

Vol 6 Issue 10 July 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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A STUDY OF ATTITUDE TOWARDS VIOLENCE IN RELATION TO EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

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ABSTRACT :

An emotionally intelligent youth will be able to manage his or her negative emotions effectively thus, will avoid the idea of any violent attitude to be reflected in his or her behavior. It has been observed that the younger generations of this millennium are more inclined towards violence. The present study discusses about the relationship between attitude towards violence and emotional intelligence of secondary school students. A sample of 384 English medium students studying IX standard in Greater Mumbai was selected for this study. Data was analyzed by t-test. Major finding indicated a significant relationship between attitude towards violence and emotional intelligence of secondary school students ($r=0.48$).

KEYWORDS : Emotional Intelligence, Attitude towards Violence.

INTRODUCTION:

Secondary level students are at the developing stage. It is a time of their attitude formations. The students are not only developing physically but also emotionally. It is at this stage that they also need assistance in their emotional development to grow into an emotionally balanced personality. Youth violence is increasing in our nation. The daily media headlines informs about violence by the younger generation. It can be bullying, harassment, fighting, destruction of property, cyber crimes and much more socially unacceptable violent behavior. At this stage it is utmost important to develop negative attitude towards violence in them. Therefore, it is necessary that the youths of the modern India possess high emotional intelligence and develop negative attitude towards violence.

NEED OF THE STUDY

Violent attitude in the youths is a threat to the society's wellbeing. The finding of the studies by Moradi Sheykhjan & Jabari (2014)¹ showed that there is a significant and positive relationship between emotional intelligence and social responsibility of students. Gil-olarte et al. (2006)² found emotional intelligence as predictor of positive social behavior. Emotional intelligence is the important aspect of individuals thoughts and feelings towards violence and also, to motivate him or her to take the path of non-violence in any conflicting situation. So, the researchers of the present study want to explore the relationship between the attitude towards violence and emotional intelligence of secondary school students.

OPERATIONAL DEFINITIONS

Attitude towards Violence: The secondary students' cognitive, emotional and behavioural state of readiness,

exerting positive or negative influence on his or her response to physical and psychological; self-directed, interpersonal and collective abuse that either results in or has a high likelihood of resulting in injury, psychological harm or deprivation. The variable attitude towards violence deals exclusively with the general concept of violence, and not with specific forms of violence.

Emotional Intelligence: The secondary school student's ability to perceive, access, and generate emotions so as to assist thought, to understand emotions and to regulate emotions to promote emotional growth. The dimensions of emotional intelligence for the study are: self-awareness, self-regulation, internal motivation, empathy and social skills.

OBJECTIVES OF THE STUDY

1. To study the attitude towards violence of secondary school students with respect to gender.
2. To study the emotional intelligence of secondary school students with respect to gender.
3. To find out the significant difference in attitude towards violence of secondary school students with respect to gender.
4. To find out the significant difference in emotional intelligence of secondary school students with respect to gender.
5. To ascertain the relationship between attitude towards violence and emotional intelligence of secondary school students.

HYPOTHESES

1. There is no significant difference in attitude towards violence of secondary school students on the basis of gender.
2. There is no significant difference in emotional intelligence of secondary school students on the basis of gender.
3. There is no significant relationship between attitude towards violence and emotional intelligence of secondary school students.

RESEARCH METHOD AND SAMPLE

For the present study survey method was used to study the relationship between attitude towards violence and emotional intelligence of secondary school students. The sample size of the study comprises of 384 secondary school students of Std. IX SSC Board which includes 192 boys and 192 girls random sampling technique was used for collecting the samples from Greater Mumbai's North, Central and South zone.

Tools

The tools for the study are prepared by the researchers. The content validity from experts, reliability index and the item analysis was conducted before administering the final draft of the tool for the data collection.

Table 1: Tools Used for the Study and its Reliability Index

S.No.	Tools	Method	Reliability Index
1.	Attitude towards Violence Scale	Split-Half (odd-even) Correlation	0.83
2.	Emotional Intelligence Scale	Split-Half (odd-even) Correlation	0.78

DATA ANALYSIS AND INTERPRETATION

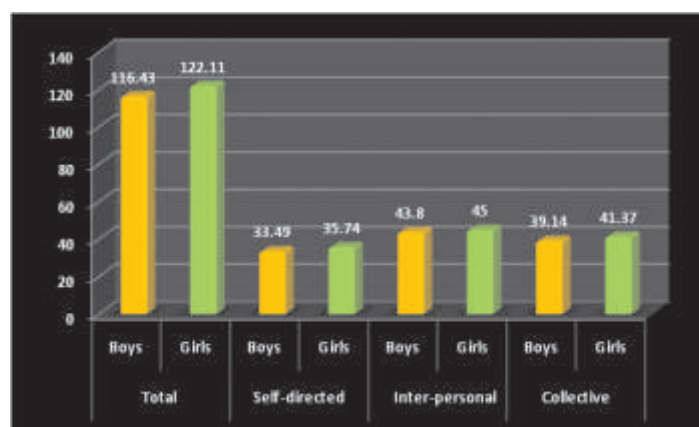
Objective 1: To study the attitude towards violence of secondary school students with respect to gender.

Table 2: Descriptive Analysis of Attitude towards Violence of Secondary School Students based on Gender

Variable	Gender	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	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
Self-directed	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
Inter-personal	Boys	192	43.80	44	44.4	4.33	-0.27	0.02
	Girls	192	45	45	45	4.34	-0.36	-0.17
Collective	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

Table-2 indicates that the total scores of attitude towards violence and its dimensions for the total secondary school students, the mean, median and mode are close to each other and therefore the distribution is nearly normal.

Gender wise difference in secondary school students, both boys and girls mean scores are almost smaller than median in total attitude towards violence and its self-directed, interpersonal dimensions, thus the distribution is negatively skewed whereas, for collective dimension the distribution is positively skewed for boys. For both boys and girls of secondary school the kurtosis is negative for the group indicating that the distribution is platykurtic i.e., a relatively flat and heterogeneous distribution.

**Figure 1: Attitude towards Violence of Secondary School Students with regard to Gender**

Objective 2: To study the emotional intelligence of secondary school students with respect to gender.

Table 3: Descriptive Analysis of Emotional Intelligence of Secondary School Students based on Gender

Variable	Gender	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	Boys	192	124.83	126	128.34	12.76	-0.34	-0.67
	Girls	192	128.52	130	132.96	11.18	-0.78	1.12
Self-awareness	Boys	192	21.99	22	22.02	2.93	-0.48	-0.46
	Girls	192	21.98	22	22.04	3.17	-0.35	-0.34
Self-regulation	Boys	192	24.38	25	26.24	3.98	-0.48	-0.36
	Girls	192	26.27	27	28.6	3.23	-0.83	1.11
Internal Motivation	Boys	192	22.52	23	23.96	3.30	-0.35	-0.39
	Girls	192	22.80	23.5	24.9	3.16	-0.75	0.29
Empathy	Boys	192	24.76	25.5	26.98	3.18	-0.86	-0.14
	Girls	192	25.73	26	26.54	2.53	-1.64	3.16
Social Skills	Boys	192	31.19	32	33.62	3.85	-0.30	-0.22
	Girls	192	31.74	32	32.52	3.44	-0.53	0.03

Table-3 shows that the total scores of emotional intelligence and its dimensions for the total secondary school students, the mean, median and mode are close to each other and therefore the distribution is nearly normal.

For gender wise difference in secondary school students, both boys and girls mean scores are smaller than median thus the distribution is negatively skewed for overall emotional intelligence and its dimensions. Boy's kurtosis is negative for the total emotional intelligence and all its dimensions and girl's self-awareness dimension indicating that the distribution is platykurtic i.e., a relatively flat and heterogeneous distribution. While for girls the kurtosis is positive for the total emotional intelligence and its self-regulation, internal motivation, empathy and social skills dimensions, indicating that the distribution is leptokurtic i.e., a peaked and homogeneous distribution.

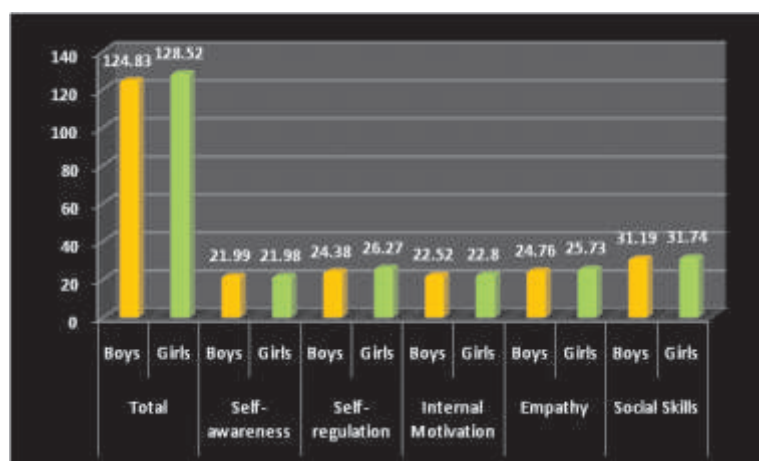


Figure 2: Descriptive Analysis of Emotional Intelligence of Secondary School Students with regard to Gender

Hypothesis 1: There is no significant difference in attitude towards violence of secondary school students on the basis of gender.

Table 4: Difference in Attitude towards Violence of Secondary School Students on the Basis of Gender

Dimensions	Groups	N	df	Mean	SD	t-ratio	p-value	Remark
Total	Boys	192	382	116.43	10.90	5.08	<0.0001	Significant @0.01 level
	Girls	192		122.11	11.01			
Self-directed	Boys	192		33.49	3.89	5.94	<0.0001	Significant @0.01 level
	Girls	192		35.74	3.53			
Inter-personal	Boys	192		43.80	4.33	2.71	0.007035	Significant @0.01 level
	Girls	192		45	4.34			
Collective	Boys	192		39.14	5.10	4.20	<0.0001	Significant @0.01 level
	Girls	192		41.37	5.32			

From Table-4, the p-values for attitude towards violence and its dimensions is less than 0.01. This shows that there is significant difference in the group with respect to attitude towards violence and its dimensions for secondary school students on the basis of gender. Therefore, the hypothesis-1 is rejected.

The low mean scores of boys for attitude towards violence indicates that boys have high attitude towards violence than girls of secondary school. Also, it is observed that the boys show low mean scores in the dimensions of attitude towards violence than girls.

Hypothesis 2: There is no significant difference in emotional intelligence of secondary school students on the basis of gender.

Table 5: Difference in Emotional Intelligence of Secondary School Students on the Basis of Gender

Dimensions	Groups	N	df	Mean	SD	t-ratio	p-value	Remark
Total	Boys	192	382	124.83	12.76	3.02	0.003	Significant @0.01 level
	Girls	192		128.52	11.18			
Self-awareness	Boys	192		21.99	2.93	0.03	0.97	Not Significant
	Girls	192		21.98	3.17			
Self-regulation	Boys	192		24.38	3.98	5.11	<0.0001	Significant @ 0.01 level
	Girls	192		26.27	3.23			
Internal Motivation	Boys	192		22.52	3.30	0.85	0.39	Not Significant
	Girls	192		22.80	3.16			
Empathy	Boys	192		24.76	3.18	3.34	0.0009	Significant @0.01 level
	Girls	192		25.73	2.53			
Social Skills	Boys	192		31.19	3.85	1.48	0.14	Not Significant
	Girls	192		31.74	3.44			

From Table-5, it can be seen that there is no significant difference in the self-awareness, internal motivation, and social skills dimensions of the emotional intelligence for secondary school students based on gender whereas, the p-values for emotional intelligence and its dimensions self-regulation and empathy is less than 0.01. This shows that there is significant difference in the group with respect to emotional intelligence and its dimensions self-regulation and empathy for secondary school students based on gender.

The low mean scores of inferential analysis of data for emotional intelligence indicate that boys are emotionally less intelligent than that of the girls of secondary school. Also, it is observed that the boys show low mean scores in the dimensions self-regulation and empathy of emotional intelligence than girls. Whereas, the mean scores of both boys and girls for the self-awareness, internal motivation and social skills dimensions of the emotional intelligence is almost equal.

Hypothesis 3: There is no significant relationship between attitude towards violence and emotional intelligence of secondary school students.

Table 6: Relationship between Attitude towards Violence and Emotional Intelligence of Secondary School Students

Variables	N	df	'r' value	Level of Significance
Attitude towards Violence vs. Emotional Intelligence	384	382	0.4835	<0.0001

From Table-6, it can be concluded that the relationship between attitude towards violence and emotional intelligence of secondary school students is significant. The 'r' between attitude towards violence and emotional intelligence is 0.48, which is positive, moderate and significant. Hence, the hypothesis-3 is rejected.

DISCUSSIONS

1. Observing the mean scores of attitude towards violence it can be concluded that the secondary school student's attitude towards violence is average. Through the mean values it can also be seen that girls mean scores are high this means their attitude towards violence is low compare to boys who shows low mean scores. This can be due to the reason that the girls are less inclined towards the violent online games, they do not indulge in physical fighting for petty issues whereas, boys are usually more involved in bullying, arguing with the teacher, watching violent media and destruction of property compare to girls. The adolescent period at this stage brings lot of physical, emotional as well as behavioral changes in different ways in boys and girls. Also, boys of secondary school having the age group of 14-15 years are more connected with their peers than with their parents. And if they belong to a violent peer group they usually develop the similar violent characteristics due to the peer pressure.

2. Observing the mean scores of emotional intelligence it can be concluded that the total mean scores of both

boys and girls are almost same. Whereas, when it is compared dimension wise it can be observed that the girls are having high mean scores as compared to boys especially in self-regulation and empathy dimension of emotional intelligence. This means that the boys shows less self-regulation and empathy in their behavior compare to girls. Goleman also, found that females are more skilled at emotional expression and relating to others.³ This can be due to the reason that boys are being raised by their immediate surroundings especially family without too many restrictions, peer pressure, they sometimes just bust out their anger on the other person and they might pity at someone but shows less empathy compare to girls. Girls are usually emotionally mature, pro-social, understand emotions of other individuals and are more helpful than the boys.

3. Finally, the significant relationship between the attitude towards violence and emotional intelligence shows that when the emotional intelligence is high the attitude towards violence of the secondary school students will be low. This means that for inculcating the negative attitude towards violence in the secondary students it is essential that they develop emotional intelligence. The development of students self-awareness, self-regulation, internal motivation, empathy as well as social skills will make them emotionally intelligent and mature enough to manage their negative emotion in a positive way i.e., without being violent.

4. Hence, it can be suggested that though secondary school std. IX is the crucial academic year for the students to be promoted to the std. X, only academic concentration would not help them to achieve what the society wants them in the longer run. If the society desire that the young generation is violence free, all the stakeholders; family by providing emotional care and support, educational institutions by enhancing their skills of managing emotions would help in the enhancement of emotional intelligence of them. This would help the secondary school students to respond peacefully to any conflicting situation and thus develop the negative attitude towards violence.

To conclude, possession of emotional intelligence is the crucial factor in developing negative attitude towards violence thus, leading to the emergence of peace loving future citizens.

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