

**MALE YOUTH VIOLENT BEHAVIOR: A SURVEY OF COLLEGE  
STUDENTS AT THREE DISTRICTS OF THE PUNJAB**



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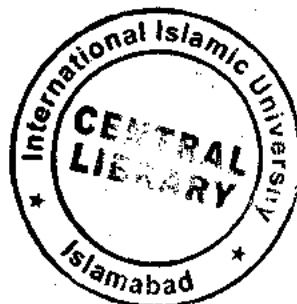
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Submitted in partial fulfillment of the requirement for the award of degree of MS/M.Phil. in Sociology at the Faculty of Social Sciences, International Islamic University Islamabad.

**DEPARTMENT OF SOCIOLOGY**

**FACULTY OF SOCIAL SCIENCES**

**INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

**2015**

*Dedicated*

*To*

*My Family, Teachers and Friends*

↓

**INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**  
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**DEPARTMENT OF SOCIOLOGY**

It is certified that thesis submitted by **Mr. Zaheer Abbas** Registration No. **140-FSS/MSSOC/S13** titled “**Male Youth Violent Behavior: A Survey of College Students at Three Districts of the Punjab**” has been evaluated by the following viva voce committee and found that thesis has sufficient material and meets the prescribed standard for the award of degree of MS in the discipline of Sociology.

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## Abstract

Pakistan is a country prone to violence at domestic as well as at broader level. There is a wrong conception that violence among youth in Pakistan is generally based on religious ideologies. Same like other countries where certain factors are responsible for violence, Youth in Pakistan is faceted of violence due to certain risk factors. Violence and delinquency are more prevalent among youth in Pakistani Society. The following study was an effort to understand the male youth violent behavior patterns. The objective of the study was to identify different factor associated with violence among male youth in Punjab Province. Data was collected from 355 respondents of three districts (Gujranwala, Gujrat and Jhelum) of the Punjab. Proportionate random sampling technique was used to drawn the sample from the total population of three study areas. Violent delinquents tend to be frequent or persistent offenders. There is considerable continuity from childhood aggression to youth violence particularly. Furthermore the result shows that major long term predictors (Independent Variables) are Psychological factors (self-esteem, empathy and social support) family factors (positive parenting practices) neighborhood cohesion and peer group delinquency were responsible among male youth violent behavior. Correlation analysis indicated that low level of students commitment to college, self-esteem & change in social support were major predictors of bullying and delinquent behavior among youth at college level. The study also confirmed that positive parental practices were inversely related to violent behavior. Furthermore, the study was associated; that changes in social support among college students were likely to have a conforming effect on delinquent violent behavior among youth. In the light of these findings, there is a need of engaging children with their parents in order to develop positive parenting practices to control violent behavior.

## **Acknowledgement**

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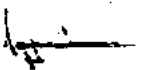
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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

Violence has become a social fact of the modern society. The penetration of violence into daily life has been seen an ever more common reality in many countries (Krug et al., 2002). While violence is not unique to the specific society, the often challenging economic, social and political environment of many societies increases the rate, intensity and impact of violence. Furthermore, increase in violence is related to the existence and exacerbation of so-called cultures of violence. This increasing trend is blurring the lines between different types of violence and, accordingly, between the actors involved in its perpetration (Moser and McIlwaine, 2004).

The diversity and wide scope of contemporary violence has led to it being seen as the democratization of violence (Rodgers, 2003b), resulting in endemic fear and insecurity (Moser and McIlwaine, 2004), or societies of fear. Most often associated with countries that have recently undergone political transformation, or with those currently in transition, increasingly arbitrary and random violence has significant effects both in terms of insecurity and in terms of the perpetuation of violence as a means of expression and defense.

Violence is typically assumed to be motivated by aggression and the willful intent to cause harm, and it is usually assumed that violence is deviant legally, socially and morally from the mainstream of human activity (De Haan, 2008). World Health Organization (2002) refers violence as “intentional use of power or physical force,

threatened or actual, against one self, another person, a group or a community, which either results in or has high likelihood of resulting in injury, death, psychological harm, mal development or deprivation". Violence can be categorized in many forms like; gender violence, domestic violence, street violence, interpersonal violence, political & social violence, physical violence, youth violence and etc.

In today's modern society, youth violence is one of the most observable forms of violence. All over the world, print media and electronic media publishes daily reports on violence committed by young people, mostly of mature age group. According to these reports, young people in every community are involved in violence, whether the community is a small town or central city, a neatly groomed suburb, or an isolated rural region. In fact, the victims and culprits of such violence, almost everywhere, are themselves in childhood and young people. Such victimization of youth by the violence contributes significantly to the worldwide burden of premature death, injury and disability (Bushman *et al.*, 2001).

At one hand, where youth violence deeply harms its victims, on the other hand it also affects their families, friends and community as well and country as a whole. Its effects are seen not only in disability, death and injury, but also in terms of quality of life. Violence involving young people greatly adds to the costs of health and welfare service, reduces productivity, disrupts a range of essential services and generally undermines the fabrics of society. The examples of behavior, including violence, change throughout the span of individual's life. The time of puberty and young adulthood is a period when violence is regularly communicated at most extreme level. Thus, understanding when and

under what conditions violent behavior ordinarily appears as an individual creates is of incredible significance. Youth violence can grow in diverse ways (Stattin *et al.*, 2001)

Several studies have shown that childhood aggression is a predictor of violence in adolescence and early adulthood. Rolf and Dale (1997) conducted a study in Orebro (Sweden), and they observed that two-thirds of a sample of around 1000 young males who displayed violent behavior up to the age of 26 years had already scored high for aggressiveness at the ages of 10 and 13 years, compared to about one-third of all boys. There was also the evidence of continuity in aggressive behavior from adolescence to adulthood. In a study in Columbus, OH, and United States, 59% of youth arrested for violent offences and 42% of these adult offenders were charged with at least one serious violent offence, such as homicide, aggravated assault or rape. (Hamparian *et al.*, 2011)

Many researches have been carried out to study the factors which are mainly responsible for youth violence. Research on youth violence has increased our understanding of factors that make some populations more vulnerable to victimization and perpetration. Factors increase the likelihood that a young person will become violent. However, factors are not direct causes of youth violence; instead, risk factors contribute to youth violence (Mercy *et al.*, 2002).

Youth violence might be associated with a lot of factors such as; the Situational factors, Individual factors, Family factors, Peer/ Social factors and Community factors etc. These all factors either separately or collectively could be responsible for youth violence. Thus, the importance of any one of the above mentioned factors, behind the youth violence, cannot be neglected. The age of adolescence may contain certain

situational factors that play a crucial role in causing violent behavior by having a situational analysis of the interaction between the perpetrator of violence and the victims of that violence(Browne and Catherine, 2008).

Farrington (1993) stated in a study in Cambridge that the motives for physical fights depended on whether a person fought alone or with a group. In individual fights, a person usually provoked, became angry and hit to hurt his opponent or to release internal tensions. In group fights, persons frequently got to be included to help friends or in light of the fact that they were assaulted, yet seldom on the grounds that they were furious. The group battles, however, were all in all more genuine. They regularly expanded from minor episodes, normally happened in bars or in the city, and were more prone to include weapons, lead to injuries, and include the police. Along these lines all what is, at which the youth violence is depended, is the circumstance in which it exist.

The individual factor might include many domains. At the individual level factors that affect the potential for violent behavior include behavioral, psychological and biological characteristics. These factors may already appear in childhood or adolescence. As far as biological factors are concerned there have been studies on injuries and complications associated with pregnancy and delivery, because of the suggestion that these might produce neurological damage, which in turn could lead to violence.

Kandel and Mednick (1991) followed up over 200 children born during 1959–1961, in a study in Copenhagen, Denmark. Their research showed that complications during delivery were a predictor for arrests for violence up to the age of 22 years. Eighty percent of youth arrested for committing violent offences scored in the high range for

delivery complications at birth, compared to 30% of those arrested for committing property-related offences and 47% of youths with no criminal record. So the biological factors could be responsible for youth violence.

The major personality and behavioral factors that predict youth violence could be hyperactivity, impulsiveness, poor behavioral control and attention problems. The person who ever be affected by any kind of violence in his/her historical timeline, he/she could be more vulnerable to causation of violence. History of early aggressive behavior of a person could also lead to future violent behavior. Attention deficit, hyperactivity and learning problems might also be associated with youth violence. They argued that the person who does not receive the attention of others might commit violence to become attention seeker. Furthermore, they described that in early childhood, children who never learnt proper developmental skills such as moral values and ethics, commit violence in their adolescence. Hyperactivity, high levels of daring or risk-taking behavior, and poor concentration and attention difficulties before the age of 13 years all significantly predicted violence into early adulthood (Farrington & Kammen, 1990).

Moffitt and Henry (1991) stated that impulsiveness, attention problems, low intelligence and low educational attainment may all be linked to deficiencies in the executive functions of the brain, located in the frontal lobes. These executive functions include; supporting attention and concentration, abstract cognitive and concept formation, goal formulation, anticipation and planning, effective self-monitoring and self-awareness of behavior, and embarrassments regarding unsuitable or impulsive behaviors.



Young people who get involved in drug addiction, alcohol use and tobacco usage might be inspiring for the violent behavior. As the usage of such substances affects their cognition and memory unit in the brain and they might not be able to control themselves. They are more prone to poor behavioral control and their information processing abilities do not allow them to behave in an acceptable way. Persons who undergo high emotional distress are also vulnerable to violent behavior. Their emotions might be out of their control due to distress or anxiety etc. which in turn make them violent. Such emotional distress could be treated by undermining the history of the person who is affected by high emotional distress (Mercy *et al.*, 2002).

Dahlberg (1998) stated that individual factors for youth violence, such as the ones described above, do not exist in isolation from other factors. Factors associated with the interpersonal relations of young people with their family, friends and peers can also strongly affect aggressive and violent behavior and shape personality traits that, in turn, can contribute to violence emergence. The influence of families is usually the greatest in this respect during childhood, while during adolescence friends and peers have an increasingly important effect.

Parental behavior and the family environment are major and crucial factors in the development of violent behavior in young people. Poor monitoring and supervision of children by the parents and the use of harsh, physical punishment to discipline children are strong predictors of violence during adolescence and adulthood. McCord (1979), in her study, found that poor parental supervision, parental aggression and harsh discipline at the age of 10 years strongly increased the risk of later convictions for violence up to 45 years of age.

Brooks and Greg (1997) suggested that violence in adolescence and adulthood strongly linked to parental conflict in early childhood and to poor attachment between parents and their child. The poor emotional attachment to the parents or care givers cause poor monitoring and supervision of children, due to which a children become more vulnerable to any kind of violence. They reported that poor attachment could be due to a large number of children in family, a mother who might have her first child at her early age, or low level of family cohesion etc. They resulted that many of such factors, in the absence of other social support can affect children's social and emotional functioning and acceptable behavior in society.

Henry *et al.* (1996) stated that family structure is also an important factor for later aggression and violence. In the study in Dunedin, New Zealand, living with a single parent at the age of 13 years predicted convictions for violence up to the age of 18 years. The more confined degree for backing and plausible less financial assets in these circumstances may become reasons why parenting frequently endures and the danger of getting involved in violence increases for youths. Low financial status of the family is connected with future youth violence.

The peer group influence during adolescence is generally considered positive and crucial in shaping interpersonal relationships and socialization of peer group's members. But at the same time they can have negative effects and consequences. For example, a person who has delinquent friends might be associated with violence in young people. Elliott and Menard (1996) stated in their study that delinquency caused peerbonding and, at the same time, that bonding withdelinquent peers caused delinquency and violent behavior.

After family, peer group of any individual is responsible for socialization of all its members. He said that the youngsters who have association with delinquent peers have more chances and opportunities to become violent. They might become members of different gangs which incite violence in the society. In addition to this he claimed that having greater bonding with the delinquent group members was the key to become violent. On the other hand, those adults or youngsters who were socially rejected by the peers become socially isolated and might not be able to step parallel with the socially approved ethics. He concluded in his research that those person who were deprived of having involvement in conventional activities of the society, become a victim of anomie. This deprivation makes them prone to violent behavior. He described that schools are responsible for proper socialization and academic maturity of every persons, but low commitment to school and poor academic performance becomes responsible for violent behavior in the adults (Norman 1965).

Violence is regularly thought to be motivated by aggression and the tenacious plan to cause mischief, and it is normally expected that violence is deviant legitimately, socially and morally from the standard of human movement (De Haan, 2008). There may be numerous types of violence in our society like: sexual orientation violence, domestic violence, road violence, interpersonal violence, political & social violence, physical violence and so forth. This study is principally centered on pervasiveness and presentation of youth violence.

## **1.2 Youth Violence in the Perspective of Pakistan**

Pakistan is considered to be one of the most multi-cultural and polarized societies due to its geo-political position and participation in proxy wars and as a potentially fertile land for violent youth (Haleem, 2003& Marri et al. 2006). Legal studies highlight the plight of the violence in Pakistan. In Peshawar, 62% of violent acts are committed by male youth between the ages 20–39 years (Marri et al. 2006). Some reports indicate a higher level of violence of 74% among males between 20–40 years of age in Karachi, according to the incidents reported in selected hospitals of Karachi (Chotani, Razzak, and Luby 2002). Farooq et al. (2010) portrays the situation as being even worse, where the victims were between ages 16–45 years (in 77% incidents) reported in Rawalpindi hospitals. The male youth involved in these violent acts were aged between 16–20 years (41%).

Violence carried out by youth is all the more alarming because the country has one of the highest youth population in the world. Pakistan has 36million youth (ages 20–24 years) and 58million below 15 years of age, which counts for 60% youth of the whole population (Yusuf 2008). Among them, almost 70,000 children are ‘on the streets’ (Iqbal, 2008), and about an equal number of them are ‘off the streets’, but are vulnerable to joining the violent youth in the near future due to ever-deteriorating socio-economic and political conditions in Pakistan.

Although Pakistan is one of the most strict, family-controlled societies, it shares a high level of different kinds of violence (Sabir & Zaman, 2013). Collective or group violence is common due to political, ethnic, religious and sectarian segregation (Malik, 2002). The major precursors for violence among youth are poverty, illiteracy, inequality and limited opportunities of positive, social interaction (such as education, employment

and sports). Concentrated urbanization has further deteriorated the situation in the society. Structural conditions and normative structures breed the violence (Lindholm 1981). Altogether, these factors lead towards the 'violent culture', not only among youth, but adults as well. This violent culture generates a vicious cycle of problems that victimizes almost everyone in Pakistani society, either directly or indirectly. In particular, the youth become prone to accelerating the violence for the benefit of the handlers sitting behind the scenes who control them through various means to meet their vested interests (Sabir&Zaman, 2013).

Given the high rate of growth in Pakistan's population over the last several decades, the mean age of the population has been declining and is now about 17 years. This means that there are 80 million people under the age of 17 and an equal number above that age. Pakistan is particularly susceptible to this kind of expression given the fact that its economy has not created as many jobs as required by the five million or so youngsters who enter the labor force every year (Akram, 2013). That misguided youth can create chaos illustrated. This brings to the third determinant of youth violence in countries such as Pakistan. Rapid economic growth alone will not keep the lid on violent political expression if inequality remains the determining feature of the economy (Butt, 2009; Zia &Rehman, 2011).

### **1.3 Statement of the Problem**

Youth violence has been emerged as a special area of concern for criminologists and sociologists over the years. The current research would be focusing particularly on three levels of factors explored through the extensive review of literature that particularly contribute in instigating young people towards violence. In this context, the first level

would be individual level that one's personal capabilities (e.g. Self Confidence, Self Control Aggressive Behavior and etc.) determine his/her inclination towards violence. The second level would be family level, where children-parents attachment and monitoring of the children play a major role in young people becoming violent. Third level is exposure of violence, the utmost level in young people's exposure in community that what kind of community they are living. This also plays a significant role in adapting violent behavior among young people of that community. Keeping in view the current situation of Pakistan, the third factor becomes too much important and demands a scientific investigation in order to see the role of community factors in promoting violence among youth. Since Pakistan denotes as a country of young generation and it is also believed young people are more prone towards violent activities as compared to others because of current scenario of Pakistani society. The following research will address this gap and provide the deep insights for the understanding of the factors that are significant contributors for predicting violent behavior among Pakistani youth.

#### **1.4 Objectives**

This study is focusing on following objectives;

1. To find out the role of college environment in preventing or promoting violent behavior among youth.
2. To investigate the effects of psychological factors (empathy, self-efficacy and self-esteem) in preventing or promoting violent behavior among youth.
3. To explore the role of social support and neighborhood cohesion in preventing or promoting violent behavior among youth.

4. To analyze the effects of family management practices (parenting practice, parental supervision and parental child attachment) in preventing or promoting violent behavior among youth.

### **1.5 Sociological Significance of the Study**

As Pakistan is a country prone to violence at domestic as well as at broader level. There is a wrong conception that violence among youth in Pakistan is generally based on religious ideologies. Same like other countries where certain factors are responsible for violence, Youth in Pakistan is faceted of violence due to certain risk factors.

With reference to the youngsters studying in different educational institute of Punjab, this study could be very helpful to know what they perceive about i.e. which risk factors are promoting violent behavior among youth. In particular, Pakistan is facing the problem of youth violence,so, this study may fill some gap in sociological knowledge about the risk factors promoting violence among youth. This study would be of significance since it is related to apperceptions about the practical problems and may be helpful in solving them according to educated youth's point of view.The study would be helpful in carrying out further study of the subject from various dimensions. It would also be helpful in minimizing the risk factors which are responsible for youth violence.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter contains brief description of individual, peer group, family and community level factors in preventing or promoting violent behavior among youth. Review of the intellectual roots of abovementioned determinants provides aid to articulate the basic thematic areas of the study. A literature review is a “critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles” (Wisconsin, 2010). Moreover, the chapter deals with the conceptual understanding of basic terminologies and conceptual model of the research inquiry.

#### **2.1 Individual Factors**

Perron *et al.* (2004) conducted a study namely, “Parental Efficacy, Self-Control, and Delinquency: A Test of a General Theory of Crime on a Nationally Representative Sample of Youth”. The study focused on the relationship between parental efficacy, self-control and delinquency. The data for the research was drawn from the first wave of the Add Health study, conducted by researchers at the Carolina Population Center (Bearman *et al.*, 1997). The Add Health study used a stratified random sample of all high schools in the United States of America. The study concluded that parental efficacy had been considered to play a significant role to maintain a strong and stable relationship with delinquency.



Matsueda *et al.* (2006) explains the relationship between crime and violence with perceived risk. The research illustrates different theories and models in order to have better understanding to explain this relationship. The study documented that increase in perceived risk was negatively associated with the number of violent acts. For instance, increase in perceived risk will cause a decrease in the number of violent acts. Different models namely; Bayesian learning model of perceived risk information, rational choice model, and the model of criminal behavior were used to make significant association between variables. The study reported that neighborhood, individual, rational choice, and prior delinquency were the factors which contributed to delinquent behavior among individuals.

Herrenkohl *et al.* (1999) reviewed the study namely, "Developmental Factors for Youth Violence". The study explored the factors affecting violent behavior among youth within a developmental frame. Data was collected by the Seattle Social Development Project (SSDP). Potential factors such as individual, peer group, family and community factors were measured for violence between age groups of 10 - 18 years. The results described that some factors are strongly associated in preventing or promoting violence among youth. National Crime Arrest Statistics (1985-1994) reported that adolescents and young adults in the United States are more likely to commit interpersonal violence as compared to individuals in any other age groups. The results illustrate that low academic performance, peer delinquency and availability of drugs in the neighborhood predicted violence within abovementioned age groups.

Dina *et al.* (2004) analyzed the meaning of violence vary from individuals to individuals on the basis of their experience. They observed that individuals experienced violence

because they saw violence in their surroundings. Individuals appraised segments of the neighborhood as "low", "medium" and "high" violence regions. They argued that individuals felt safe in low violence zones and confronted less savage occasions in these ranges. Moreover, in medium segments of neighborhood regions, individuals got to be worried by expecting that roots of committed violent behavior may be found later. In addition, in high violence segments of neighborhood regions, various types of committed violence were usually found. The study reported that individuals considered family and community violence as exceptionally normal which lead to the confrontation of numerous mental and social issues.

## **2.2 Peer Group Factors**

Valois *et al.* (2006) explored the relationship between violent behaviors and perceived life satisfaction among school students in a southern state of Columbia. Middle School Youth Risk Behavior Survey (MSYRBS) and the Brief Multidimensional Student Life Satisfaction Scale (BMSLSS) were used for the collection of data. There were 2,138 students interviewed in this study. The results suggested that a substantial number of respondents was reported dissatisfaction in their lives which further engaged them in violent behaviors. In addition, study findings indicate that majority of the students are involved in criminal activities due to dissatisfaction in their lives.

The peer group influence during adolescence considered as positive and crucial in shaping interpersonal relationships and socialization of peer group's members. Nevertheless, they could have negative effects and consequences as well. Elliott and

Menard (1996) stated in their study that delinquency caused peer bonding and the reverse was also true.

Pedater (2009) conducted the study titled, "A multivariate analysis of youth violence and aggression". Most measures of youth violence and aggression, depressed mood and delinquency were the most consistent and strongest predictions of peer group association. The study findings revealed that positive peer association and increased self-efficiency provides positive outlet for pressure. Negative idealistic relation or association with adult's use of psychological abuse in impractical relationship and antisocial personality traits were also relatively consistent, although weaker predictors of aggressive and violent behavior. Family attachment also did predict some outcomes, but no others and displayed a pattern of result that was inconsistent and relatively small in size (Pedater, 2009).

There are multiple pathways for the development of violent and anti-social behavior and there are different answers for this typical question, depending upon whether the pattern of violent behavior has an early-onset and is life-course type or whether it is of late-onset (usually after age twelve). It is influenced by affiliation with deviant peers, social disadvantage of family disruption. The latter has a more favorable prognosis of desisting from anti-social behavior young adulthood than the former, there are also different pathways for boys verses girls (Battin, 2000).

Pavis and Burley (1999) conducted a research on "Male youth street culture in UK". They used ethnographic research by employing participant observation method to find about health related behaviors of youth. The study tried to investigate the motivations, meanings and behaviors of young people hanging around on the streets during the

evening. Study largely focused on risk factors associated with health relevant behaviors and to provide an understanding of the roles of alcohol, illicit drugs and tobacco within the youth's street culture

Heimer (1997) reported empirical findings that are consistent with her overall model, based on analysis of data from a national sample of male adolescents. In general, the results of her analysis indicate that definitions favorable to violence (in this case, the belief that violence is acceptable or necessary in response to various slights) mediated the effects of SES, parental influence, and peer influence on subsequent violence. In comparison to their higher status counterparts, youth of lower SES are more likely to be exposed to power-assertive parenting; they are subject to lower levels of parental supervision; and they tend to have more extensive histories of aggressive behavior.

### **2.3 Family Factors**

Harper and McLanahan (2004) conducted a research on "Father Absence and Youth Incarceration". They measured likelihood of youth incarceration among teenage males from father absent households. In this study they tested whether risk factors concentrated in father absent households explained the apparent effects of father absence or not. Results showed that youth incarceration risks in a national male gang were elevated for adolescents in father absent households. Much of the apparent risk, however, could be attributed to the disadvantage that tends to accompany both father's absence and incarceration. They reported that a sizable portion of the risk that appeared to be due to father absence could actually be attributed to other factors, such as teen motherhood, low parent education, racial inequalities, and poverty. Adolescents in father absent households still faced elevated incarceration risks.

Henry *et al.* (1996) stated that family structure is also an important factor for later aggression and violence. In the study in Dunedin, New Zealand, living with a single parent at the age of 13 years predicted convictions for violence up to the age of 18 years. The more restricted scope for support and probable fewer economic resources in these situations may become the reasons why parenting often suffer and the risk of becoming involved in violence increases for youths. In general, low socioeconomic status of the family is associated with future violence.

Children whose parents are hostile and punitive as well as whose parents are neglectful, are at risk in promoting violent behavior, and children with mental health problems are at high risk for developing patterns of anti-social and violent behavior. Lnoaurence Steinberg raised the question, do parents and families make any difference to youth behavior. He explained that parents and families have high role in shaping youth behavior. He further explained that biological factor is involved, but it does not mean that violence is genetically transmitted in children, but parents and families can affect the child brain (Lippincot , 2007).

In Pakistan potential for youth radicalization is high, due to poor education system stratified along socio-economic lines and distressed economic opportunities across the society. He further described that the vision of youth radicalization is increased because of the presence of an extremist infrastructure, the perfect organizational discipline and widespread social networks of Pakistan's Islamic political and militant US policies further enhance Islamist influence. While there is a noticeable desire among Pakistani youth to attain education and find respectable livelihood acts against prospective change (Washington news 2010).

The young Pakistani Malalou Safzai was the hope for some young people of the nation over, because the Tehrik e Taliban Pakistan (TTP) was pulling the youth toward its edge. Malala raised voice against the will of activists extremist, for her entitlement to education, so a hefty portion of youth were taken back by the voice of Malala, because after the brazen attack on her, every child has remained up for her cause and prayed for her immediate health. Zeyno Baran (2006) Director of the Center of Eurasian approach the Hudson institute argues that after 9/11 attacks, USA was reprimanding the Muslims world for its cause, for which she attacked Afghanistan to dodge such attacks in future. The attack ignited the very fundamental beliefs' of the Muslim of the region, which latter on became the terrorism. Over the previous several years wave of the youth has been joining the battle as an infantrymen as well as a key members of Islamist gatherings and as operatives inside terrorist organizations. (Sattar, 2012).

## **2.4 Community Factors**

Effects of children's exposure to violence cover a broad range of community, family, and media violence. This research is relevant and useful to an examination of domestic violence. Many families experiencing domestic violence are exposed to other types of violence. Exposure to violence on multiple levels can affect the parents' behavior and can compound the effects on children. In neighborhoods with high levels of community violence, as in situations involving domestic violence, parents are often traumatized along with their children. There are two basic aspects of the problem: (1) parents may be unable to protect their children and keep them safe, and (2) parents themselves may be numbed, frightened, and depressed, unable to deal with their own trauma and emotionally unavailable for their children. (Osofsky, 1999).

Mcgee (2003) in his study "Community Violence and Adolescent Development" measured the different degree of exposure to violence through actual attack, observing violent events, and delinquent peer associations among high school students in USA. In seeking to account for problem behavior, exposure to guns and violence as risk factors, the regulating effects of coping strategies were utilized by African American adolescents. In this research he examined the relationship between victimization events and problem behavior, and analyzed the development of internalizing and externalizing behavioral problems (i.e., delinquency, anxiety, depression) in answer to violent abuse and also emphasized the emotional adjustment among students to exposed to violence.

Lederman *et al.* (1999) stated that the degree of social integration within a community also affects rate of youth violence. Social capital is a concept that attempts to measure such community integration. It refers, roughly speaking, to the rules, norms, obligations, reciprocity and trust that exist in social relations and institutions. Young people living in places that lack social capital tend to perform poorly in school and have a greater probability of dropping out altogether.

The communities in which young people live are an important influence on their family, the nature of their peer group fellows and the way they may be prone to situations that lead to violence. Farrington and Lipsey (1998) found that boys in urban areas are more likely to be involved in violent behavior than those living in rural areas. Within urban areas, those living in neighborhoods with high levels of crime are more likely to be involved in violent behavior than those living in other neighborhoods.

According to Matsueda *et al.* (2006) neighborhood was one of the most important factor in crime and violence. Where mobility, crime rate, and other variables played an

important role to perceived risk of violence. At individual level age, sex, race, family structure and other variables were significant. Socialization, parents control on their child, and family income may be the most contributing factors in future delinquency. Prior experience of violence and theft may lead to more violence in future for a community. It explained how youth is motivated or compelled to involve in violent activity.

Judy *et al.* (2003) conducted a research to recognize “neighborhood- accomplice and individual-level factors that may prompt male-to-female accomplice violence”. The applicable measurements of group connection were gotten from social disorganization theory which demonstrates that scattered regions need formal and casual controls that hinder road violence. They compared their research work with social disorganization theory that predicts there are higher rates of violence and social confinement in scattered territories. At the individual level, ladies who encounter less social backing will more probably be misled by accomplice violence. In this study, they investigated the immediate and intelligent impact of social disorganization measures and variables from social bolster speculations on male-to-female accomplice violence. The information originates from Wave 2 of the National Survey of Families and Households finished in 1994 and from the 1990 enumeration. They resulted that neighborhood impact communicate with accomplice and individual-level qualities for a more finished clarification for male-to-female accomplice violence.

Violence is normally thought to be spurred by aggression and the unshakable purpose to bring about mischief, and it is typically accepted that violence is degenerated legitimately, socially and ethically from the standard of human movement (De Haan,



2008). There may be numerous manifestations of violence in our society like: sex violence, abusive behavior at home, road violence, interpersonal violence, political & social violence, physical violence and so on. This study is principally centered on predominance and introduction of youth violence.

Fajnzylber *et al.* (1999) found that “The arrest rate for homicides had a significant negative effect on the homicide rate”. In their study, objective measures of governance (such as arrest rates) were negatively correlated with crime rates, while subjective measures (such as confidence in the judiciary and the perceived quality of governance) were only weakly correlated with crime rates. Governance can therefore has an impact on violence, particularly as it affects young people.

Culture, which is reflected in the inherited norms and values of a society, helps determine how people respond to a changing situations and environment. Cultural factors can affect the amount of violence in a society. For example by endorsing violence as a normal method to resolve conflicts and by teaching young people to adopt norms and values that support violent behavior, it might be possible to minimize violence.

Messner & Rosenfeld (1996) examined the impact of efforts to protect vulnerable populations from market forces, including economic recession. Higher welfare expenditures were found to be associated with decreases in the homicide rate suggesting that societies with economic safety nets have fewer homicides. Diminished economic opportunities are also responsible for inciting the violent behavior of young people. When people are deprived of basic economic opportunities, they would be more prone to poverty and lack of basic civil rights i.e. basic health facilities, primary hygiene facilities

etc. Thus this deprived condition might make them violent and they might incite violence in society.

Providing school to every child means root out the terror from their life, but unfortunately thousands of children in every square of Pakistan are lacking the facility. So this is confusion, rather than simply reporting on the lacking of schools in many areas of Pakistan, Greg Partner David Oliver Reline said that I went to see Mortenson succeed. I wish him success because he is fighting the war on terror the way I think should be conducted, taking great personal risks to seed the region that gave birth to the Taliban with, schools. Mentenson goes to war with root cause of terror every time he offers a student a chance receives a balanced education, rather than attend an extremist madrassa (Mortenson, 2007).

## **2.5 Violence as Learned Behavior**

Violence is a learned behavior. Children often experience violence for the first time in their lives at their homes or in the community. This first source of violence may include their parents, family members or their friends. Studies have shown that children who experience violent acts, either as a victim or as a victimizer, are more likely to grow up to become involved in violence. For many young people who have already developed a pattern of violent behavior, the probability that this way of life will endure into their adult lives is very likely. It is believed that aggression is often learned very early in a child's life. For the growing trend in youth violence to subside, it is asserted that parents and many others must make every attempt to educate them and to implement methods that will reduce and ultimately prevent much of this violent behavior. Parents most often play

the greatest positive role in a child's life by raising them in homes where they feel safe, secure and loved (Akers, 1973).

There is an exceptionally complex interaction of religious, sociological and political contention contort the instructing of Islam to depict a world part into paired alternate extremes in which current geopolitical occasions are given new significance in accordance with an account of ill will in the middle of Islam and the West. Social substances of prohibition, neediness, imbalance, feeble community base and poor initiative additionally make environment in which radical messages have more footing than they ought to, and to this political complexities, not slightest of which incorporate the part of Western governments turning a visually impaired eye to treachery or taking up arms in nations without worthy motivation, and a number of young Muslims feel disappointed with the current political substances (Hussain, 2011).

In Indonesia the effect of 9/11 linked to the perception that the west is at war with Islam, a perception that has indirectly contributed to increase in the number of extremist Indonesian Muslim youth. For the upcoming 10<sup>th</sup> anniversary of 9/11, a fitting legacy is to encourage peaceful outlets for youth to engage in a society. Sadly, a small but significant number of Indonesian youth have taken part in terrorist suspect attacks in the country in recent years. For instance in January police arrested six terrorists' suspects between the age of 17 and 20 in Klaten, Central Java. Muslim youth involvement in extremist movement was also confirmed by a survey conducted in Jakarta from 2010 to 2011 by the Institute for Studies of Islam and Peace ( Tesriono, 2011).

Widespread violence in a society must have its origin in cultural characteristics, current societal conditions, or both the cultural, societal, and psychological origins of two very different forms of violence. Difficult life condition gives rise to scapegoating, destructive ideologies and the evolution of increasing violence against a designated enemy. Cultural characteristics that make this process more or less probable are fundamental. This is allowed by presentation of the socialization experience of children that generate youth violence. To explain the increase in youth violence, the presence of difficult life conditions, cultural characteristics and social condition such as poverty and discrimination against minority group on family and parenting are segments of violence in youth (American psychological Association, 2010).

In Pakistan potential for youth radicalization is high, due to poor education system stratified along socio-economic lines and desperate economic opportunities across the society. He further described that the prospect of youth radicalization is increased because of the presence of an extremist infrastructure, the impeccable organizational discipline and widespread social networks of Pakistan Islamic political and militant outfits. A failure of moderate forces to deliver credible result and US policies further enhance Islamist influence. While the noticeable desire among Pakistani youth to attain education and find respectable livelihood could acts as an agent for positive change<sup>1</sup>.

Beginning of Soviet intrusion of Afghanistan, the last three decades has seen disorder and flimsiness over the border overflow into Fata. Rather history proposes that since

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<sup>1</sup>Washington (2010) "Pathways to and From Violent Extremism: The Case for Science-Based Field Research" A Statement by (Scott Atran)

Pakistan's origin the nation pioneers have played upon religious belief an instrument of fortifying Pakistan's personality. Islamist gathering has been supported and strengthened by the state hardware at diverse times to differently impact legislative issues and bolster the military's political strength. After Gen.Zia took control in 1977, the nature of the state was radically changed by the presentation of Islamic changes. Deobandi Madrassas were essentially unmistakable in the ascent of religious fanatic youth in the Pashtoon larger part borderlands. In 1971, there were only 900 Madrassas in Pakistan and by the end of Zia's era in 1989 there were 8000 registered Madrassas and 25000 unregistered, which radicalized Pakistani youth dynamically to this day. Pakistan military support for US in Afghanistan during the Mujahideen war led to international radicalization of the country youth, when the US left in 1990, it turned off funding for Pakistan which lowered her growth rate. This period saw the Saudi funding for Madrassas, which sprouted the radicalized youth like mushrooms. Due to the increase in poverty, the poor were left with no other option but Madrasah education. In the course of time it created a large army of radicalized youth who did not have employable skills except to take masques to fight jihad when opportunity arose (Wazir, 2005).

Jackman (2002) in his study "Violence in Social Life" explored that violence is perceived on two lines. First, it is typically motivated by hostile will; second, it is deviant legally, socially, or morally from the mainstream of human activity. The researcher critically analyzed different published researches in the field of violence. According to him, violence is the illegitimate or unauthorized use of force to affect decisions against the will or desire of others. The research also explains about the particular form of criminal and socially deviant violence, where socially deviant violence may lead to a wide range of

injuries. Moreover, there are different categories of injuries that may be physical, psychological, material, and social. He argued that physical injury has a significant effect on victim due to apparent concreteness of physical injuries and amplification of its visibility. This results in long term impact on psychological, material, and social welfare. Legitimization of youth in street culture was also an important element at street level violence and this caused deviancy in behavior. Zdun (2008) not only talked about deviant behavior in youth but also focused on the causes and consequences of street violence. According to him, youth were the main actors in street violence. This research was synthesis of findings from the author's empirical research in the field of youth violence and critical analysis of the published literature in the field of violence.

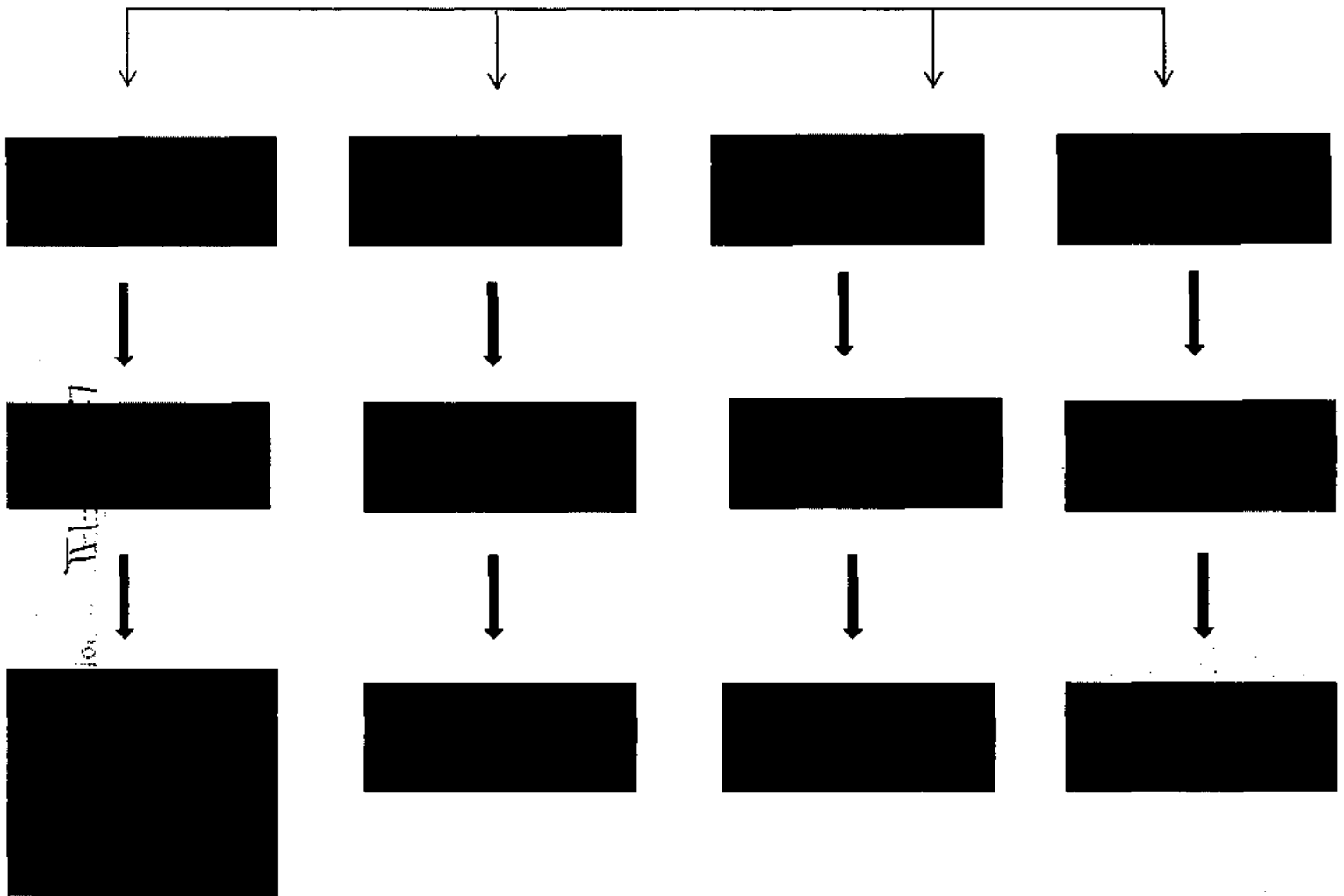
Violence has come to extraordinary levels in numerous social orders, and is progressively seen as a standout amongst the most noteworthy dangers to advancement on a nearby, national and worldwide scale. While violence is not remarkable to urban ranges, or clearly to the particular society, the frequently difficult financial, social and political environment of numerous social orders expand the rate, force and effect of violence. The entrance of violence into day by day life is turning into an always regular reality in numerous countries(Krug *et al.*, 2002). Differently alluded to as endemic, regular, or even unbound violence, this ordinary violence is not one of a kind to urban regions, rather heightening urban violence specifically is progressively talked about in these terms.

Winton (2004) inspected writing on "Urban violence and concentrated on youth packs in the Central America". The examination separated between political, institutional, financial and social violence. To investigate urban violence distinctive written works

were utilized. Study highlighted the hardship as one sign of basic violence. The analyst contended that salary contrasts is result of hardship as well as creates absence of security, wastefulness of state foundations and absence of attachment. Furthermore, disjoin defilement is likewise come about because of violence which is brought on by hardship. The study archived, that urban violence is profoundly established in complex social, political, and institutional techniques. Furthermore, the primary reason for these methods is to determine clash and increase power. This thus, is identified with presence of societies of violence. The deciding consequence of auxiliary violence prompts different manifestations of violence in which road and responsive violence are normally found.

This expanding violence is identified with the complex social, monetary, political and institutional methods that assistance to make violence a predominant method for determining clash and picking up force (Winton, 2004). Accordingly, thus, is identified with the presence and worsening of supposed societies of violence. The pattern is portrayed, besides, by an expanded smearing of the lines between diverse sorts of violence and, as needs be, between the on-screen characters included in its execution (Moser and McIlwaine, 2004).

## Theoretical Framework of the study



### 2.6 Social Bond Theory

The Social Bond theory was proposed by Travis Hirschi in 1969. Social Bond theory, later developed into the Social Control Theory, has components of social bonding incorporate attachment to families, commitment to social standards and establishments (school, employment), involvement in exercises, and the conviction that these things are imperative". Social Bond Theory concentrated on peers and peer gatherings of



individuals. There exists a connection of these aforementioned four components of social bond theory with degenerate and criminal exercises of individuals.

According to Hirschi (1969) attachment plays a significant role in conventional societies as compared to modern societies. In educational organizations, white collar class children have not tended just to make fun or dispiriting the lower class children, but, this treatment additionally straightforwardly lived up to expectations of instructors (partners) also. Resultantly, children at most punctual point in their instruction loathe with studies which brought about obstacle in the continuation of their training.

These components of social bond theory are; attachment, commitment, involvement in customary versus degenerate or criminal exercises, and ultimately the normal quality framework inside a singular's general public or subgroup. Same will be our center to study them in youth with exactness.

## **2.7 Self-Control Theory**

One of the better known criminological theories of recent decades is Gottfredson and Hirschi's (1990) low self-control theory. This theory holds that children develop levels of self-control by about ages seven or eight, and these levels remain relatively stable the rest of their lives. Children with low levels of self-control end up being more prone to crime, and their criminal propensity continues into later life.

Low self-control shows in a mixed bag of ways. Individuals with low self-control are not able to postpone gratification, for they are centered around the present. They need it now accordingly, low self-control individuals act rashly without much thought and in light of what they are feeling right now.

## **2.8 Differential Association Theory**

In criminology, differential association is a theory developed by Edwin Sutherland proposing that through interaction with others, individuals learn the values, attitudes, techniques, and motives for criminal behavior. The theory focuses on how individuals learn to become criminals. Social Learning Theory is another theory considered as a positivists' approach towards concentrating on the deviant behavior in light of the fact that it concentrates on particular acts, restricted to the more subjective position of social impact on one's personality, and how those may propel to act. The individuals learn how to perpetrate criminal acts; they learn intentions, drives, legitimizations, and attitudes. It becomes socially less demanding for the individuals to perpetrate a crime.

## **2.9 Social Disorganization Theory**

Social disorganization theory pioneers Clifford X. Shaw and Henry W. McKay suggested that disorganized communities are characterized by poverty, ethnic heterogeneity, residential mobility and weakened social stability. Social disorganization theory concentrates on the impact of location and area particular qualities as they identify with crime. There are five criteria utilized as a part of assessing hypotheses, which exhibit whether the theory bodes well in the least complex method for clarifying crime and whether the theory has the capacity to be tried to convey genuine and substantial results. Our study has been integrated in these speculations. It should be our base to be precise and investigate in research our issue in youth. Our respondent's answers will be investigated through these hypotheses. Study methodology will be employed on the basis of abovementioned hypothetical point of views to represent the detailed

picture. Numerous researches have determined the factors which are mainly responsible for youth violence. Researches on youth violence have considered in increasing our understanding of factors that make some populations more vulnerable to victimization and perpetration. Risk factors are not direct causes of youth violence. Nevertheless, it has contributed to youth violence.

There are many socioeconomic, community and interpersonal factors that encourage young people to become violent. These factors might include a lack of opportunity for social or economic mobility within a society that aggressively consume such opportunity, a decline in law and order situation in the community, interrupted schooling, lack of guidance, support and supervision from parents and other family members, having peers who already involved in violence.

## **2.10 Conceptual Framework of the Study**

The model summarizes for analyzing male youth violent behavior a survey of college students. The model explains the potential relationship that exists between independent variable that is explained in terms of four sub-variables positive parental support, neighborhood cohesion, in college factors (Students' Commitment to College, Students' Commitment to College, Student-Teacher Relationship and Student-Administration Relationship) and social psychological factors (Empathy, Empathy and Social Support). The primary variable is the dependent variable of violent behavior (Bullying, Anger, Children In Conflict with Law, Delinquency and Fighting) among college students. In our illustration in Figure 1, college education is deemed to be capable of playing a role in violent behavior among the students.

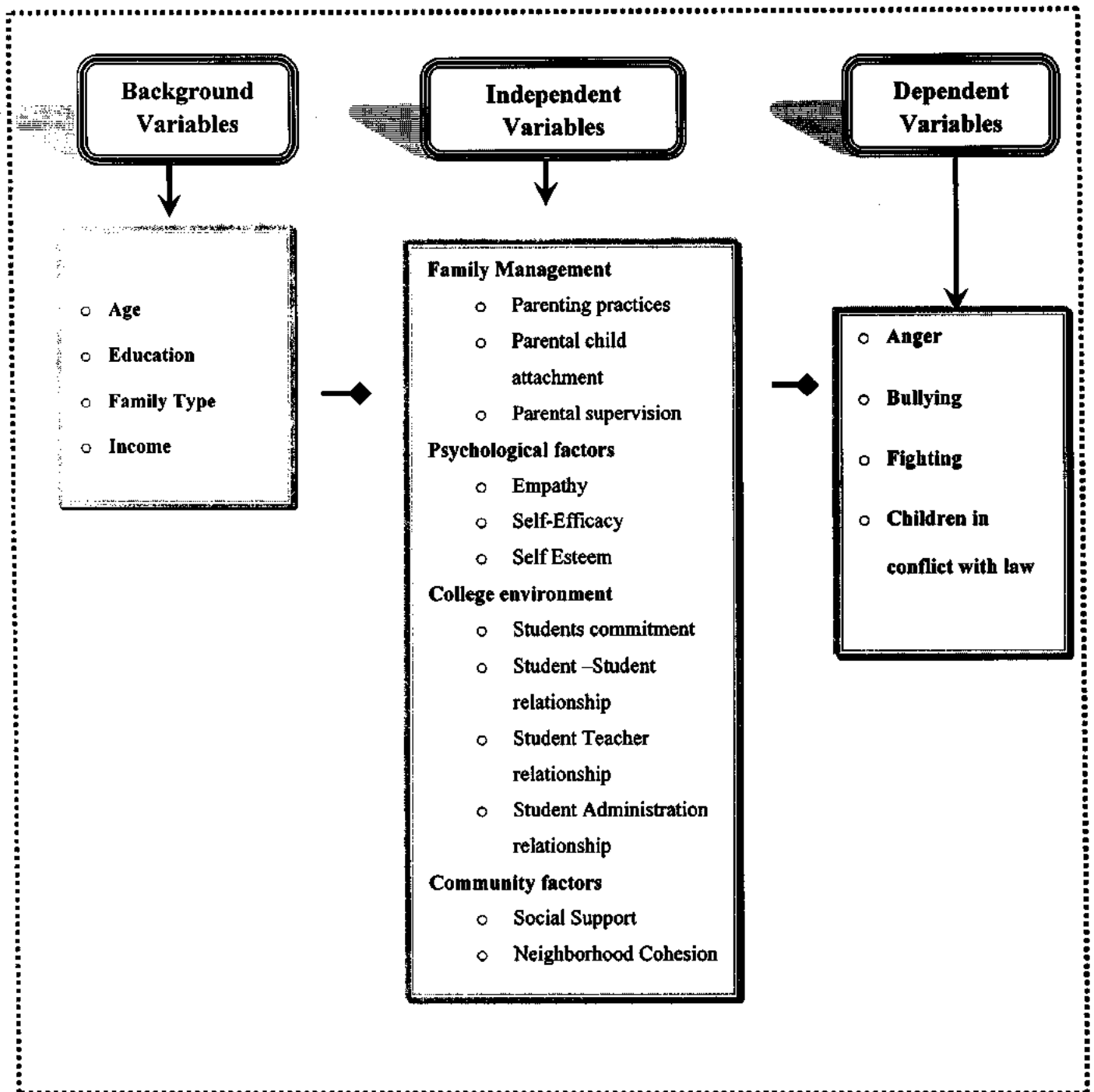


Figure: 2.1 Conceptual Framework Of The Study

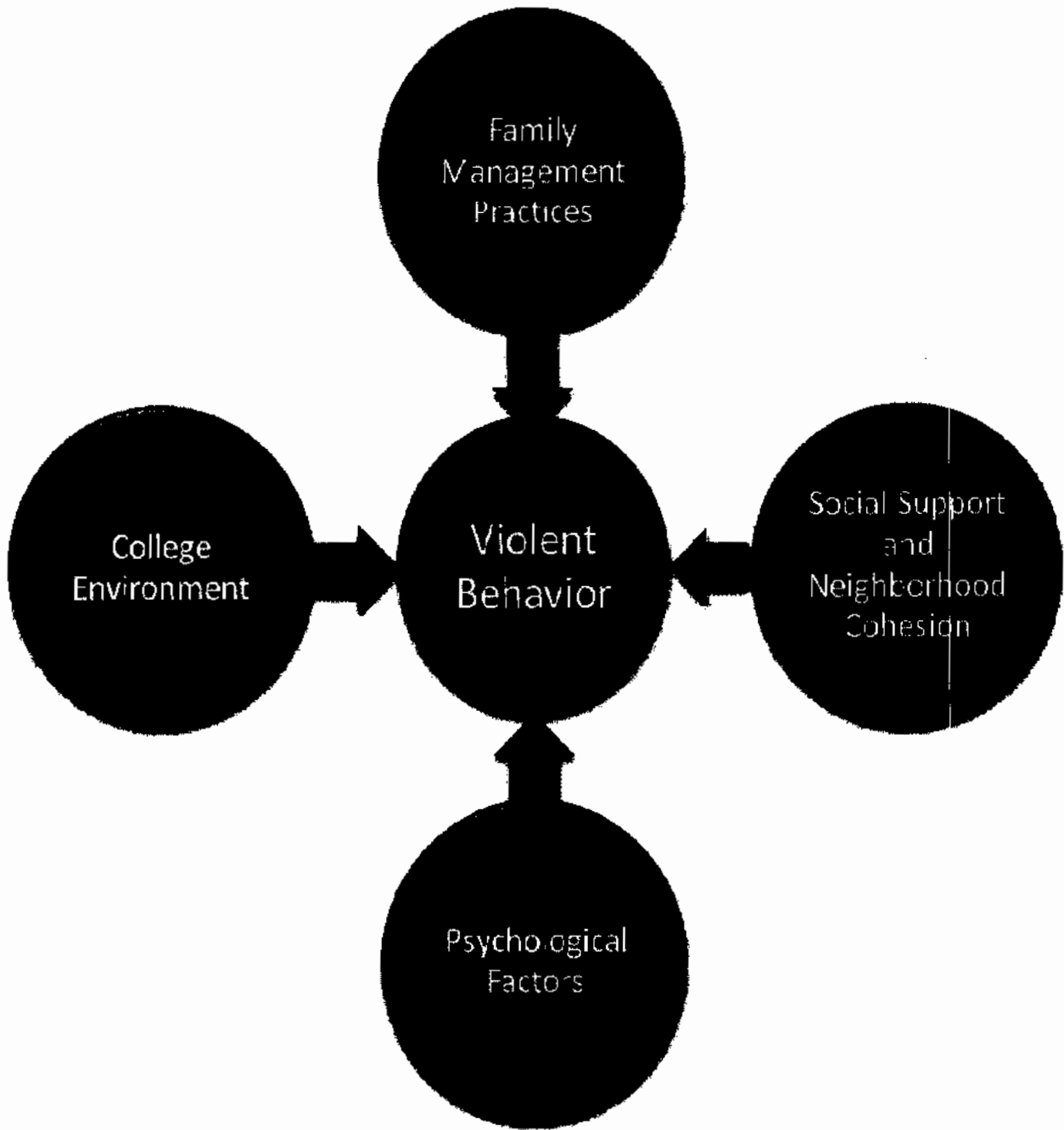


Figure: 2.2 Violent Behaviour Model

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

Methodology is the system of rules, principles and procedures that guide scientific investigation. Methodology tells researcher how and what steps are needed to be followed to collect the data. Research methodology provides guideline for collecting evidence that takes place for explaining why it takes place. It is understood that scientific validity of a researcher is based on the effectiveness of the methodology. The present study was based on primary data. The primary data was collected through the field surveys/visits. The surveys were conducted in three districts of Punjab province namely; Gujranwala, Gujrat and Jhelum respectively. The forthcoming section of the chapter discusses various tools and techniques used to conduct the current study

#### **3.1 Research Design**

The category of the sample includes only the male students of the study districts who are currently enrolled in the government/public sector colleges of three above mentioned districts. Proportionate random sampling technique was used to draw the sample from the total population of three study areas. An interview schedule consisting of both open and close ended questions was constructed to obtain the relevant data from the students who were currently pursuing their studies in the colleges located in the respective districts. The interview schedule consisted of the questions in portions regarding the socio-economic and regarding of the research topic. After the collection of data, it was analyzed through the use of Statistical Package for Social Sciences (SPSS). Different statistical

tests were applied to examine the strength of the relationship between independent and dependent variables. The list of colleges is given in forthcoming section.

### **3.2 Sampling Procedure**

According to Neuman (1989), sampling is a process of systematically selecting cases for inclusion in a research project. Sample then refers to the individual/unit of observation intended to represent the population to be studied with respect to major characteristics. In the present research, the researcher used multistage sampling technique for the collection of data.

#### **3.2.1 Stage 1: Selection Criteria of the Respondents**

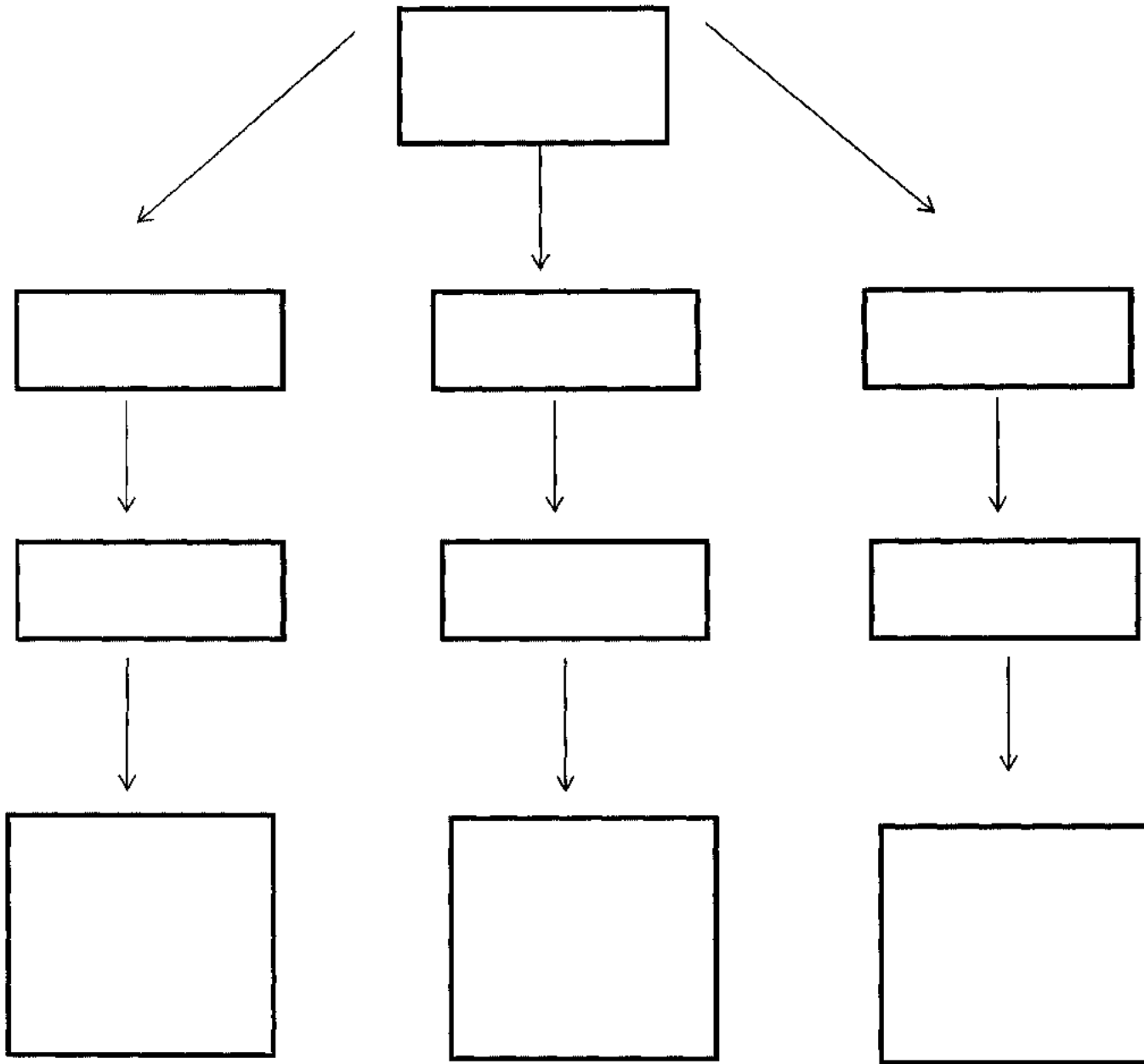
As discussed above, this study was designed to assess the male youth violent behavior in three districts of the Punjab province namely; Jhelum, Gujrat and Gujranwala. In order to examine students' response towards the operationalized variables, the researcher decided to collect data from the students of these three districts respectively. Covering the entire study universe was not permitted by resources and time constraints therefore; the researcher employed a selection criterion (Taro Yemini Formula) for the selection of the respondents. This formula applied only where researcher know the exact number of total population.

The previous studies indicated that most of the male students have an exposure to violent cases in different countries. Thus, researcher decided to include those students who were enrolled in college.

### **3.2.2 Stage 2: Selection of colleges**

After deciding the selection criteria for the respondents, the next stage was the selection of the colleges from the three districts. The purpose of approaching the colleges was to access those students who were enrolled in colleges. For this purpose, the researcher made an official request to the higher authorities of education department Govt. of Punjab in order to allow the researcher to assess male colleges' record working in these three districts. This request was approved by the higher authorities and they directed their subordinates for official support of the researcher. The researcher visited directorate of colleges' office in Rawalpindi and Gujranwala division in order to locate the number of male colleges functioning in respective districts. When the researcher got the colleges name with their location and number of enrolled students' data the researcher then selected two colleges from each district. The details of these colleges are given in the table.





$$\text{Population Total} = N_1 + N_2 + N_3$$

$$= 16861 + 10036 + 7278 = 34175$$

$$\text{Total Sample Size} = wh_1 + wh_2 + wh_3$$

$$= 195 + 116 + 84 = 395$$

## Gujranwala Colleges

*Table no 3.1: Total numbers of enrolled students in district Gujranwala*

Sr. No.	College Name	Enrolment Students
1.	Govt. P/G Islamia College(B)	1740
2.	Govt. Degree College (B), Peoples Colony,	2560
3.	Govt. MZAK Degree College Wazirabad	1840
4.	Govt. Degree College(B),Kamoke	870
5.	Govt. Degree College Qila Didar Singh	1030
6.	Govt. Degree College Alipur Chattha	1190
7.	Govt. College of Commerce Peoples Colony	1460
8.	Govt. Institute of Commerce, Wazirabad	900
9.	Govt. Institute of Commerce, Kamoke	451
10.	Govt. Institue of Commerce ,Noshara Virkan	780
11.	Govt. Degree College (B), Noshere Virkan	700
12.	Govt. Degree College (B) Gakhar Mandi	1410
13.	Govt. Degree College (B) Eminabad	860
14.	Govt. College for (B) Satellite Town,	1070
<b>Total Students</b>	<b>16861</b>	

## Gujrat Colleges

*Table no 3.2: Total numbers of enrolled students in district Gujrat*

Sr#	College Name	EnrolmentStudents
1.	Govt. Zamindar Post Graduate College	2860
2.	Govt. Inter College Karianwala	980
3.	Govt. Degree College Lalamusa	1300
4.	Govt. Degree College Kharian	1175
5.	Govt. Degree College Dinga	1656
6.	Govt. Degree College Sarai Alamgir	422
7.	Govt. College of Commerce Gujrat.	1023
8.	Govt. Institute of Commerce Kharian	620
<b>Total Students</b>	<b>10036</b>	

## Jhelum Colleges

*Table no 3.3: Total numbers of enrolled students in district Jhelum*

Sr #	College Name	Enrolled Students
1.	Govt. Postgraduate College Talianwala	1227
2.	Govt. College G.T. Road Jhelum	1251
3.	Govt. College Sohawa.	1350
4.	Govt. College Boys Dina	1320
5.	Al-Biruni Govt. College P.D. Khan	1180
6.	Govt. College Rasoolpur (Sohawa).	950
<b>Total</b>	<b>7278</b>	

$$n = \frac{N}{1 + Ne^2}$$

Where (Population Size)  $N=34175$ , (sampling error)  $e= .05$  and (sample size)  $n= 395.43$

### **3.3 Conceptualization and Measurement**

In social research, the process of coming to an agreement about what terms mean is conceptualization, and the result is called a concept. The process through which we specify what we mean when we use particular terms in research is called conceptualization. Conceptualization gives definite meaning to a concept by specifying one or more indicators of what we have in mind. An indicator is a sign of the presence or absence of the concept we are studying. The clarification of concepts is a continuing process in social research. Conceptualization is the refinement and specification of abstract concepts, and operationalization is the development of specific research procedures (operations) that will result in measurement of those concepts in the real world.

### **3.4 Socioeconomic Characteristics**

According to Chapin (1978) the prevalent or existing average standard of cultural possessions, effective income sources, material procession and the involvement or participation in the group activities of community defines an individual's socioeconomic status. Socio-economic characteristics are the information by which individuals can be classified, such as, sex, age, income, and family type. Such classification in turn may

assist in understanding and defining several behavior and attitude in the context of specific research problem.

### **3.5.1 Age**

Age is one of the important variables in any social research which affects the attitude and behavior of a person at different stages of life. Age was asked as the total number of years completed by the respondents since their birth to the time of interview. During analysis, the following categories of age were worked out:

- i. 16-18,
- ii. 19-21,
- iii. 22-24,
- iv. 24+

### **3.5.2 Education**

According to Francis (1970), education is a consciously controlled and deliberately managed process whereby alterations are observed and produced by the individual's behavior and attitude. Education assumes a conclusive part and is thought to be critical sociological marker in understanding and characterizing respondent's behavior. Generally, different inquires about depicted and measured education under the classes of Illiterate, Primary, Middle, Secondary, Intermediate, Graduation, and Post-Graduation. In this study respondent's parents educational fulfillments were solicited in finished years from schooling. It demonstrates how long incorporate respondent's educational fulfillment.

### **3.5.3 Profession**

According to Seligman (1963), profession is defined as a specific, respective and continuous activity which is organized to attain and deliver likelihood and maintain a

definite social status. In this study, profession of the respondents' father was an open-ended question.

### **3.5.4 Monthly Family Income**

The monthly family wage of an individual alludes to the aggregate cash estimation of the administration they get from all sources monetary exercises and incorporates rent got or whatever other salary means of family are. Pay contribute a noteworthy part in mulling over and understanding distinctive levels of aptitudes, practices, recognition and needs oversight and defined by an individual. The family monthly income was asked under the categories of up to 10000, 10001-20000, 20001-30000, 30001-40000, 40001-50000 and 50000 and above.

In the current research, main independent variable was social structural factors affecting male youth violent behavior. Variable is discussed below in detail.

### **3.6 Social factors affecting male youth violent behavior (Independent Variables)**

After reviewing scientific literature and assessing current situation of Pakistani male youth violent behavior, researcher identified following social factors that were responsible for youth violent behavior.

### **3.6.1 College Factors**

#### **i) Students' Commitment to College**

This variable comprised three items about the respondents' commitment to college. The first item was about the importance of college work which was assigned to the students in college. The second item was students view about the learning in college and its effect on their future life. In addition to this third item indicated the sample enjoyment during college timing with their fellows.

#### **ii) Student-Student Relationship**

In college factor the second indicator which was measured by the researcher was i-e student – student relationship. This variable was covered by three items. The first item was about the respondents' supportiveness to one another. The second item was measured by students' role to control those students 'who were unfair with others'. The last indicator of this variable was students' live together most of the time in college.

#### **iii) Student-Teacher Relationship**

This variable also included three items that was about the student and teachers attachment in college. The first indicator was about the teachers' behavior that they praise pupils most of the time in the college. The second item was about teachers' that they treat students fairly. The last indicator of this variable was that, teacher takes the time to help the respondents on equality basis. There was no difference among the students in study.

#### **iv) Student-Administration Relationship**

This variable i-e students and administration relationship comprised four items. The first indicator was management has made a code of conduct in college for the students. The second item was about the administration that they encourage the respondents to report the violent cases. Furthermore, the third indicator of this variable was that the students' have easy access to inform administration about any problem. The last item of this statement was that the management takes the strict action against any reported violent case in college.

### **3.6.2 Social-Psychological Factors**

#### **i) Empathy**

The social psychological factors this variable was comprised four indicators. The first item of this variable was that students listen other fellows when they were talking to one another. The second item of this variable was about the students feelings that they get upset when their friends were looking unhappy. The third indicator of this variable was that the sample believes those people who were not their fellows. The last indicator of above mentioned statement was that respondents were sensitive about other people who were not their friends.

#### **ii) Self Esteem**

This variable self-esteem comprised four items. The first item of this variable was that the students' perception about their own self that they were popular same like other age group members. The second indicator was that the students wish to look different from others. The third indicator of this variable was that the respondents want that the family members pay attention to them at home. The fourth indicator



of this variable was that the respondents believed that they got job which they really want.

### **iii) Social Support**

This variable social support comprised four items. The first indicator was that there was a group of adult people who always support the student in every matter. The second item of this variable was that the respondents' believe there was a group of supportive people in college who help them in study and other problems. The third indicator of this variable was that, the students feel there were some family members who support and suggest them in problems. The last item of this variable was about the respondents to have some close friends who help them in study and other life problems.

## **3.6.3 Family Factors**

### **i) Positive Parenting Practices**

The variable positive parental practice comprised seven indicators. The first item was about the parents of the respondents that they take the responsibility to make a phone call when their children were outside the home. The second item was that parents give smile when respondents come back home. The third indicator was that students received something nice from their parents. The fourth item was that parents pat the respondents' back or kiss them when they do a good job. The fifth indicator was that parents give some extra reward to the respondents like extra pocket money or something special to eat. The second last indicator was that respondents receive some extra privileges from their parents after performing

good job. The last indicator was that parents of the students arrange some special activities like get together parties or visit outside the home.

### **3.6.4 Community Factors**

#### **ii) Neighborhood Cohesion**

In community factors, neighborhood cohesion variable was comprised five indicators. The first indicator was that people who were living in their community share same values. The second item was, that if there is a problem in this block, people try to solve through communal support. The third indicator was that the people struggle for the development of their community. The fourth item of this variable was about the students number of visits to their neighborhood. The last item of this variable was about the visit of neighbors to the respondents' home.

### **3.7 Students' Violent Behavior (Dependent Variable)**

#### **i) Bullying**

This dependent variable i-e students' violent behavior was measured by three (Bullying, Delinquency and Fighting) sub variables. The first variable bullying comprised four indicators. The first item of this variable was about the students' behavior that they tease other people. The second indicator of this variable was about the respondents that they say something special to others for enjoyment. The third indicator of this variable was that students call their peers by bad names. The last item was that the respondents try to threaten to hit or hurt others.

## **ii) Delinquency**

This variable (Delinquency) comprised six indicators. The first indicator was that the respondents' carry a hidden weapon to hit someone. The second item of this variable was that the sample damage or destroy others property on purpose. The third item of this variable was that students' used dirty language when they on telephonic call with their friends. The fourth indicator was that the students avoid paying busfare. The second last item of the above mentioned variable was that sample try to set fire to a building or others property. The last indicator of this variable was that the respondents try to enter others home to steal something.

## **iii) Fighting**

This variable (fighting) comprised eight indicators. The first item was that the respondents' reaction against the other students when they hit them first. The second indicator was about the involvement of sample in other's fighting. The third item was that students' show their facial expression in front of other students' when they are angry with them. The fourth indicator of this variable was that the students' slap other fellows when they do listen to them. The fifth item was that the sample throws something at others to hurt them. The sixth indicator of this variable was that the respondents fight with those people who look like their enemies. The second last item was that the respondents fight with those opponent group members who make fun about their friends. The last indicator of this variable was about the students reaction during fighting if they break the others property or not.

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## **Factors involvement in violent behavior measurement scale**

### **Students' Commitment to College**

How often do you feel that the college work you are assigned is meaningful and important?

How important do you think the things you are learning in college are going to be for your later life?

How often do you enjoy being in college?

How often do you try to do your best work in college?

### **Student-Student Relationship**

Students are kind and supportive of one another.

Students stop other students who are unfair or disruptive.

Students get along well together most of the time.

### **Student-Teacher Relationship**

Teachers praise students more often than they criticize them.

Teachers treat students fairly.

Teachers take the time to help students work out their differences.

### **Student-Administration Relationship**

Administration has made a code of conduct for the students.

Administration encourages students to report aggression cases of their fellow students.

Students feel free to ask for help from administration if there is a problem with a student.

Administration takes strict actions against delinquents when students report violation of

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the code of conduct.

### **Empathy**

I can listen to others.

I get upset when my friends are sad.

I trust people who are not my friends.

I am sensitive to other people's feelings, even if they are not my friends.

### **Self Esteem**

I am popular as other people of my age.

I wish I were a different person.

I feel like people pay attention to me at home.

After my study, I will get a job I really want.

### **Social Support**

At college, there are adults I can talk to, who care about my feelings and what happens to me.

At college, there are adults who help me with practical problems, like helping me get somewhere or helping with a project.

There are people in my family I can talk to, who give good suggestions and advice about my problems.

I have friends who help me in my problems, like how to get somewhere, or help me with a job.

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## **Family Factors**

### **Positive Parenting Practices**

When you are outside the home, parents make a call to you?

They Give you a wink or smile?

Say something nice about it; praise or approval?

Give you a hug, pat on the back, or kiss for it?

Give you some reward for it, like present, extra money or something special to eat?

Give you some special privilege such as staying up late, watching TV, or doing some special activity?

Do something special together, such as going to the movies, playing a game, or going somewhere special?

### **Community Factors**

#### **Neighborhood Cohesion**

People on this block share the same values.

If there is a problem on this block, people of my block try to solve it through communal support.

People of my block want the development of community.

Occasionally, I visit with neighbors inside their homes.

Occasionally, my neighbors visit with me inside my home.

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## **Violent Behavior**

### **Bullying**

I teased other students.

I said things about other students to make other students laugh (made fun of them).

I called other students bad names.

I threatened to hit or hurt another student.

### **Delinquency**

I carried a hidden weapon to hit someone.

I damaged, destroyed or marked up somebody else's property on purpose.

I made obscene telephone calls, such as calling someone and saying dirty things.

I avoided paying for things, like taking bus rides without fare.

I set fire on purpose or tried to set fire to a house, building, or car.

I went into or tried to go into a building to steal something.

### **Fighting**

I hit back when someone hit me first.

I involve other students while fight happens somewhere.

I pushed or shoved other students when I get angry.

I slapped or kicked someone when they don't hear me.

I threw something at someone to hurt them.

I beat those people who look like my enemies.

I beat the opponents' group members when they make fun of my peer group.

I broke others' property while fighting.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

In this chapter the research focuses on the analysis and presentation of relevant data collected from the study locale. Since the study is quantitative in nature, in this chapter, SPSS was utilized for the examination of primary data. The data then has been displayed in plain frame with clarification, description and interpretation. Keeping in view the objectivity of the study, the researcher has attempted to present data without joining his preference and disliking. Nonetheless, towards the end of every clarification underneath the table, the researcher has deconstructed the statistics which delineates the researcher's close to home assessment or pretty much subjective approach.

This part comprised tables and their interpretation where every table represents measurable and illustrative data.



## Univariate Analysis

Table 4.1.1 *Distribution of the respondents with respect to demographic variables*

Variable (College name of the students)		Frequency	Percentage
i.	Government College G.T Road Jhelum	69	19.4
ii.	Government Post Graduate College Jhelum	40	11.3
iii.	Government Post Graduate College Islamia Gujranwala	48	13.5
iv.	Government College G.T Road Kharian	55	15.5
v.	Government Degree College Sarai i Alamgir	38	10.7
vi.	Government Degree College Islamia Gujranwala	105	29.6
<b>Total</b>		<b>355</b>	<b>100.0</b>

### **Age of the Respondents**

i.	16-18	122	34.3
ii.	19-21	175	49.3
iii.	22-24	58	16.4
<b>Total</b>		<b>355</b>	<b>100.0</b>

### **Siblings of the Respondents**

i.	1-3	80	22.5
ii.	4-6	208	58.6
iii.	7-9	56	15.7
iv.	10+	11	3.2

### **Family Income of the Respondents**

i.	Up to 10000	27	2.6
ii.	10001-20000	81	22.8
iii.	20001-30000	73	20.6
iv.	30001-40000	34	9.5
v.	40001-50000	72	20.3
vi.	50000 and above	68	19.2

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**Background of the Respondent**

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i.	Urban	199	56.1
ii.	Rural	156	43.9

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**Family Type**

i.	Nuclear	195	54.9
ii.	Joint	144	40.6
iii.	Extended	16	4.5

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**Father education of the respondents**

i.	Not able to read and write	18	5.1
ii.	Able to read and write	47	13.2
iii.	Primary	43	12.1
iv.	Middle	62	17.5
v.	Matriculation	88	24.6
vi.	Graduation	76	21.4
vii.	Post-graduation and above	18	5.1

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**Mother education of the respondents**

i.	Not able to read and write	71	20.0
ii.	Able to read and write	73	20.6
iii.	Primary	63	17.7
iv.	Middle	61	17.2
v.	Matriculation	46	13.0
vi.	Graduation	38	10.7
vii.	Post-graduation and above	3	0.8

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**Last degree/division of the Respondents**

i.	1 <sup>st</sup> Division	155	32.4
ii.	2 <sup>nd</sup> Division	166	46.8
iii.	3 <sup>rd</sup> Division	74	20.8

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**Father's occupation of the respondents**

i.	Businessman	78	22.0
ii.	Death	15	4.2
iii.	Labour	37	10.4
iv.	Farmer	73	20.6

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v. Government Employee	92	25.9
vi. Abroad	31	8.7
vii. Private Employee	29	8.2
Total	355	100.0

Table 4.1.1 illustrates the demographic profile of the survey respondents i.e. college name, age, sibling and family income. There were three districts from where the sample was collected; two colleges were selected from each district namely Gujranwala, Gujrat and Jhelum. The findings highlighted that majority of the respondents i.e. 195 was selected from district Gujranwala, 116 and 84 respectively from Gujrat and Jhelum districts. They fell in the age brackets of 16-24 years. The table shows that little less than half of the sample (49.3%) belongs to 19-21 year of age group. Table also reflects the siblings of the respondents. It shows that more than half of the respondents (58.6%) had 4-6 siblings. Table also shows the family income of the respondents. The majority (22.8%) of the respondents' monthly family income was between Rupees 10001-20000. It indicates that majority of the respondents was from lower middle class families.

Demographic/background variables of the respondents play a decisive role in analyzing results from the data. Table shows the demographic variables of the respondents i.e. respondents' category, locale/residence, family income, age, father's education of the respondents, mother education of the students, family type and father occupation. Majority of the respondents was belonged to nuclear family system.

The table shows the age of the respondents. Little less than half majority of the respondents (49.3%) were in the age category of 19-21. Almost one third (34.3%) of the respondents fell in the age category of 16-18, those who fell in the category of 22-24

made only 16.4% of the total respondents. The table also shows the frequency and percentage distribution of father education of the respondents. It can be seen in the table that 24.6% of the respondent's father was having matriculation degree. Which indicates that majority of the respondent's father was educated. Furthermore, only 5.1% of the respondents' father was illiterate. Table also reveals mother's education of the students. Most of the respondent's mothers 20.6% were able to read and write. Furthermore, 17.7% of the sample mother was having primary education. Thirteen percent of the respondents' mother reported to have matric degree. Twenty percent reported that their mothers are uneducated. Family monthly income of the respondents is also presented in the table which indicates that the respondents who fell in the category of 20000-30000 made 20.6% of the total respondents whereas 9.5% of the respondents were having family monthly income between 300001-40000 rupees. The respondents who fell in the category of 40001-50000 were 20.3% of the total respondents. Less than five percent of the respondents (2.6%) were those who had their monthly family income less than 10000 rupees a month from all resources. Urban dwellers constituted 56.1 percent of the respondents, while rural inhabitant made up to 43.9 percent.

Table also portrays that more than half of the respondents (54.9%) belonged to nuclear families, while less than half of the respondents (40.6%) were backed by joint families and 4.6 percent of the respondents came from extended families. Table also shows the father occupations of the respondents. One fourth the student's father (25.9%) were doing Government job while twenty two percent owned their business, 10.4% of the respondents father were worked as a labor, 8.2 percent were falling in private job category and 4.2 percent of the respondent's father passed away. Table also represents

the last degree division of the students. Findings showed that less than half (46.8%) of the students got second division in their last degree. Furthermore, 32.4 percent of the sample passed their last exam with first division while 20.8% of the students received third division in their last degree.

Table 4.1.2: *Students' Commitment to College*

<b>Students' Commitment to College</b>	<b>Always</b>	<b>Often</b>	<b>Sometime</b>	<b>Seldom</b>	<b>Never</b>
How often do you feel the college work you are assigned is meaningful and important?	184(51.8)	141(34.7)	23(6.5)	53(5.3)	6(1.7)
How important do you think the things you are learning in college are going to be for your later life?	212(59.7)	110(31.0)	26(7.3)	5 (1.4)	2(.6)
How often do you enjoy being in college?	149(42.0)	118(33.2)	75(21.1)	7(2.0)	6(1.7)

Note: F (%)

This Table 4.1.2 depicts the descriptive results of independent variable i. e Students Commitment to College. There were three items through which this variable was measured. The first item was about students' perception on the meaningfulness and importance of college work. The results showed that almost half of the respondents (51.8%) always on the assumption that college work was meaningful and significant for them. In addition to this, 34.7 % of the respondents also often that college work was important for the students and could make significant contribution in learning process. However, there were only 5.3% of the respondents considered college work as important and significant while 6.5% of the respondents remained neutral.

The second item measured respondents' view about the learning in college and its effect on their later life. The findings revealed that more than half of the respondents (59.7%) said that college learning always could affect their future life. 31.0% of the sample said that college learning often had an effect on their upcoming life. However, only 1.4% of the respondents seldom consider college learning as important for their later life. There were few respondents (.6%) who said that learning in college was never fruitful for their future life, while 7.3% of the respondents said that learning in college sometime to useful for further life.

In measuring students' commitment to college, the third item refers to the students' enjoyment during college time period. The data describes that less than half of the respondents (42%) always enjoyed in college. 33.2% often enjoyed during college timing, however there were only two percent of the respondents who seldom enjoy. Furthermore, only (1.7%) of the respondents never enjoyed in college, and, 21.1% of the respondents sometime enjoyed in college.

Table 4.1.3: *Student-Student Relationship in college*

<b>Student-Student Relationship</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students are kind and supportive of one another.	113(31.8)	191(53.8)	34(9.6)	16(4.5)	1(.3)
Students stop other students who are unfair or disruptive.	73(20.6)	139(39.2)	84(23.7)	41(11.5)	18(5.0)
Students get along well together most of the time.	98(27.5)	169(47.6)	62(17.5)	18(5.1)	8(2.3)

Note: F (%)

Table 4.1.3 illustrates the descriptive results of independent variable i. e Students-Students relationship. There were three indicators through which this variable was measured. The first item was students' cooperation to one another. The results showed that more than half (53.8%) of the respondents agreed that they were helpful to one another. While (31.8%) strongly agreed with the notion that students were kind and supportive to one another. Nevertheless, there were less than five percent of the respondents who disagreed that students in college were support and kind to one another while 9.6% of the respondents had no opinion on the mentioned item.

The second item measures respondents' view about the statement "students stop other students who are biased or disruptive". The findings showed that 39.2% of the respondents agreed that students try to stop those who were unfair with others, while 20.6% of the sample strongly agreed with the above mentioned statement. However,

11.5% of respondents disagree that students try to stop others who were partial, and 23.7% of the respondents who had no opinion on this statement.

The third item encompasses that students spent most of the time with friends. Less than half of the respondents (47.6%) agreed that students spent most of the time with their friends. 27.5% of the sample strongly agreed that students got along well together maximum of the time. Likewise, some of the respondents (17.5%) had no opinion on the above mentioned item while 5.1% of the respondents disagreed to the said notion that student spent time with their peers.

Table 4.1.4 *Student-Teacher Relationship in college*

<b>Student-Teacher Relationship</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teachers praise students more often than they criticize them.	102(28.7)	158(44.5)	62(17.5)	23(6.5)	10(2.8)
Teachers treat students fairly.	126(35.6)	156(43.9)	37(10.4)	26 (7.3)	10(2.8)
Teachers take the time to help students work out their differences.	114(32.1)	124(34.9)	52(14.6)	38(10.7)	27(7.7)

Note: F (%)

Table 4.1.4 illustrates the descriptive findings of student and teacher association in class room. The variable of student-teacher relationship was measured by three items. The first item showed that teachers praised student more than they criticized them. The findings unleashed that less than half of the respondents (44.5%) agreed that teachers praise the



students in college more than they criticize them. About 28.7% of the respondents strongly agreed that teachers mostly acknowledge student in class. Furthermore, some of the respondents (6.5%) disagreed with the above mentioned statement. Furthermore less than five percent of the respondents strongly disagreed with the said assumption.

The second item reflects the respondents' views about the statement "Teachers treat students fairly". The findings revealed that less than half of the respondents (43.9) agreed that there is no gap between teachers and students. Teachers treat students equally in the class. While (35.6%) of the sample strongly agreed with the statement that teachers treat them fairly. Likewise, some of the respondents (7.3%) strongly disagreed to the said notion about student- teacher attachment, and 10.4% of the respondents did not show their opinion and remained impartial.

The third item signifies that teachers help the students without any discrimination. The findings disclosed that most of the respondents (34.9%) agreed that instructors give them time equal in college. No priorities were given to any student in the college. 32.1% of the student reported that teachers take time to help student without any difference. Furthermore, some of the respondents (10.7%) disagreed that teachers help out on equality basis while a little percentage of the respondents (7.7%) strongly disagreed with the said conception.

Table 4.1.5: *Student-Administration Relationship in college*

<b>Student-Administration Relationship</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Administration has made a code of conduct for the students.	95(26.8)	167(47.0)	44(12.4)	29(8.2)	20(5.6)
Administration encourages students to report aggression cases of their fellow students.	73(20.6)	147(41.4)	77(21.7)	35 (9.8)	23(6.5)
Students feel free to ask for help from administration if there is a problem with a student.	88(24.8)	138(38.9)	60(16.9)	52(14.6)	17(4.8)
Administration takes strict actions against delinquents when students report violation of the code of conduct.	69(23.2)	151(42.5)	82(19.4)	38(10.7)	15(4.2)

Note: F (%)

Table 4.1.5 typifies the descriptive findings of dependent variable i.e. Student-Administration relationship in the respective colleges. The first item shows that the code of conduct for the students was implemented by the administration. The findings delineated that less than half of the respondents (47%) agreed that administration had made a code of conduct for the students. While 26.8% of the respondents strongly agreed that there were rules and regulations in college implemented by the administration.

Likewise, some of the respondents (8.2%) disagreed to the notion that administration had made a code of conduct for the students in corresponding colleges. Similarly, 21.1% of the respondents did not show their decision and remained neutral.

The second item includes that administration encourages students to report violent cases of their peers. The findings revealed that less than half of the respondents (41.4%) agreed that administration encourages student to report the violent cases while, 39.4% of the sample strongly agreed that college executive authority motivated students to report aggression cases of their fellows. However, some respondents (9.8%) disagreed with the notion that administration inspired sample to report violent cases of their friends. Furthermore, there were few respondents (6.5%) who strongly disagreed that management motivated respondent to report violent cases of their fellows.

The third item was that students can easily call for help from management if they face any problem in college. The data revealed that one third of the respondents (38.9%) agreed that they can freely ask for help to administration if they feel any problem in college. 24.8% strongly agreed to the fact that respondents can easily report their problem to the management while some of the respondents (14.6%) disagreed with the respective notion. Furthermore, less than five percent of the respondents strongly disagreed with the above mentioned assumption that they can freely ask for help regarding their problems from administration.

The last indicator of the said variable depicts that management takes strict action against offenders when students report violation of the regulations. Less than half of the respondents (42.5%) agreed that administration take strict action if someone is found in breaking the code of conduct. 23.2% of the respondents strongly agreed that organization

take severe action against delinquent behavior of the sample. Furthermore, some of the respondents (10.7%) disagreed with the said notion of administration reaction on violent behavior against respondents. In addition to this, less than five percent (4.2%) of the respondent strongly disagreed it the above mentioned item.

### **Social-Psychological Factors**

Table 4.1.6: *Social-Psychological Factors Empathy*

<b>Empathy</b>	<b>Always</b>	<b>Often</b>	<b>Sometime</b>	<b>Seldom</b>	<b>Never</b>
I can listen to others.	106(29.9)	172(48.5)	67(18.9)	5(1.3)	4(1.4)
I get upset when my friends are sad.	124(34.9)	127(35.8)	78(22.0)	12 (3.4)	14(3.9)
I trust people who are not my friends	81(24.8)	84(29.7)	102(20.7)	39(11.0)	49(13.8)
I am sensitive to other people's feelings, even if they are not my friends.	99(27.9)	104(33.3)	102(21.7)	24(10.8)	26(7.3)

Note: F (%)

Table 4.1.6 describes the descriptive results of independent variable i. e Social-Psychological factors. There were four items through which this variable was measured. The first item reflects the respondents' view about the statement "I can listen to others ". The data disclosed that little less than half of the respondents (48.5%) pinpointed that they often pay attention to others' opinions. While 29.9% of the respondents said that they always pay attention on others' views. Likewise, 1.3% and 1.4% seldom and never listen to others respectively. Similarly, 18.9% of the respondents some time listen to others.

The second item shows that respondents became distressed when their peers were unhappy. The findings of the data showed that one-third of the respondents (35.8%) agreed that they often become upset when their fellows seemed unhappy. 34.9% of the sample strongly agreed that they always got upset when their friends were sad. Furthermore, some of the students (3.9%) never feel upset, while a little number of the respondents (3.4%) seldom became unhappy when their peers were depressed while 22% of the respondents sometime feel upset when their friends are unhappy.

The third item indicates the respondents' level of trust on those who are not their friends. The findings showed that 29.7% of the respondents said that they often trusted those who were not their friends. Almost one fourth of the sample (24.8%) agreed that they always other students. Moreover, some of the respondents (13.8%) never trusted others who were not close to them, while (20.7%) of the respondents sometime and 11% of the respondents seldom trust others.

The fourth item shows the respondents' sensitive feeling towards other students who were unknown to them. One third of the respondents (33.3%) expressed that they often feel sensitive about other people. 27.9% of the sample always had the sensitive feelings for the students who were not their fellows while some of the respondents (10.8%) seldom, and 21.7%. of the respondents sometime feel sensitive about other people.

Table 4.1.7: *Social-Psychological Factors Self Esteem*

<b>Self Esteem</b>	<b>Always</b>	<b>Often</b>	<b>Sometime</b>	<b>Seldom</b>	<b>Never</b>
I am popular as other people of my age.	97(27.2)	117(33.0)	98(27.6)	24(6.8)	19(5.4)
I wish I were a different person.	102(27.8)	109(31.9)	85(23.9)	18(5.1)	40(11.3)
I feel like people pay attention to me at home.	135(38.0)	110(31.0)	84(23.7)	11(3.1)	15(4.2)
After my study, I will get a job I really want.	160(45.1)	102(28.7)	65(18.3)	18(5.1)	10(2.8)

Note: F (%)

Table 4.1.7 highlights the detailed findings of the independent variable i.e. Students' self-esteem. The variable was measured by four items. The first item indicates the respondents' thinking about themselves that they were popular like their age group people in the society. One third of the respondents (33%) reported that they often had confidence that they were popular among their age group members. 27.2% of the sample always thought to have the notion of their popularity among the same age group while some of the respondents (5.4%) never thought they are popular like others. In addition to this, 27.6% of the respondents sometime think of their popularity among others of their age group.

The second item exhibits that respondents hoped that they looked different from others. The findings illuminated that one third of the respondents (31.9%) reported that they often want to look different from others. 27.8% of the respondents said that they always want to show themselves different from others. Likewise, some of the respondents

(11.3%) never want to look different, 23.9% sometime, while 5.1% seldom want to look different.

The third item includes that students wanted to have people's attention at home. The findings revealed that one third of the respondents (38%) pinpointed that they always felt like people pay attention on them at home. Additionally,(31%)of the respondents replied that they often felt that people at home should pay attention on them. Less than five percent (4.2%) of the respondents never thought to have attention paid to them at home while 23.7% of the respondents sometimes like people act home to pay attention to them.

The fourth item as that the sample had a perception that they will get a job that they really want. The data disclosed that less than half of the respondents (45.1%) said that they always considered that they will get a job that they actually want. Around one fourth of the respondents (28.1%) often perceived that they will get a job according to their expectations. Moreover, less than ten percent of the respondents (5.1%) seldom saidthat they will get a job according to their expectations.

Table 4.1.8: *Social-Psychological Factors Social Support*

<b>Social Support</b>	<b>Always</b>	<b>Often</b>	<b>Sometime</b>	<b>Seldom</b>	<b>Never</b>
At college, there are adults I can talk to, who care about my feelings and what happens to me.	81(22.8)	107(30.1)	104(29.3)	18(5.1)	45(12.7)
At college, there are adults who help me with Practical problems like helping me get somewhere or helping with a project.	88(38.7)	118(33.2)	88(14.8)	21(5.9)	40(11.3)
There are people in my family I can talk to, who give good suggestions and advice about my problems.	151(42.5)	116(32.7)	63(17.7)	15(4.2)	10(2.8)
I have friends who help me in my problems like how to get somewhere, or help me with a job.	128(36.1)	107(30.1)	90(25.4)	17(4.7)	13(3.7)
Note: F (%)					

Table 4.1.8 represents the descriptive results of independent variable i. e student Social Support. There were four items through which this variable was measured. The first item was about students' perception that there was a group of adults in college with whom respondents can talk on every problem. The results show that one third of the respondents (30.1%) often accepted this assumption that at college level there were adults who care the feelings of the students and helped them, 22.8 % of the respondents always believed that there was a group of people at college level who facilitated the sample in every trouble. However, there were 12.7 % of the respondents who never believed



while 29.3% of the respondents sometime believed that at college level there were adults who care the feelings of the students and helped them.

The second item was about respondent's opinion regarding a group of people who cooperates with the students in every matter. The findings delineated that 38.7% of the sample said that above cited assumption was true. 33.2% of the respondents noted that sometimes there was group of adults available in college which often helped the students in practical and study related problems. Furthermore, some of the respondents (11.3%) never acknowledged that there was adult group in college which facilitated the sample in their problems while few respondents (5.9%) seldom acknowledged the group existence.

The third item signifies that there are some people at sample's home with whom they can talk and share their problems openly and then they get good pieces of advice from them. The findings elucidated that less than half of the respondents (42.5%) said that there were people in their family with whom they can always talk and share every problem and in response they supported them and give good suggestions. The second majority of the respondents (32.7%) observed that sometimes people at home often cooperate with them in their troubles. Moreover, some of the students (2.8%) said that they never find family member at their home with whom they can openly discuss their problems and they hope they will appreciate and give them positive suggestions. In addition to this, a little majority of the respondents (4.2%) said that they seldom find some people in their family with whom they can freely talk and tell their problems. In addition, few of the respondents (17.7%) sometime find people at home whom they can freely talk.

The fourth item considers that respondents have friends who help them in trouble and in future planning. The findings revealed that (36.1%) of the respondents said that they always perceive that their friends in college will help them in problems. The second majority of the respondents (30.1%) often observed that they had peers in institution who stand with them in every matter. One quarter of the respondents (25.4%) sometime observed, while 3.7% of the respondents never observed that they had friends in college who helped them in problems and in future planning.

## Family Factors

Table 4.1.9: *Positive-Parenting Practices of the students*

<b>Positive-Parenting Practices</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
When you are outside the home, parents make a call to you	221(62.3)	80(22.5)	37(10.4)	6(1.7)	11(3.1)
They Give you a wink or smile	127(35.8)	138(38.9)	68(19.2)	12(3.4)	10(2.7)
Say something nice about it praise or approval	122(34.4)	120(33.8)	86(24.2)	10(2.8)	17(4.8)
Give you a hug, pat on the back, or kiss for it	94(26.4)	105(34.6)	110(25.0)	22(6.2)	24(6.8)
Give you some reward for it, like present, extra money or something special to eat	90(25.4)	108(30.4)	97(27.3)	32(9.0)	28(7.9)
Give you some special privilege such as staying up late, watching TV, or doing some special activity	43(12.1)	104(29.3)	111(11.3)	41(31.5)	56(15.8)
Do something special together, such as going to the movies, playing a game, or going somewhere special	57(16.1)	104(29.3)	104(19.3)	36(10.1)	54(25.2)

Note: F (%)

Table 4.1.9 typifies the descriptive findings of independent variable i.e. students and their parents associations. The variable was measured by seven items. The first item shows if the parents of the respondents make them a call when they are out of home. The findings delineated that more than half of the respondents (62.3%) said that their parents always

make them a call when they are out of home. 22.5% of the respondents said that their parents often make them a call when they are out of home. Likewise, less than five percent of the respondents (3.1%) said that their parents make a telephone call when they were not at home. Similarly, 1.7% of the respondents seldom said that their parents make them a call when they are outside from home.

The second item shows that respondents received wink or smile from their parents when they came back home. The findings unleashed that around one third of the respondents (38.9%) often receive kiss or smile from parents when they returned their home. While (35.8%) of the respondents always received wink or smile from their family members when they came back home. Furthermore, some of the respondents (3.4%) seldom received kiss after they return home. In addition to this, 2.7% of the respondents never and 19.2% sometime receive kiss when they return home.

The third item shows the respondents' view about the statement "Say something nice about it; praise or approval". The data illuminated that around one third of the respondents (34.4%) always felt that their family members appreciated and supported them. 33.8% of the respondents often observed that their parents say something nice when they returned home. Likewise, very few of the students (4.8%) never while, some of the respondents (24.2%) sometimes and 2.8% seldom receive sometime nice when they return home.

The fourth item indicated that their parents give them hug or pat on the back if students do good job in college. The data disclosed that majority of the respondents (34.6%) often received love or pat on the back from their family members when performed well. Around one fourth of the respondents (26.4%) claimed that they always get hug from

parents when they achieve something in college. Moreover,(6.8%) of the respondents strongly disagreed that they get any sort of love from their family members after achievements in study.

The fifth item indicated that the sample gets reward from the parents in the form of extra money or something special for eating when they get any position in study. The findings clarified that 34.4% of the respondents often receive some extra benefits from the family after good performance in the college. 25.4% of the respondents always perceivesome extra treats from their parents after having any award from institute. Moreover, nine percent of the respondents replied that they seldom receive extra money or special gift from their family members when they returned home after achieving any medal. In addition to this, 7.9% of the respondents neglected the said assumption.

The sixth item indicates that the parents give sometime relaxation to their children like sitting late night or watching TV late night with them. The findings clarify that (31.5%) of the respondents said that their parents seldom give them time to sit late night or watch TV late night. About (29.3%) of the respondents observed that their family members often give them some extra privileges such as staying up late or do some special activities. Moreover, some of the respondents (12.1%) replied that they always receive such kinds of nobilities from their parents. In addition to this,(11.3%) of the respondents observed that their family members sometime give them some extra privileges.

The last item implies that that the respondents went outside home for watching movies, playing games or arranges get together parties with their parents. The findings unleashed that majority of the respondents (29.3%) described that often they arrange gathering functions or go to cinemas for watching movies with their family members. One fourth of

the sample (25.2%) ignored that their parents arrange any special function or go outside the home for refreshment. Furthermore, some of the respondents (16.1%) always go outside home for gathering or enjoyment with their family members. While some of the respondents (10.1%) seldom perceived with the said assumption about gathering and outing with their parents.

## Community Factors

Table 4.1.0: *Neighborhood and students relationship*

<b>Neighborhood Cohesion</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
People on this block share the same values.	66(18.7)	189(53.2)	63(17.7)	26(7.3)	11(3.1)
If there is a problem on this block, people of my block try to solve it through communal support.	77(21.6)	158(44.5)	62(17.5)	45(12.7)	13(3.7)
People of my block want the development of community.	98(27.6)	145(40.8)	71(20.0)	29(8.2)	12(3.4)
Occasionally, I visit with neighbors inside their homes.	65(18.4)	151(42.5)	74(20.8)	41(11.5)	24(6.8)
Occasionally, my neighbors visit with me inside my home.	75(21.2)	151(42.5)	66(18.6)	37(10.4)	26(7.3)

Note: F (%)

Table 4.1.0 illustrates the descriptive findings of community factors i.e. respondents' relationship with their neighborhoods. The variable of neighborhood cohesion was measured by five items. The first item shows that people on the same block share the same values. The findings unleashed that little more half of the respondents (53.2%)

agreed that their neighbors had the same values like them. 18.7% of the respondents strongly agreed that people in their community shared same standards. Furthermore, less than five percent of the respondents (3.1%) strongly disagreed that people in their neighbors' practice same values like other community members. Similarly,(7.3%) of the respondents disagreed that they had same values in their surroundings.

The second item reflects that people in respondents' community have unity means if there is a problem in their block people cooperates with each other to solve the problem. The findings revealed that less than half of the respondents (44.5%) agreed that people were united in their community, if there is any problem in the block people try to solve through communal support. 21.6% of the sample strongly agreed with the statement that people in the blocks have unity and they solve the community problems through the support of community members. Likewise, 3.7% of the respondents strongly disagreed to the said notion about the unity among community members.

The third item indicates that people of respondents' block want the development of community. The data revealed that less than half of the respondents (40.8%) agreed that people of their community want to advance the community. Around one fourth of the respondents (27.6%) strongly agreed that member of their community try to develop the area. Furthermore, less than five percent (3.4%) of the respondents strongly disagreed with the above mentioned statement. While 20% of the students had no opinion about if the people of their block want to develop the community.

The fourth item indicates results about respondents occasionally visit neighbors' home. The data revealed that less than half of the respondents (42.5%) agreed that they sometime visited neighborhood home. About (20.8%) of the respondents had no opinion

on above cited item. Furthermore, less than ten percent (6.8%) of the respondents strongly disagreed that they visit their neighbors' home. While of the respondents (11.5%) strongly agreed that they visit their neighbor's home.

The fifth item indicates the respondents' view about the statement "occasionally, my neighbors visit with me inside my homes". The findings revealed that less than half of the respondents (42.5%) agreed that neighbor's visit inside sample home. 21.2% of the sample strongly agreed that their neighbor's visit inside respondents homes sometimes. Likewise, some of the respondents (7.3%) strongly disagreed with the notion that "occasionally, my neighbors visit with me inside my homes" while 18.6% of the respondents did not show their opinion and remained neutral.



## Violent Behavior

Table 4.1.1: *Bullying violent behavior of the respondents*

<b>Bullying</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
I teased other students.	31(8.8)	48(13.5)	97(27.3)	65(18.3)	114(32.1)
I said things about other students to make other students laugh (made fun of them).	51(14.5)	69(31.4)	113(19.8)	53(10.9)	69(23.4)
I called other students by bad names.	22(6.2)	37(10.4)	86(24.2)	55(15.5)	155(43.7)
I threatened to hit or hurt another student.	17(4.8)	22(6.2)	61(17.2)	50(14.1)	205(57.7)

Note: F (%)

Table 4.1.1 illustrates the detailed results of the dependent variable i.e. violent behavior of the students. This variable was calculated by four aspects. The first item was about the sample teased others fellows. The findings demonstrated that one third of the respondents (32.1%) believed that they never tease their peers. 27.3% of the sample said they sometime tease their peers. Some students (13.5%) said that they often tease other companions. In addition to this, less than ten percent of the respondents (8.8%) described that they always bothered their friends.

The second statement was that “they tell things about other students to make rest of the students laugh. The findings revealed that majority of the respondents (31.4%) noted that often they say things about other fellows to make fun of them. 23.4% of the respondents never tell things to other about their friends for laughing or making fun of them.

Moreover, some of the respondents (14.5%) replied that they always do such type of actions. Some of the respondents 19.8% sometimes take such action.

The third item includes that students call their peers with bad names. The findings revealed that less than half of the respondents (43.7%) believed that they never call their friends by bad names. 24.2% of the students sometimes call; furthermore, some of the respondents (15.5) seldom call their friends with bad names. While (6.2%) said that they always call their fellows with bad names.

The fourth item indicates view about the statement "I threatened to hit or hurt another student" The findings clarify that more than half of the respondents (57.7%) rejected that they threatened to hit or hurt other friends. 14.1% of the respondents said that they seldom wounded other fellows. Moreover, less than five percent of the respondents (4.8%) said that they always exposed or hurt other peers. In addition to this, 17.2% of the respondents sometimes hurt other peers.

Table 4.1.12: *Delinquency violent behavior of the respondents*

<b>Delinquency</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
I carried a hidden weapon to hit someone.	18(5.1)	17(4.8)	37(10.4)	36(10.1)	247(69.6)
I damaged, destroyed or marked up someone else's property on purpose.	14(3.9)	18(5.2)	41(11.5)	41(11.5)	241(67.9)
I made obscene telephone calls, such as calling someone and saying dirty things.	21(5.9)	22(6.3)	48(13.5)	53(14.9)	211(59.4)
I avoided paying for things, like taking bus rides without fare.	43(12.1)	28(7.9)	72(20.3)	45(12.7)	167(47.0)
I set fire on purpose or tried to set fire to a house, building, or car.	12(3.5)	18(5.1)	68(19.2)	37(10.4)	220(62.0)
I went into or tried to go into a building to steal something.	17(4.8)	30(8.5)	48(13.5)	38(10.7)	222(62.5)

Note: F (%)

Table 4.1.10 illustrates the descriptive findings of dependent variable i.e. delinquent behavior of the students. The variable was measured by six items. The first item was that sample carries a hidden weapon to hit someone. The data disclosed that vast majority of the respondents (69.6%) pinpointed that they never carried a secreted deterrent to hit someone, while (10.1%) of the respondents seldom carry out a hidden weapon to attack someone. Likewise, some of the respondents (5.1%) always carry a hidden weapon to hit someone. In addition to this, 10.4% of the respondent sometime and 4.8% often carry hidden weapon to hit someone.

The second item shows that if the respondents try to damage or destroy the property of someone like (stole a pen, book, notes bag etc.). The data findings showed that vast majority of the respondents (67.9%) said they never practiced such kind of behavior with their friends in or outside the college. Furthermore, some of the respondents (3.9%) always try to damage or destroy the other fellows' property while less than ten percent of the respondents (5.2%) often experienced above cited statement that is "I damaged, destroyed or marked up somebody else's property on purpose".

The third item indicates that students made obscene telephone calls, such as calling someone and saying dirty things. The findings showed that majority of the respondents (59.4%) never made an obscene call to their fellows and they did not use vulgar language during telephonic talk. 14.9% of the respondents seldom made obscene call to their peers and said dirty things in telephonic conversation. Moreover, some of the respondents (5.9%) use dirty language during telephonic conversation with their friends. While (13.5%) of the respondents sometime made obscene call and use dirty language.

The fourth item considers that sample avoid paying bus fare when they are going for outing. The findings revealed that less than half of the respondents (47%) had never taken bus journeys without fare; they always pay the bus fare when they go for any trip outside the college. In addition to this, 12.2% of the respondents seldom avoid bus fare when they visit outside places for enjoyment. Furthermore, few of the respondents (7.9%) often avoided paying public vehicles charges when they go travel, while 20.3 percent of the respondents sometimes avoid bus fare when they go out.

The fifth item presents students views about the statement “I set fire on purpose or try to set fire to a house, building, or car” .The data revealed that majority of the respondents (62%) never set on fire someone’s house, building, car on purpose to damage their property. Furthermore less than five percent of the respondents (3.5%) always try to set on fire others property to damage or destroy. In addition to this, (5.1%) of the respondents often set on fire purpose to damage the property of others.

The sixth item reflects that respondents try to enter inside the other people home to steal something. The data showed that majority of the respondents (62.5%) said they go inside home of other people or steal something. Some of the respondents (4.8%) always try to enter buildings for stealing something. Moreover, less than ten percent of the students (8.5%) replied that they often try to get into buildings to steal something while few of the respondents (4.8%) always try to enter inside the houses to steal something. In addition to this, 13.5%of the respondent sometimes try to enter inside the houses to steal something..

Table 4.1.13: *Fighting violent behavior of the respondents*

<b>Fighting</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
I hit back when someone hit me first.	103(29.0)	59(16.6)	73(20.6)	35(9.9)	85(23.9)
I involve other students while fight happens somewhere.	45(13.6)	51(14.4)	84(23.7)	45(11.7)	130(36.6)
I pushed or shoved other students when I get angry.	36(10.1)	57(16.1)	86(24.2)	59(16.6)	117(33.0)
I slapped or kicked someone when they don't hear me.	21(5.9)	45(12.7)	82(23.1)	51(14.4)	156(43.9)
I threw something at someone to hurt them.	20(5.6)	44(12.4)	78(22.0)	49(13.8)	164(46.2)
I beat those people who look like my enemies.	29(8.2)	40(11.3)	70(19.7)	58(16.3)	158(44.5)
I beat the opponents' group members when they make fun of my peer group.	41(11.6)	35(9.9)	90(25.4)	56(15.8)	133(37.5)
I broke others' property while fighting.	27(7.6)	26(6.9)	54(15.2)	46(13.0)	202(57.3)
Note: F (%)					

Table 4.1.13table reveals the descriptive findings of the dependent variable i.e.students fighting behavior with other friends. The variable was measured by eight items. The first item includes that students' hit back others when they hit them first. The findings unleashed that 29% of the respondents said their reaction was always severe when someone try to fight with them. Furthermore, some of the respondents (16.6%) often respond when their peers try to hit them first. In addition this, little less than quarter of

the respondents (23.9%) rejected the notion that they hit back when someone hit them first however some of the respondents (20.6%) sometime hit back.

The second item includes the respondents' involvement in fighting. The data revealed that little more than one third of the respondents (36.6%) never get involved in other students' fighting. 23.7% of the respondent's sometime get involved. Likewise, some of the respondents (14.4%) often try to involve themselves in other students' fighting. In addition to this, 12.7% of the respondents always tries to enter in fighting in their surroundings.

The third item includes that students shows their anger behavior in front of other fellows. The findings revealed that one third of the respondents (33%) never pushed or showed their angry behavior with other peers while some of the respondents (16.1%) often showed angry behavior with their friends. Likewise, few of the respondents (10.1%) always pushed other fellows when they feel irritation. In addition to this, 24.2% of the respondents sometime show their angry behavior.

The fourth item shows that respondents kicked or slapped fellows when they do not concentrate on their conversations. The data revealed that less than half of the respondents (43.9%) never kicked or slapped other fellows when they did not listen to them with full concentration. 23.1% of the respondents sometime, while 12.7% of the respondent often kicked their peers when they did not hear them. In addition to this, (5.9%) of the respondents always slapped their friends when they were not listening them.

The fifth item indicates that students throw something on someone to hurt them. Less than half of the respondents (46.2%) never throw something on others to hurt them. In

addition to this, some of the sample (12.4%) often pitched something on others to make them upset. Furthermore, less than ten percent of the respondents (5.6%) always throw something on others to hurt them. There were 22% of the respondents who sometime throw something on others to hurt them.

The sixth item indicates students' views about the statement i.e. "I beat those who look like my enemies". The data disclosed that less than half of the respondents (44.5%) rejected that they beat those people who used to look like their enemies. About(19.7%) of the respondents sometime beat those people who looking similar to their rivals. Moreover, some of the respondents (11.3%) often try to fight those people who look like their opponents. In addition to this,8.2% of the respondents always beat those who resemble with their enemies.

The seventh item shows that the respondents beat the opponent group members when they make fun of their friends. The findings clarifies that (37.5%) of the respondents never fight those groups who laugh on their peers. Moreover, some of the respondents (11.6%) always quarrel with those who make fun of their peers. Moreover, some of the respondents (9.9%) often fight with those opponent group members who used to make fun of their friends. In addition to this, 15.8% of the respondents seldom practiced above mentioned assumption

The last item states that student's break others' property while fighting. The data revealed that more than half of the respondents (57.3%) reported that they damage other property during fight. Furthermore,7.6% of the respondents reported that they always break others' property while they are in action with opponent group. Moreover, few of the respondents



(6.9%) stated that they always destroy others' property during fight while some of the respondents (15.2%) sometime destroy other's property.

## **Inferential Analysis**

Inferential statistics is used to check the association between different variables. In such kind of analysis, researchers usually use the correlation bivariate test to check the relationship between dependent and independent variable in research.

## **Correlational Analysis**

### **Relationship between positive parental practices and bullying as a violent behavior among college students**

**Null Hypothesis:** There is no inverse relationship between positive parental practices and bullying violent behavior among college students.

**Alternate Hypothesis:** There is an inverse relationship between positive parental practices and bullying violent behavior among college students.

***Table 1: Relationship between Positive Parental Practices and Bullying as a violent Behavior among College Students***

		Positive Parental Practices
	Pearson Correlation	-0.002**
Bullying	N	355

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 1 depicts that the correlation between perception of students regarding positive parental practices with bullying as a violent behavior were negative ( $r = -0.002^{**}$   $p < .001$ ). These statistics imply that positive parental practices was inversely related to bullying as

a violent behavior. By implication, changes in parental practices among college students were likely to have a corresponding effect on bullying violent behavior and the reverse is also true. Moreover, there will be a higher tendency to commit violence (bullying) whenever, there will be a low level of positive parental practices.

**Relationship between Social Support and Bullying as a Violent Behavior among Youth at College Level**

**Null Hypothesis:** There is no inverse relationship between social support and bullying violent behavior among college students.

**Alternate Hypothesis:** There is an inverse relationship between social support and bullying violent behavior among college students.

*Table 2: Relationship between Social Support and Bullying as a violent behavior among youth at college level*

		Social Support
Bullying	Pearson Correlation	-0.006 **
	N	355

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 2 reveals that observation of students regarding social support in their social life and delinquent violent behavior had negative correlation ( $r=-0.006^{**}$   $p<0.0001$ ). These statistics suggest that social support was inversely related to bullying as a violent behavior. By implication, changes in social support among college youth were likely to

have a corresponding effect on bullying violent behavior and the reverse is also true. Furthermore, there will be a higher tendency to commit violence (bullying) whenever, there will be weak social ties among students.

**Relationship between Bullying as a violent behavior and Students Empathy at college levels**

**Null Hypothesis:** There is no inverse relationship between students' empathy and bullying violent behavior among college youth.

**Alternate Hypothesis:** There is an inverse relationship between students' empathy and bullying violent behavior among college students.

***Table 3: Relationship between Bullying as a violent behavior and Students Empathy at college levels***

		Social Support
	Pearson Correlation	-0.031 **
Bullying	N	355

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 3 shows that the correlation between perception of students about social support with bullying as a violent behavior was negative ( $r = -0.031^{**}$   $p < .001$ ). These statistics imply that social support was inversely related to bullying as a violent behavior. By implication, changes in social support among college students were likely to have a corresponding effect on bullying violent behavior and the reverse is also true. Moreover,

there will be a higher tendency to commit violence (bullying) whenever, there will be a low level of social support.

**Relationship between Students' Commitment to College and Bullying as a violent behavior among college students**

**Null Hypothesis:** There is no inverse relationship between students' commitment to college and bullying as a violent behavior among college youth

**Alternate Hypothesis:** There is an inverse relationship between students' commitment to college and bullying violent behavior among college students.

***Table 4: Relationship between Students' Commitment to College and Bullying as a violent behavior among college students***

		Students' Commitment to College
Bullying	Pearson Correlation	-0.018**
	N	355

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 4 shows that the correlation between commitment of students with college and bullying as a violent behavior was negative ( $r = -0.018^{**}$   $p < .001$ ). These statistics imply that students' commitment to college was inversely related to bullying as a violent behavior. By implication, changes in youth commitment to college were likely to have a corresponding effect on bullying violent behavior and the reverse is also true. Moreover,

there will be a higher tendency to commit violence (bullying) whenever, there will be a low level of students' commitment to college.

**Relationship between Delinquency as a violent behavior among college youth and Positive Parental Practices**

**Null Hypothesis:** There is no inverse relationship between positive parental practices and delinquent violent behavior among college students.

**Alternate Hypothesis:** There is an inverse relationship between positive parental practices and delinquent violent behavior among college students.

*Table 5: Relationship between Delinquency as a Violent Behavior among college youth and Positive Parental Practices*

		Positive Parental Practices
Delinquency	Pearson Correlation	-0.013**
	N	355

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 5 depicts that the correlation between perception of students regarding positive parental practices with delinquency as a violent behavior was negative ( $r = -0.013^{**}$   $p < .001$ ). These statistics imply that positive parental practices were inversely related to delinquency as a violent behavior. By association, changes in parental practices among college students were likely to have a conforming effect on delinquent violent behavior and the reverse is also true. Moreover, there will be a higher tendency to commit violence (delinquency) whenever; there will be a low level of positive parental practices.

**Relationship between Self Esteem and Delinquency as a violent behavior among college youth**

**Null Hypothesis:** There is no inverse relationship between students' Self-Esteem and Delinquent as a violent behavior among college students.

**Alternate Hypothesis:** There is an inverse relationship between Students' Self Esteem and Delinquency violent behavior among college youth.

*Table 6: Relationship between Self Esteem and Delinquency as a violent behavior among college youth*

		Self Esteem
Delinquency	Pearson Correlation	-0.018**
	N	355

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 6 reveals that the correlation between perception of students regarding respondents' self-esteem with delinquency as a violent behavior was negative ( $r = -0.018^{**}$   $p < .001$ ). These results imply that students' self-esteem was inversely related to delinquency as a violent behavior. By implication, changes in self-esteem among college youth were likely to have a corresponding effect on delinquent violent behavior and the reverse is also true. Moreover, there will be a higher tendency to commit violence (delinquency) whenever; there will be a low level of students' self-esteem.

**Relationship between Delinquency as a violent behavior and Students' Commitment to College**

**Null Hypothesis:** There is no inverse relationship between students' commitment to college and delinquent as a violent behavior among college youth.

**Alternate Hypothesis:** There is an inverse relationship between students commitment to college and delinquency violent behavior among college students.

*Table 7: Relationship between Delinquency as a violent behavior among college students and Students' Commitment to College*

		Students' Commitment To College
Delinquency	Pearson Correlation	-0.009**
	N	355

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 7 reveals that the correlation between perception of students regarding respondents' commitment to college with delinquency as a violent behavior was negative ( $r = -0.009^{**}$   $p < .001$ ). These results imply that students' commitment to college was inversely related to delinquency as a violent behavior. By implication, changes in students' commitment to college among college youth were likely to have a corresponding effect on delinquent violent behavior and the reverse is also true.



Moreover, there will be a higher tendency to commit violence (delinquency) whenever;  
there will be a low level of students' commitment to college.

## **CHAPTER FIVE**

### **Finding, Conclusion and Suggestions**

#### **5.1: Major Findings**

- Little more than half of the respondents (51.8%) strongly agreed that college work assigned to them is meaningful and significant for them and little less than half of the respondents (49.3%) were between the age category of 19-21, whereas fifty five percent of the respondents belonged to nuclear families.
- Sixty percent of the respondents strongly agreed that college learning could affect their future life.
- Little more than half (53.8%) of the respondents agreed that they were helpful to one another.
- Less than half (47.6%) of the respondents believed that students spent most of the time with their friends.
- Less than half of the respondents (44.5%) pointed that teachers praise the students in college more than they criticize them.
- Forty seven percent of the respondents strongly agreed that administration had made a code of conduct for the students. While, less than half of the respondents (41.4%) agreed that administration encourages student to report the violent cases.
- Little more than one third of the respondents (38.9%) agreed that they can freely ask for help to administration if they feel any problem in college.
- Forty three percent of the respondents agreed that administration take strict action if someone found in breaking the code of conduct.

- Little less than half (48.5%) of the respondents often observed that they pay attention on others' opinions.
- Almost one third of the respondents (35.8%) agreed that they become upset when their fellows seemed unhappy
- Thirty three percent of the respondents agreed that they have confidence they are popular among their age group members.
- A little number of the respondents (31.9%) reported that they want to look different from others.
- Thirty eight percent of the respondents strongly agreed that they always feel like people pay attention on them at home.
- Little less than half of the respondents (45.1%) strongly agreed that they always consider they will get a job they actually want.
- Thirty percent of the respondents often accepted that at college level there were adults who care the feelings of the students and help them.
- Less than half of the sample (38.7%) strongly agreed that sometimes there were group of adults available in college which help the students in practical and study related problems.
- Less than half (42.5%) of the respondents strongly agreed that there are people in their family with whom they can talk and share every problem and in respond they support them and give good suggestions.
- Thirty six percent of the respondents agreed that they perceived that there are friends in college who helped in problems.

- Most of the respondents (62.3%) strongly agreed that their parents always make them a call when they are out of home.
- One third of the respondents (34.4%) always feel that their family members appreciate and support them.
- Less than half of the respondents (34.6%) always receive love or pat on the back from their family members when perform well.
- Little number of the respondents (30.4%) often receive some extra benefits from the family after good performance in the college.
- Thirty percent of the respondents' family often arrange gathering or functions go to cinemas for watching movies with their family members.
- More than half (53.2%) of the respondents agreed that their neighbors share same values like them.
- Forty five percent of the respondents agreed that people are united in their community, if there is any problem in the block, people try to solve through communal support.
- Less than half of the respondents (31.4%) often said that they tell things about other fellows to make fun of them. Moreover, some of the respondents (14.5%) always do such type of actions.
- Twenty nine percent of the respondents reaction was always severe when someone tries to fight with them.
- More than half (57.3%) of the respondents always try to damage other's property during fight.

## **Conclusion**

Numerous factors contribute to the relative risk for the development of violence and no single factor is associated with all aggression or provides absolute prediction. Assessing the youth potential, violent behavior requires an organized approach that draws our attention towards having our familiarity with all possible factors involved in violent behavior among youth. Aggressive behavior is a product of multiple factors operating on many levels in the absence of protective factor which affects youth largely within the context of their environment and experiences. The present study was aimed to explore all possible social factors involved in creation of violent behavior among youth.

The current study was an effort to understand the reasons for the said cause. This will ultimately be very helpful in understanding the factors that affect the behavior of individuals in Pakistani society and to formulate the strategies to tackle them accordingly. Studies utilizing multiple factors provide stronger prediction of violence and demonstrate the interaction and increased cumulative risk of these influences. The research work was carried out to assess various factors behind male youth violent behavior among college students in the study areas. The current study indicated that no single factor or unique situation causes an individual to engage in violent behavior. The information considered for this research focused on violence defined as physical or any other type of violent behavior toward other individuals.

This research provides specific information about some of the very early risk factors for violent behavior studies of the respondents confirmed the popular impression that youth violence is more common in urban and impoverished neighborhoods. The respondents

were strongly agreed that the various factors were responsible for the violent behavior among the youth that included the peer groups, individuals' self-esteem and self-efficacy but the most important factor was the peer group influence for the promotion of violent behavior among youth. The study showed a strong correlation of the research findings with the sociological theory of deviance particularly it showed the similarities with the 'Differential Association Theory' that was presented by 'Edwin Sutherland' which stated that different sorts of associations actually have a great influence in shaping the individuals' behaviors and study results were found aligned with the said theory.

When asked for the role of parental attachment in shaping youth behavior, the respondents were of the view that has an important role in shaping youth behavior as the weaker attachment to parental care leads towards having a more aptitude for the violent behavior among youth in the selected study areas. The family environment is the intimate system wherein development is shaped. There is ample empirical evidence demonstrating the pivotal role of consistent parental discipline in preventing early patterns of aggressive behavior among youth.

The study has found that youth who do not have consistent and positive interaction with parents or other responsible adults are more likely to develop violent behavior. In addition, abuse or neglect and exposure to high levels of marital and family conflict make violent youth behavior more likely. Youth who have friends, siblings or other close relatives who are involved in violent behavior are also at higher risk. There is a need to develop the strategies accordingly in order to tackle the situation in order to have conformity in the youth of Pakistani society.

## **Recommendations**

After concluding the results of the study following recommendations were elaborated to prevent the male youth violent behavior in Punjab.

1. Violent behavior is purposely usage of power or physical force which threaten or is against other person or community which causes injury, death, psychological harm, mal development or deprivation. Importance of parenting practices, parental child attachment for prevention of delinquency among youth is the key to bring peace in society. The attitude of youth according to norms depends on the socialization towards peace in society. The core theme in the prevention of anger, bullying through family management is to bring youth into such a behavior which is accepted and expected in society. Family management and college environment could ultimately foster the non violent behavior through socialization.
2. Other important factor of male youth violent behavior is neighborhood cohesion and community. The people should be aware of the working, living and studying together for mutual understating. The best way to bring them into cohesion is to involve them in seminars, workshops and training sessions. Thus, engagement of the youth in seminars, and workshop for prevention of anger, bullying and delinquent behavior will motivate them to work with others and for others.
3. In the view of thefamily management, neighborhood cohesion, college environment and self esteem, Government should not only give code of ethics to the people concerning different educational and non educational institutes but there must be implementation for promotion of patience and non-violent behavior. It must not be limited to the educational institutes but there must be parental

support in terms of education, recreational activities and rewards for their better and good acts of children and particularly youth. In this way, not only male youth but overall people in society will be socialized to play their role for peace and integration in society.



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**International Islamic University Islamabad**  
**Department of Sociology**



**Male Youth Violent Behavior: A Survey of College Students' at Three Districts of Punjab**  
**(Interview Schedule)**

**Supervisor**

**Researcher**

*Dr. Muhammad Babar Akram*  
*Zaheer Abbas*

*Mr.*

Note: This interview is a part of data collection process which is being conducted for a study on Male Youth Violence. This research study is being conducted under the supervision of Dr. Muhammad Babar Akram, Assistant Professor (Sociology) IIUI, and will be reported as dissertation of MS Sociology. It is purely an academic exercise. Therefore, your factual responses are requested. The researcher ensures that all information will be kept confidential. However, if any information is required then please feel free to contact researcher at [zaheermaher92@yahoo.com](mailto:zaheermaher92@yahoo.com).

Q. No	Variable	Response
<b>Demographic Information</b>		
1.	College Name	
2.	Area of your residence	
3.	Age (in completed years)	
4.	Nature of Family	Nuclear <input type="text"/> Joint <input type="text"/> Extended <input type="text"/>
5.	Total Number of Siblings (included you)	
6.	Estimated Monthly Family Income (In rupees)	
<b>Background Variables</b>		
7.	Fathers Education	Not able to read and write <input type="text"/> Able to read and write <input type="text"/> Primary <input type="text"/> Middle <input type="text"/> Matriculation <input type="text"/> Graduation <input type="text"/> Post Graduation and above <input type="text"/>
8.	Mothers Education	Not able to read and write <input type="text"/> Able to read and write <input type="text"/> Primary <input type="text"/>

		Middle	<input type="text"/>
		Matriculation	<input type="text"/>
		Graduation	<input type="text"/>
		Post Graduation and above	<input type="text"/>
9.	Percentage/ Division in Last Degree	Metric	FA
10.	Fathers Occupation		

<b>College Factors</b>					
<b>Q. NO.11 Students' Commitment to College</b>					
How often do you feel that the college work you are assigned is meaningful and important?	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
How important do you think the things you are learning in college are going to be for your later life?					
How often do you enjoy being in college?					
<b>Q. NO.12 Student-Student Relationship</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Students are kind and supportive of one another.					
Students stop other students who are unfair or disruptive.					
Students get along well together most of the time.					
<b>Q. NO.13 Student-Teacher Relationship</b>					
Teachers praise students more often than they criticize them.					
Teachers treat students fairly.					
Teachers take the time to help students work out their differences.					
<b>Q. NO. 14 Student-Administration Relationship</b>					
Administration has made a code of conduct for the students.					
Administration encourages students to report aggression cases of their fellow students.					
Students feel free to ask for help from administration if there is a problem with a student.					
Administration takes strict actions against delinquents when students report violation of the code of conduct.					
<b>Social-Psychological Factors</b>					
<b>Q. NO. 15 Empathy</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
How often would you make the following statements?					
I can listen to others.					
I get upset when my friends are sad.					
I trust people who are not my friends.					
I am sensitive to other people's feelings, even if they are not my friends.					
<b>Q. NO.16 Self Esteem</b>					

I am popular as other people of my age.					
I wish I were a different person.					
I feel like people pay attention to me at home.					
After my study, I will get a job I really want.					
<b>Q. NO. 17 Social Support</b>					
At college, there are adults I can talk to, who care about my feelings and what happens to me.					
At college, there are adults who help me with practical problems, like helping me get somewhere or helping with a project.					
There are people in my family I can talk to, who give good suggestions and advice about my problems.					
I have friends who help me in my problems, like how to get somewhere, or help me with a job.					

<b>Family Factor</b>					
When you have done something that your parents like or approve of, how often does your parents ...					
<b>Q. NO. 18 Positive Parenting Practices</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
When you are outside the home, parents make a call to you?					
They Give you a wink or smile?					
Say something nice about it; praise or approval?					
Give you a hug, pat on the back, or kiss for it?					
Give you some reward for it, like present, extra money or something special to eat?					
Give you some special privilege such as staying up late, watching TV, or doing some special activity?					
Do something special together, such as going to the movies, playing a game, or going somewhere special?					
<b>Community Factor</b>					
<b>Q. NO. 19 Neighborhood Cohesion</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
People on this block share the same values.					
If there is a problem on this block, people of my block try to solve it through communal support.					
People of my block want the development of community.					
Occasionally, I visit with neighbors inside their homes.					
Occasionally, my neighbors visit with me inside my home.					



### Violent Behavior

Choose how many times you did this activity or task in the last three months. In the last one month.....

Q. NO. 20 Bullying	Always	Often	Sometimes	Seldom	Never
I teased other students.					
I said things about other students to make other students laugh (made fun of them).					
I called other students bad names.					
I threatened to hit or hurt another student.					
<b>Q. NO. 21 Delinquency</b>					
I carried a hidden weapon to hit someone.					
I damaged, destroyed or marked up somebody else's property on purpose.					
I made obscene telephone calls, such as calling someone and saying dirty things.					
I avoided paying for things, like taking bus rides without fare.					
I set fire on purpose or tried to set fire to a house, building, or car.					
I went into or tried to go into a building to steal something.					
<b>Q. NO. 22 Fighting</b>					
I hit back when someone hit me first.					
I involve other students while fight happens somewhere.					
I pushed or shoved other students when I get angry.					
I slapped or kicked someone when they don't hear me.					
I threw something at someone to hurt them.					
I beat those people who look like my enemies.					
I beat the opponents' group members when they make fun of my peer group.					
I broke others' property while fighting.					