boys attitude is slightly inclined towards violence. It is the responsibility of all the educational institutions to develop violence free attitude in our youths by organizing various violent preventive measures. And only knowledge and awareness about peace education will not suffice the issue. But practical and learning by doing strategies are required to implement in the institutions, which may

help to develop a negative attitude towards violence among the students. And the family, community and society at large should consciously provide a violent free environment since youth imitate what they observe!

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