Impact of Violent Attitude on the Psychological Health of Students in Pakistan

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Abstract

In spite of the momentous efforts of research, violent attitude in students has become a larger concern that must be dealt by the professionals and policy makers (Alikaúifolu &Eke, 2016). The aim of this paper is to investigate the nature of physical and emotional violent attitude in university students in Pakistan. Therefore, unstructured interviews were used as a tool of research. A greater depth of data is possible through unstructured interviews rather than other types of interviews (Denzin & Lincoln, 2003). Purposive sampling was used in the selection of participants. Data was collected through interviews with 15 senior professors of universities. The study is an empirical addition in the knowledge for the comprehension of nature of violent attitude in university students. It was concluded that cases of physical violence in the form of slapping, injuries have been observed. Emotional violence has been found in the form using abusive language and shouting. The students belonging to physical and psychological broken families are involved in misconduct. Participants were in opinion that more content could be added in the text books on social and moral development of students. Participants were in opinion that teachers would use polite language with the students to overcome school violence.

The study can assist the universities to evaluate their current efforts to overcome violent activities among students. The recommendations of the study are supportive in launching prevention programs for the violent attitude in the students.

Keywords: Violent, University, Attitude, Physical, Emotional.

Introduction:

The study of violent attitudes is an emerging area of research in Western and Eastern countries (Ara, Mir, Samad & Ahmad, 2012, p-15). Harber & Sakade (2009) argues that violence may be defined as behavior by people against people liable to cause physical or emotional harm. Violent attitude in youth is conceptualized as a multifaceted construct that involves criminal and aggressive acts which restrain development and learning (Furlong and Morrison, 1997). Berkowitz (1996) shows the differences between two main dimensions in violent attitude. First, an attitude dimension that entails the use of aggressive conduct with the purpose to cause damage, and second is an intentional dimension in which violent attitude is used to achieve some one's own interest. These two dimensions are the cause of unplanned physical and emotional loss.

Violent attitude in students has been identified throughout the history of education. It's true that perceptions towards nature of violent attitude have been explored as a relatively current phenomenon (Ariel, 2007, p.19). Violent attitude has been observed mostly in the form of physical and emotional activities in under developing countries (Anderson, 2016, p.4).Violent attitude among students badly affect the relations among individuals. Violent acts among students results many negative outcomes (Herman, 1992; Johnson & Zlotnick, 2009; Nurius et al., 2003). Experiences of

violent acts are recognized as a dominant social barriers that affect both the educational achievement and wellbeing of students, (DECD, 2004, P-137).

Nature of Violent Attitude

Physical and emotional violent incidents have been mostly observed in university students in South Asian countries including Pakistan, India, Afghanistan, Bangladesh, Nepal, Sri-Lanka and Bhutan (Bulut, 2008, p.29). Ross (2002) stated in her research that physical and emotional violent acts are found to be prominent in students in higher education institutions in Nepal (p-107). In India, 22.2% youth have experienced some form of violent incidents including physical and emotional violence (UNESCO, 2016, p.11).

Nature of Physical Violence

Physical violence is defined as an intentional act of a person towards another person for physical harm (WHO, 2006; Bilić et al., 2012). Physical violent incidents include from slapping to shootings in developing and advance states (Hsieh & Pugh, 2006). Physical violence has been associated with the destruction of property, of educational institutions and injuries (Beale, 2001).

Physical violent attitude in students is little studied in developing country contexts (Adams & Hunnum, 2018). Physical violence is in experience of students about every day but is hardly ever reported (Espelage & Swearer 2013, p.14).Physical violence is has been observed in the form of slapping, injuries, gang fighting and sometimes even shooting not only in under developing countries but also in advance countries including United States, Australia and Canada (Yu, 2014).

Several cross-national studies indicated that male students are found to be more victims of physical violence (Khoury-Kassabri et al. 2006). Background of acts of physical violence is increasing rate of poverty and illiteracy of parents. Students in countries such as Pakistan, India, Nepal and Sri-Lanka reported higher rates of gang fighting. It has been reported that students involved in gang fighting belong to poor and physical broken families (Gill P, 2009).

Cathy Spatz Widom (1998) has justified the physical violent attitude in youth by identifying the parental climate of children. She elaborated that maltreatment in childhood promotes the physical violent attitude in the adults. She concluded that maltreatment of children at their parental climate or even school life is the major cause of physical violent acts in adults including injuries and even suicide attempts.

Nature of Emotional Violence

Emotional violence is the most common form of violent attitude in university students. It is defined as an intentional use of harsh and hurting words towards another person. It includes name calling and bullying (Kauppi &Pöröhölä, 2012).Victims of emotional violence affect badly social relationships among students (Oliver, Hoover & Hazler, 1994). Except this, emotional violent attitude causes isolation in the students (Hazler 1994).

Bullying is mostly discussed area of research within the study of violent attitude among the students.

Solberg &Olweus (2003) elaborated that bullying attitude in students has the intention to harm the other emotionally. Secondly, bullying is repeated for many times and thirdly, there is no balance of power between the offender and the victims (Henry, 2009).

Current evidences from East African countries show that emotional violence is extremely common among students (Parkes, 2015). Similarly, several studies on emotional violence among students in South Asian countries concluded that emotional violence has been found in   students including India, Pakistan, and Bangladesh (Christy, 2008, p.7).

Parental and school environment provide the opportunities to students to be involved in emotional violent acts including bullying and name-calling in developing countries like Sri-Lanka,

Ethopia, Nigeria, India and Pakistan (Hsieh, 2006, p.29). Emotional violence has been associated with the disrespecting attitude in the students (Furlong & Morrison, 1995). Emotional violence in developing countries is mostly in the form of bullying (Yang & May, H. 2016).

Low socio-economic status affects the emotional life of children at home. Research has found that unemployment of parents can lead to child maltreatment (Paxson & Waldfogel, 2002).

Parents suffering from financial stress, unemployment, or failure to achieve their desired goals are the major causes of bullying among the students (John W & Sothers, 2009).

Domestic violence has been determined as a major factor emotional violent attitude in the students (McDonald et al., 2015; McGuigan & Pratt, 2001; Straus, Gelles & Steinmetz, 1980).

Terrie Moffitt has offered a two-pronged theory that elaborated and justified the anti-social attitude in the students (Moffitt 2001: 91). Thornberry (1987: 866) explained the effectiveness of relationships between parents and their children and the effects of this relationship on the attitude of children (Short, Williams & Christie, 1976, p.6).

Methodology
Participants
10 Faculty members and 10 doctoral students of two public sector universities, Punjab (University of Sargodha & GC University, Faisalabad) were randomly selected for the unstructured interview.

Research Approach
With the use of interpretive paradigm, the researcher has attempted to develop an understanding of the nature of violent attitude in the university students with in the unstructured interviews of professors and doctoral students towards the phenomena of violence (Terre Blance & Kelly, 1999:127). The nature of study is qualitative based on thematic content analysis.

Thematic analysis as a qualitative descriptive approach is used to conclude the nature of violent attitude in the university students. The goal of thematic analysis is to identify the patterns and themes of the collected data through interviews (Braun & Clarke, 2006: 79). Thematic Analysis provides an opportunity to comprehend the potential of an issue more clearly (Marks and Yardley 2004).Within the use of thematic analysis, inductive and deductive approaches can be used (Frith and Gleeson 2004; Hayes 1997).

Results
Procedure of Analysis
Inductive and deductive categories have been developed in the analysis of data. Philipp (2014) model was used to develop the deductive and inductive categories of collected data.

Developing Deductive Categories
Deductive categories have been deduced from the collected data. Structured or unstructured matrix is used in the deductive content analysis in view of the aims and objectives of the study (Kynga¨s & Vanhanen 1999). Philipp (2014) model was used to develop the deductive categories.

Developing Inductive Categories
Inductive categories were developed of collected data from professors and doctoral students. Within the approach of grounded theory, developing inductive categories is the central process and is said to be open coding in this context. Strauss& Corbin, 1998).The basic purpose of the inductive approach is to find the significant themes from the raw data (Bryman & Burgess, 1994; Dey, 1993). The inductive approach is obvious in analysis of numerous types of qualitative data (Strauss & Corbin, 1990).Philipp (2014) explained the procedure of developing inductive categories. The researcher has adopted this model to develop the inductive categories.

Table 1. Deductive categories of physical & emotional violence

| Main Theme	Main Categories	Generic Categories	Theoretical Approach	Causes	Effects	Preventive Strategies	Deductive Codes
Nature of Violent Attitude	Violent attitude includes physical, and emotional (UNESCO, 2017, p.8).	Physical violence is reported in the form of peer fighting, gang fighting and even shooting not only in under developing countries but also in advance countries including United States, Australia and Canada (Yu, 2014).	Cathy Spatz Widom Theory (1998) justifies adolescents offending and physically violent behavior (P.226).	Ribeiro (2014) stated that physical violence in school is associated with the nature of society.	Fusco (2009) physical violent at school home and community environments contribute to reduced academic progress.	David(2012) positive relationships between students and their pro-social peers, teachers, and families.	Slapping, Peer fighting, inter-group fighting, shootings.
		Kauppi & Pöröhölä (2012)emotional Violence deliberate use of inappropriate and harsh words to hurt another person. It mostly includes bullying and emotional abuse (p.396).	Terrie Moffitt (1993/2001), justifies emotional violent acts with their unique natural histories and etiologies.		Anxiety has been reported in the students with emotional violent acts (Layne, 2006). Loneliness has been found in the students with emotional violence (Lothane, 2007)	Rigby (2001) suggested the importance of professional development for schools in the development of strategies used to stop student emotional violence including bullying. Rowan (2007) outlined the importance of solid classroom management skills for teachers as an effective way of dealing with student emotional violent acts.	Bullying, emotional abuse,
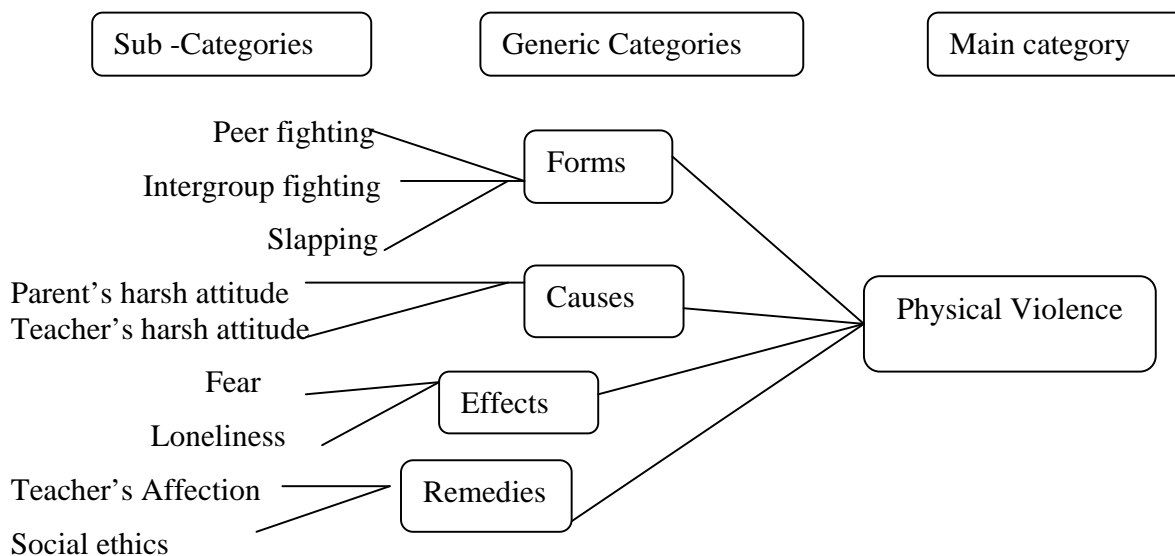
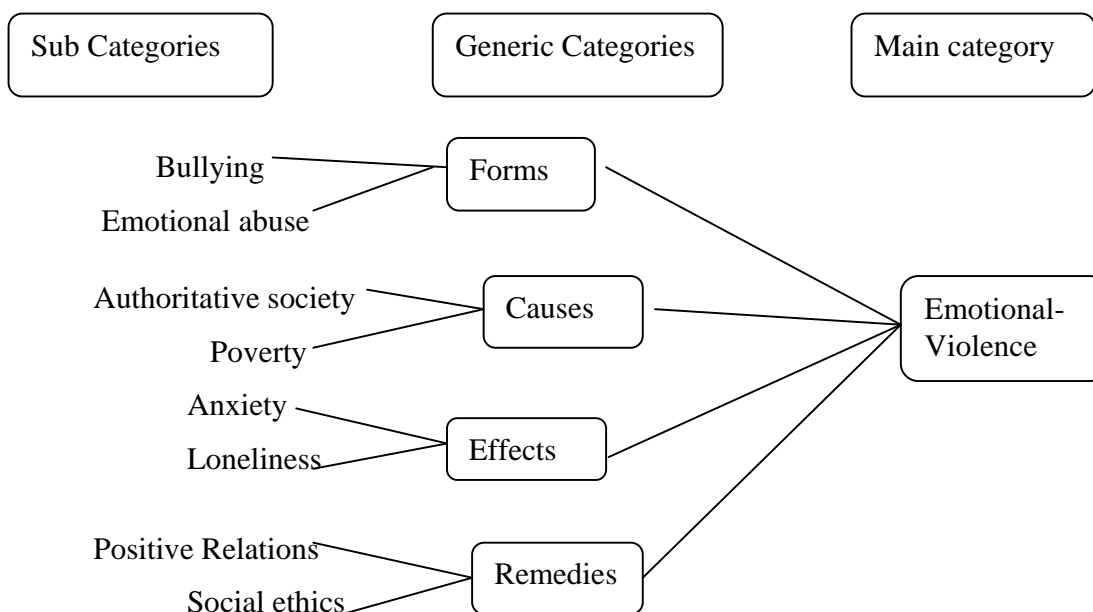**Figure 1. Inductive categories of physical violence**

Figure 2. Inductive categories of emotional violence

Developing a Framework of Understanding of Nature of Violent Attitude

In inductive and deductive categories, similarities have been found in the causes, effects and preventive strategies. For example, the basic cause of violent attitude among students on which all the participants were agreed was parents' and teachers harsh attitude towards students. Similarly, all the participants were agreed that home and school climate were unfriendly for the students. Anxiety and loneliness were found common effects as a result of violent activities among the students. While in preventive strategies, all participants' response was to launch awareness programs at school and

community level to eliminate the violent activities among the students. Keeping in view, similarities among the inductive and deductive categories of collected data, the researcher has developed a framework given below. The framework represents the similar responses on the causes, effects and preventive strategies.
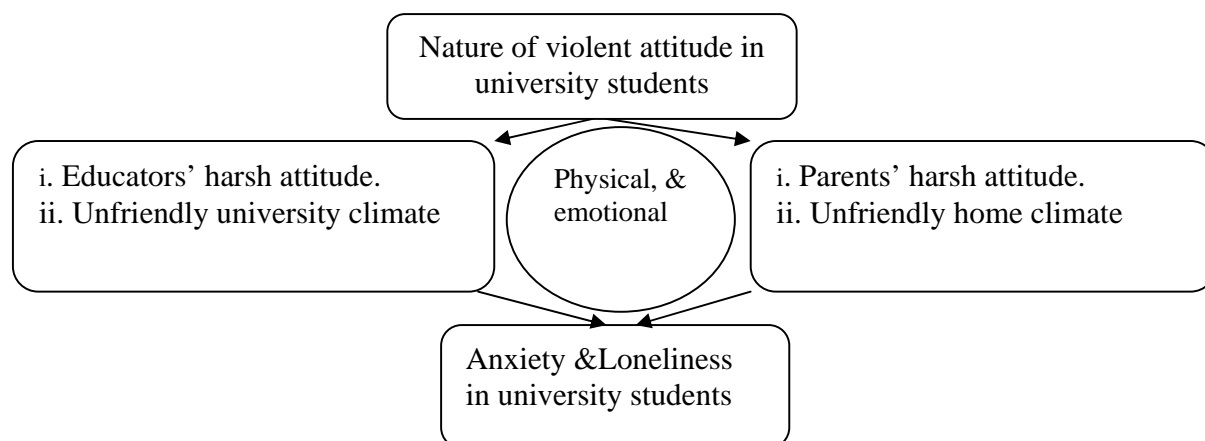

Figure 3. Framework of Nature of Violent Attitude.

Conclusion

Physical violent attitude among university students was found in the form of slapping, peer fight and group fight while emotional violent attitude was determined in the form of bullying and name calling. Violent attitude in university students have shown negative consequences on social and academic life of students. Parents and teachers harsh attitude towards students are the major causes of violent attitude in the university students. Anxiety and loneliness has been found in the offenders and victims of physical and emotional violence in the university students. A comprehensive policy does not exist to eliminate the violent attitude in the university students. Universities should focus on the social development of the students. A friendly parental and educational climate is urgent needed to overcome such violent attitude in the university students in Pakistan.

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