

**THE STATE OF YOUTHS ATTITUDE TO THE EXPOSURE OF
VIOLENCE IN EAST HARARGE ZONE, HARAMAYA.**

MA THESIS

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We hereby certify that we have read and evaluated this thesis entitled “**The State of Attitudes to The Exposure of Violence in East Harargezone, Oromia regional state**” prepared under our guidance by Abdunasir Mohammed Ali. We recommended that it be submitted as fulfilling the thesis requirement.

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DEDICATION

I dedicated this thesis to my wife Rahana Mohammad for her especially encouraging me and to my children for being my motivation in life. I also dedicate this work to my family for their patience and for their support with me throughout my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. Any scholar matter that is included in the thesis has been given recognition through citation. This Thesis has been submitted in partial fulfillment of the requirement for an MA degree at Haramaya University and deposited at the university library to be made available to borrowers under the rules of the library. I seriously declared that this thesis must not be submitted to another institute anywhere for the award of any academic degree, diploma or certificate. Brief quotations from this thesis are allowed without special permission provided that accurate and complete acknowledgment of the source is made. Request for permission for extended quotations from or reproduction of this manuscript in whole or in part may be granted by the head of the Post Graduate program directorate or the head of the Department of psychology when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

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BIOGRAPHICAL SKETCH

The author, Abdunasir Mohammed Ali was born from his father Mohammed Ali and his mother Rowda Ahmed on December 21, 1976, in Oromia regional state, East Hararge zone, Haramaya, Kebele 2. He attended his primary school at Almaz bam primary School from 1993 to 2000 grade 1-8, then he attended his secondary school 9-10 at Haramaya Secondary school from 2001 to 2003 and he completed secondary school 11-12 at Haramaya preparatory school from 2004 to 2006. After completion of high school, he joined Bahir Dar University in 2007. He graduated in June 2010 G.C with BA degree in Chemistry, then after he served in teaching for one year and served as Haramaya district Education Office head from 2011 to 2013. Then he transferred from Haramaya district to the Ministry of peace. He served Ministry of peace from 2014 to 2020 G.C. Beside this he joined Graduate Studies at Haramaya University for his MA in social psychology from 2021.

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ACRONYMS AND ABBREIATIONS

ATETV	Attitudes Toward Exposure to Violence
ATVS	Attitude toward ViolenceScale
ANOVA	Analysis of Variance
CDCP	Central Disease Control and Prevention
CI	Confidence Interval
E.C	Ethiopian Calendar
ETV	Ethiopian Television
ECV	Exposure to community violence
ETCV	Exposure to community violence
ETGV	Exposures to gangs violence
ETCV	Exposures to community violence
G.C	Gregorian Calendar
OMN	Oromo Media Network
SD	Standard Deviation
TV	Television

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**The State of Youths Attitude to The Exposure of Violence in East Hararge Zone,
Haramaya.**

ABSTRACT

Globally, at least one in four people have been reported to have witnessed or experienced exposed to violence. In Ethiopia, one can easily speculate that every person living today has experienced or will experience, directly or indirectly, some type of exposure to violence. The purpose of this study was to investigate the youths' attitudes to the exposure of violence with respect to gender and educational levels in Haramaya district. The study employed a descriptive survey research design approach. The study included ten sample kebeles selected from 35 kebeles by both purposive sampling techniques. A tool, the attitude to the exposures of violence Scale, was developed and the data were analyzed using mean, standard deviation, percentage, independent sample t test, and one-way ANOVA through SPSS version 20. The analysis was conducted to investigate the effect that gender and level of education have on their attitudes to exposure of violence. The results indicated that majority of youths strongly disagree with sub scale of attitude to the exposures of gangs and the result of the independent sample t test showed that there is a statistically significant difference ($t(382) = 2.05, p=0.04$) in attitude to the exposure of gangs violence between male and females. However, there is no statistically significant difference ($t(382) = -1.155, p = 0.249$) in overall attitudes to the exposure of violence between males and females. The results of one-way ANOVA test indicated that attitudes to the exposure of violence differ at a significant level depending on levels of education. The education level of the youth had a positive effect on some aspects of their attitude to the exposure of violence. Thus, educational institutions, families, and society as a whole must take responsibility for instilling a fear of exposed of violence in future citizens.

Keywords: attitudes, gender, education, youth, exposure, and violence

1. INTRODUCTION

This chapter deals with the introductory part of the study that incorporates the background of the study, the statement of the problem, the research questions, the objectives of the study, the significance of the study, the delimitation of the study, the definition of key terms, and the limitation of the study, respectively.

1.1. Background of the Study

Violence, which has become one of today's global health problems, is characterized as sometimes fair and sometimes unfair. Although the legitimacy of violence often stems from desensitization towards violence, these interpretations usually depend on individual differences. The definition of violence is any behavior or action of an individual or group that aims to harm a person or group (Zimmerman & Farrell, 2013). Globally, at least one in four people has been reported to have witnessed or experienced it (Nguyen-Fang, 2016). Exposure to community violence (ECV) is defined as the direct victimization, witnessing, or hearing about violent acts in a neighborhood or community. In inner cities across the world, as many as 88–90% of youth have witnessed a robbery, beating, stabbing, shooting, or murder at least once (Kaynak, 2011; McDonald, 2011). In 2010, an average of 13 young people were victims of homicide every day, and many more were victims of nonfatal violence.

In recent years, an increasing number of studies have investigated the ways in which the Internet and social media facilitate acts of violence against children and youths (Perren, 2012; Tokunaga, 2010). The majority of research on community violence has assessed witnessing violence and violent victimization separately and differentiated between these two types of exposure (Kennedy & Ceballo, 2014). Witnessing is defined as viewing or hearing about an act of violence, which can include the loss of property, injury, or death of family members, peers, or other members of the community (Lisenbee, 2012). Community violence victimization refers to being the target of an intentionally harmful act committed by another individual, such as being robbed, assaulted, or shot. Directly incurring or witnessing violence has been observed as one of the most important causes of this tendency. Violence exposure can occur at home, at school, and in communities (Bacchini, Affuso, & Equilar, 2015; Kennedy & Ceballo, 2016; Zimmerman & Chad, 2016). Gooding (2015) pointed out that boys in their adolescence who are exposed to violence in childhood have a higher tendency to the exposures of violence than others.

According to researcher gender (Karcioglu, 2017), wars (Blake, Lensky, Goodenow, & O'Donnell, 2011; Haynie, South, & Bose, 2016; Kutlu, & Marakolu, 2018), and media (Orsay, 1994) may also be listed as causes of violence. Exposures to violence, for example, on social media have become recognized as a vehicle through which youth perpetuate acts of violence against their peers and others, such as bullying, harassment, dating aggression, and gang-related crimes. Furthermore, social media witnessing has been used to inflict self-harm, most notably through cyber-suicide (Cash, 2013, Hinduja and Patch-in, 2010; Ruder, 2011). Nonetheless, few researchers investigate youth's attitudes to the exposures of different forms of violence. In Ethiopia, exposure to violence affects society in two ways. The first exposure to violence is an action that affects not only individuals but also society as a whole. One can easily speculate that every person living today has experienced or will experience, directly or indirectly, some type of exposure to violence. Youth witness someone being threatened, slapped, hit, or punched, and others witness the act of violence; it is also very likely that youth hear about violence news in society through mass media.

To prevent or reduce exposure to violence, the government of Ethiopia did well in reforming its policies and strategies, but the problems did not stop. Instead, they brought Ethiopia in to be more exposed to violence. In June 2019, Amhara regional government chief Amba chew Mekonnen, chief of staff general Seara Mekonnen, and other government officials were killed. In October 2019, when violence across Oromia killed at least 86 people (ETV, 2019). In June 2020, the famous singer Hacalu Hundesa was murdered; 166 people were killed and more injured, causing a wave of distraction and displacement among youth exposed to violence. The typical response to wide-spread instability is for the government of Ethiopia to shut down the internet and place restrictions on people's movements. However, shutting down the internet and placing restrictions did not prevent the exposure of youth to violence. Even if the government limited the exposure to violence, hate speech, fake news, and false propaganda by the elite did not decrease. There is a problem here that requires an immediate solution. As a result, the researcher was motivated or initiated to investigate Haramaya youth attitudes to the exposure of violence, particularly in East Hararge Haramaya district. In the researcher's opinion, no studies on attitudes to the exposure of violent behavior had been conducted in Ethiopia. However, western researchers studied attitudes to the exposure of violence in relation to different variables (Acosta, Albus, Reynolds, Sprigs, & Weist, 2001).

1.2. Statement of the Problems

Several researchers found that attitudes to the exposures of violence differ significantly between males and females, with males indicating greater interest and knowledge. Education, gender, and attitudes are among the variables that influence the occurrence of this exposure to violence or affect the attitude to the exposure of violence (Varela et al., 2018; Ivarez-Garca et al., 2018; Ruiz-Hernández et al., 2019). In most cultures, attitudes to the exposures of violence are closely related to gender as well as education (Jiménez Barbero et al., 2016; Fraguas et al., 2021). The attitude to the exposure of violence and selected socio-demographic relationships has enough evidence that gender and education can be considered predictors of behavior (Pina et al., 2022).

According to the study, the rate of youths being subjected or exposed to physical violence by their friends, family, and community at least once in their lifetime is 37.5% (Ministry of Family and Social Policies, Directorate General of the Status of Women, 2014). In another study, it was determined that 27.2% of youths were exposed to violence by their spouse or ex-spouse at least once, and the types of violence most frequently suffered were psychological violence (39.4%), economic violence (24.4%), physical violence (23.2%), and sexual violence (9.8%) (Bilgin Sahin ve Erbay Dundar, 2017). Kurt et al. (2018) examined the history of exposures to violence in women who applied to the psychiatry outpatient clinic and found that 70.1% of 300 women experienced verbal violence in their marriage, 49% experienced exposure to physical violence, and 65.3% of those who experienced exposure to verbal violence also experienced exposure to physical violence. As a result, it has been proposed that the increasing rate of exposure to violence may result in social and economic problems, lost productivity, a decrease in quality of life, deterioration of family integrity, increased treatment expenditures, and deterioration of family and community health in youth.

A study by Ferrari et al. (2018) of 260 youth, especially young adult females who have suffered from exposures to violence, states that women have high levels of anxiety and depression; even more than three-quarters of women experience post-traumatic stress disorder. In the same study, it is emphasized that as the severity of exposures to violence increases, so does the mental state observe until suicide (Ferrari, 2016). Youths are key in providing potential human resources, support, counseling, and rehabilitation to victims in the diagnosis of exposure to violence cases.

Knowing their (youths) own feelings, thoughts, and attitudes is extremely important in helping individuals who have been exposed to violence while performing the roles of productivity and preventive agent. Understanding attitudes is one important step in preventing exposure to violence, according to a growing international consensus (Gracia & Lila, 2015; Harris et al., 2015; Perez-Jimenez et al., 2017). One of the most important predictors of violence perpetration and victimization is one's attitude to the exposure of violence (Ferrer-Perez & Bosch-Fiol, 2014; Flood & Pease, 2006; Wang, 2016; WHO, 2010).

Attitudes also influence how victims respond to exposures to violence (Puente et al., 2016; Sanchez-Prada et al., 2018), as well as community and institutional responses (Abeya et al., 2012; 2011, 2014; Gracia and Lila, 2015; Harris et al., 2015; Okenwa-Emegwa et al., 2016; Tran et al., 2016; VicHealth, 2010). As a result, it is thought that determining the attitudes of productive-age (youths) who are preventive agents to the exposures of violence may be important for raising awareness and preventing violence. In the light of this information, this study was planned to determine the attitudes of youths to the exposures of violence. Understanding young people's attitudes is particularly important as behaviors learned and attitudes developed are likely to be carried over into adult life (Sanchez et al., 2012; Sherer, 2010). Also, youth is an important phase, as this is often when people begin to form relationships (Gadd et al., 2015). Thus, it is critical that prevention begin with young people before attitudes supportive of violence begin to influence their experiences (Harris et al., 2015). To date, most research studies have focused on adults' attitudes to the exposures of violence, particularly the attitudes of adult women (Sanchez-Prada et al., 2018; Okenwa-Emegwa et al., 2016); much less is known about young people's attitudes to the exposures of violence (Wang, 2016). Greater recognition regarding young people's attitudes is required, as this is crucial in determining the future public acceptability of exposures to violence (Aghtaie & Gangoli, 2015).

Increasing our knowledge base on young people's attitudes to the exposures of violence can contribute to better-informed prevention and intervention efforts aiming to respond to this major challenge in a more effective way with the goal of seeing a more long-standing solution to violence prevention (Giordano, 2014; Gracia & Lila, 2015). Meanwhile, the researcher expresses his or her belief that attitudes to the exposure of violent behavior should be studied in relation to its potential variables.

Second, the target population and samples used in the various studies of literature were people from Western and Asian countries. According to moral philosophy and some moral psychologists, moral issues should be viewed culturally rather than universally (Gensler, Spurgin, & Swindall, 2014). Hence, due to cultural differences that one can observe in different countries of the world, it was incomplete to apply the results of those studies to the Ethiopian context. Based on these reasons, there appears to be a knowledge gap about attitudes to the exposure of violence and how attitudes at the age of youth are shaped by different gender and educational factors, particularly in the Ethiopian sociocultural context.

1.3. Research Questions

1. What is the state of youth's attitudes to exposure of violence?
2. Is there a statistical significance mean difference on youth's attitude to exposure of violence with respect to their gender ?
3. What is a statistical difference on youth's attitude to exposure of violence with respect to their levels of education?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of this study is to assess attitudes to the exposure of violence among youths in Haramaya district, east Hararge zone, Oromia regional state.

1.4.2. Specific objectives

- ✓ To describe the youths' attitude to the exposure of different forms of violence in Haramaya district.
- ✓ To assess the statistical difference in attitudes to the exposure of different forms of violence with respect to gender and their levels of education.
- ✓ To assess the statistical difference in attitudes to the exposure of different forms of violence with respect to their levels of education.

1.5. Significance of the Study

A large number of young people were not free of exposures of violence in the study area (Haramaya district). Hence, many of the government's change initiatives, goal achievement, and youth development strategy implementation efforts were ineffective.

Thus, identifying the major problems and challenges facing youth is crucial to tackling these types of problems with a descriptive research design. A previous study assessed the youth's attitudes and challenges in the district. Therefore, the findings of this study could provide guidelines for district administrations as well as the community. It also helps develop strategies to improve the economic benefits of youth education. In general, the findings of this study provide the following contributions: Give valuable information about how exposure to violence affects the attitudes of youth in the Haramaya district. Provide insights as to the challenges to peace and stability in Haramaya district. Provide some suggestions on how to improve the existing problems related to violence and offer strategies to minimize the occurrence of violence in Haramaya district. Provide solutions to the study area's implementation gaps for youth development strategies. provide valuable data for those who want to conduct further study in the area.

1.6. Delimitation of the Study

The contents of the study were limited to the investigation of the attitudes to the exposure of violence among youths in the east Hararge zone of Haramaya district. To make it manageable, the study was geographically delimited to the Haramaya district of ten kebeles only. The data collection tools are also restricted to questionnaire analysis.

1.7. Limitations of the study

The lack of adequate research on attitudes to the exposure of violence in Ethiopia limited the research to relying on the few available materials as study sources on multiple occasions. It was extremely difficult to get the targeted total population to use an actual sample size from that population within the targeted sites. In conducting this study, financial constraints had an impact on the possibility of observing those distant centers, though this study was focused on Haramaya district at some sites alone. These situations may affect the reliability of the findings to some extent.

1.8. Definition of Key Terms

Attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing, or event.

Community refers to a group of people living or working together in the same area.

Exposure refers to people, property, systems, or other elements present in hazard zones that are thereby subject to potential losses.

Gender refers to a social concept that reflects how individuals identify themselves. An individual's sex which is associated with a binary category of male or female.

A **gang** refers to a group of people, usually youths, who share a common identity and generally engage in criminal behavior.

Levels of education an ordered set of categories primary education, secondary education, college diploma, and bachelor's degree are an ordered set of categories.

Youth refers to a period of transition from the dependence of childhood to adulthood's independence. those between the ages of 18 and 29.

Violence refers to the intentional use of physical force or power, threatened or actual, against oneself, another person, a group, or community that either results in injury, death, psychological harm, maldevelopment, or deprivation.

1.9. Conceptual framework

The following framework indicates being exposed of violence could impacted attitude to the exposures of violence depending on gender difference and education levels which resulted in social, psychological and economic problems.

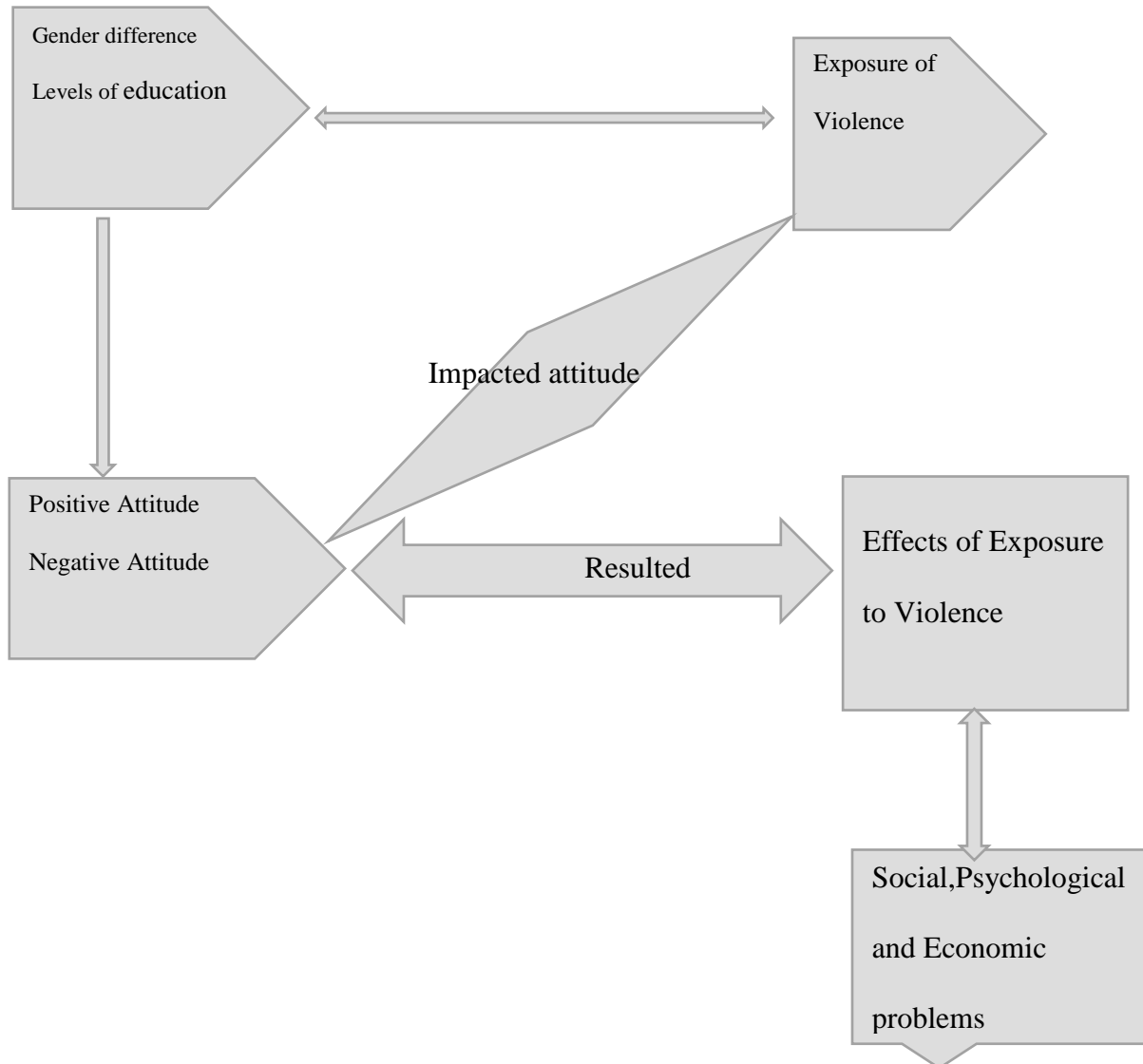


Figure 1: The conceptual framework of attitude to the exposures of violence with respect to gender and levels of education.

Source: Developed by researcher based on the study objective and reviewed literature.

2. REVIEWS OF RELATED LITERATURE

The purpose of this chapter is to provide an overview of the literature relevant to the impacts of youths' attitudes to the exposure of violence that can lead to experiencing violence. This chapter focuses on defining violence, explaining exposure to violence, gender, education and summarizing the effects on a youth's attitude. Finally, this chapter examines theories that are relevant to exposure to violence and the impact of violence on young people. These theories include social learning theory.

2.1. Concepts of Violence

Violence is a term used to describe overt and covert actions and behaviors, both offensive and defensive, accompanied by the use of force, and that can also be used by force. Fauzan and Siagian (2016) state that violence is behavior that has characteristics that can cause injury, physical or property damage, loss of life, and coercion. According to Yusuf (2015), violent behavior is a condition in which an individual or other person performs a physically harmful act, is accompanied by tantrums, and is uncontrolled. According to Keliat, (2012), violence is a form of behavior that aims to physically and psychologically injure individuals. Violent behavior can be carried out verbally and directed at oneself, others, and the surrounding environment. Research defines violence as a pattern of abuse used against others as a form of control. These patterns can be physical, psychological, or sexual abuse (Black, 2010; Bowen, 2015). Furthermore, when defining violence, Cui (2013) stated that it includes verbal abuse as well as financial abuse. Miller (2015) adds that violence includes the use of threatening behavior when committing these patterns of abuse. Lastly, Kimball (2016) defines that violence is an intentional act used to cause harm and injury toward others. Thus, the researcher can conclude that violence is an offensive action using force that can cause injury, pain, damage, or the loss of another person's life, accompanied by threats. Witnessing violence in person, watching violence in the media, and growing up in families with a high incidence of violence, as well as personal beliefs and punishments or rewards from the environment for behavioral patterns, all pave the way for learning and developing attitudes to the exposure of violent behavior (Davidson, Gray, & Canivez, 2012). In addition, it is stated that temperature, alcohol and, as well as gender, are also among the factors that can bring out an attitude to the exposure of violence in individuals (Karabatan & Kodan Cetinkaya, 2015; Davidson, Gray, & Canivez, 2012).

Furthermore, being raised at a different level of education and with a different gender may influence attitudes to the exposure of violence (Adıbelli, Sacan, and Turkoglu, 2018; Karabacak and Kodan Cetinkaya, 2015). In this context, it is important to investigate the attitudes of educated and non-educated youth to the exposure of violence and to determine whether level of education and gender factors are effective.

2.2. Youths and Exposure to Violence

Male youths are more vulnerable to various forms of violence than female youths, which can have both positive and negative consequences for their lives. They tend to be easily accepted and are influenced by exposure to violence around them. Samsudin (2001) commented that youths are highly exposed to violence for 21.3 to 22 hours per week. Overexposure to violence causes youths to develop a positive attitude and become actively involved in replicating violent acts they see (Samsudin, 2011). This is in line with Nathanson (2012) studies, which proved that exposure to violence strongly has an emotional effect on the exposed person's various physical and mental health problems, especially in youth, including violent behavior, hostility, nightmares, fear, and insomnia. Furthermore, Uhlmann and Swanson (2014) claimed it is significantly proven that having a positive attitude towards being exposed to violence in television, films, and computer games has huge effects on violent cognition, aggressive performance, violent effects, physiological provocations, and pro-social behavior.

Overall, attitude to the exposure of violence seems to cause short-term and long-term effects, especially among the youths who are more engaged with it. As a result, overexposure to violence on television and other forms of exposure will result in social problems among young people (Muhammad, 2019). In communities where gangs predominate, gang violence can affect youths on their way to and from school (Mncube & Harber, 2013). This violence can also erupt in schools, particularly where: more boys than girls at the school are members of a gang; schools have inadequate safety infrastructure around the school premises; and/ or access control is poorly monitored (Equal Education, 2016). This gang activity, in and around schools, includes gangs robbing and/ or threatening learners fighting often including weapons and selling drugs to learners (Mncube & Harber, 2013). Gang violence is a particular risk factor for violence (Burton & Leoschut, 2013; Brown, Simelane & Malan, 2016).

2.3. Youths Attitude

Thurstone, Likert, and Osgood (Azwar, 2013) argue that an individual's attitude towards exposures of violence is a feeling that supports (favorable) or does not support (unfavorable) exposures of violence. Attitude is the degree of positive and negative effect an exposures of violence has, such as agreeing if a partner is beaten as a form of upbringing, dominating a partner, or otherwise disapproving of it because it hurts a partner. According to Baron and Byrne (2012), attitude is a response towards exposures of violence through views and emotions. (e.g., when a partner says a rude thing to someone). According to Sarwono and Meinarno (2018), "attitude" is a psychological tendency expressed by assessing certain entities with a degree of liking or disliking. For example, partners' awareness to buy their favorite things or objection if their partner is too stingy.

2.4. Attitudes to The Exposure of Violence

A positive attitude to the exposure of violent behavior can lead people to engage in violent behavior. Attitude is determined by a variety of factors, including first, beliefs about exposure to violent behavior; second, the consequences of exposure to violent behavior in social situations; and third, those who have a positive attitude to the exposure of violent acts will be highly committed to exposure of violent behavior, while those who have a negative attitude to the exposure of violent acts will develop a negative attitude to exposure of violent behavior. According to Bushmen and Huesmann (2011), exposure to violence in the media will increase aggressive feelings among the male viewers by showing them how to aggressive, by priming aggressive cognition, including the aggressive scripts used in the media and aggressive perceptual schema, by increasing arousal, or by creating a state of aggression that may affect others. A person's behavior can be predicted by the strength and consistency of his or her attitude. Attitudes, as described by psychologists, are formed through experiences over a lifetime and are usually determined by beliefs and the evaluation of such beliefs. Attitude refers simply to a person's evaluation of any psychological object. As a result, attitude influences the likelihood of engaging in exposure of violent behavior. Favorable attitudes to the exposure of violence elevate the risk of violent behavior during adolescence (Andreas and Watson, 2019).

Ostrov (2010) examined the association between attitudes toward peer victimization and aggressive behavior. Ostrov (2010) found that a positive attitude towards victimization experiences can increase aggressive behavior among youth. Criminal gang activities are a plague that damages young people, families, and communities. The presence of gangs in the community influences and raises the risks of young people becoming involved in criminal activities, which can foster a criminal career with a negative impact on society. Since a positive attitude towards exposure to gangs results in the practice of violence at some point in life and exposes the population to the negative impacts on their environments or disturbs community peace, such as loss of life, burning and stomping of houses, breaking of homes, increased crimes, and a decrease in the rate of economic growth of the country in general, appropriate action that creates a negative attitude in the population about exposure to gangs should be given (Silva, Irma Olivia, 2012). So investigating attitudes to the exposure of violence among East Hararge and Haramaya youths has not been studied before. Therefore, it is a good idea to expand our understanding of the attitude toward and exposure to violent behavior.

2.5. Effects of Exposure to Violence

Exposure to violence has severe effects on youth's social, psychological, and emotional development. For example, youth who are exposed to violence are likely to show aggression, antisocial behavior, and relational problems with peers and family (Capacity Building Center for States, 2018; Howell et al., 2016; Kaufman et al., 2011). In addition, researchers found that youth are at risk for anxiety, depression, and complaints of physical pain (Kimball, 2016), and that youths who are exposed to parental violence in the home are likely to experience substance use, academic difficulties, and difficulties with peer functioning and intimate relationships (Karlsson., 2016; Maas, 2010).

Another study of 16,467 youths exposed to violence found that they had more difficulty with peer relationships than who were not exposed to violence (Howell et al., 2016). Also, young people who were exposed to violence are at risk for low self-esteem, depression, and suicidal behaviors (Capacity Building Center for States, 2018; Thompson and Trice Black, 2012). Last, a study evaluating exposure to violence found that violence was an acceptable method for resolving conflict at a young age (Howell et al., 2016).

It is important to address exposures of violence for the following reasons: a) it violates the rights of the youths and the educator; b) it negatively impacts on the youth's ability to developments; c) it has a negative impact on surrounding communities; d) it negatively impacts a country's development goals; and e) it has extensive health and economic costs for the country (Burton & Leoschut, 2013).

2.6. Social Learning Theory and Multiple Forms of Violent Socialization

Social learning theory includes four types of processes: differential association, definitions, differential reinforcement, and imitation. Differential association means that individuals interact with certain "associations," including family members, friends, and neighbors. Those individuals can promote favorable or unfavorable definitions of illegal or law-abiding behaviors. Several factors modulate the strength of the association's influence on an individual's behavior. These include how early (priority), how long (duration), how frequent (frequency), and how close (intensity) the associated influence is present. Pratt (2010) stated that people learn attitudes, meanings, and hence "definitions" for certain behaviors as good or bad from their environment (Pratt, 2010). If a person possesses a positive or neutral definition of exposure to violence, the person will be more likely to engage in the behavior. Differential reinforcement refers to how the balance between expected and actual reward or punishment influences personal behavior. Social learning theory asserts that youth can repeat behaviors that were intentionally or unintentionally modeled by their parents (Cui, 2013).

Temple and colleagues (2013) state that youths model their parents' behaviors out of admiration and respect. Furthermore, they affirm that the youths view their parents and peers as having knowledge and power. Liu and colleagues (2018) focus on the idea that youth develop behaviors based on learning and observation. For example, a parent's violent behavior, violent action in the media, and elite propaganda that are observed by youths can influence their attitude towards exposure of violence. Social learning theory can also be applied to understand how young people who are exposed to violence are at a greater risk of developing positive attitudes and intimidating. Young males who have experienced punitive discipline from their parents develop a more positive attitude toward violence and learn that aggression can be an acceptable form of conflict resolution with their peers and others than young females (Laporte et al., 2011; Temple et al., 2013).

The more certain behaviors are reinforced by rewards, the more such behaviors are repeated, and the reverse is true when a behavior is associated with a punishment. Finally, imitation refers to engaging in certain behaviors after observing some models of those behaviors (Pratt 2010). So, males engage in certain violent behaviors more than females in Haramaya district. The majority of Haramaya youths accept family advice and adapt their family behaviors to their circumstances. If their family is more interested in mainstream media because of activist Juwar Mohammed, so are their children too. Haramaya youth are more interested in what their families support. So, males might develop a more positive or negative attitude to the exposure of violence than females. As a result, it is necessary to assess attitudes to the exposure of violence among Haramaya youths.

2.7. Education and Gender differences

An individual's future orientation refers to their ideas, goals, inspirations, aspirations, and emotions towards their future. It serves as a foundation for establishing objectives and developing plans for a variety of future endeavors, including desires for both school and employment. A person's future orientation, including choices about their educational and professional paths, must be developed, differentiated, and expanded while they are still young. From early to middle youths, hopes connected to vocational and educational goals become more prevalent (Kirk, Lewis, Lee, & Stowell, 2011); nevertheless, educational aspirations could be particularly pertinent for young's. Youths typically spoke about their goals for the future in terms of work and school. Nevertheless, among young's, those with educational goals were more likely to mention them than those with vocational aspirations, who were more likely to do so. Decreased expectations and aspirations for the future may result from environmental variables such as exposure to violence. This connection might be explained by a number of processes. First, being exposed to violence might make it harder for young's to plan for the future and has a bad effect on their scholastic aspirations. Due to the numerous negative effects of witnessing community violence (such as symptoms of PTSD, depression, perceived and chronic stress, low self-esteem, hopelessness, and fear; (Heinze, Stoddard, Aiyer, Eisman, & Zimmerman, 2015), young's who are exposed to violence may find it difficult to envision and plan for their future.

Second, youths who are exposed to violence in their society may give up on their academic goals in favor of hedonistic interests that provide more immediate gratification or to concentrate on immediate personal safety problems (e.g., drug use, sex, dealing, delinquency). Adolescents who encounter violence are more likely to focus on the here and now and their immediate experiences than on future-focused activities and objectives, such as academic goals and coursework. Furthermore, the environment in which exposure to violence happens may have a significant impact on success and education. Youths face community violence most frequently as victims and witnesses throughout their adolescent years at school, which is a crucial part of their community (Slovak, Carlson, & Helm, 2007). Because of their fear of violence in schools, youths who are exposed to community violence may not pursue academic aspirations and may instead participate in other violent behaviors (such as delinquency, gang membership, etc.). As a result it's probable that exposure and futuristic thinking have an impact on people's views toward violent exposure. Those who have been exposed to violence and those who are unable to see a bright future may be more likely to perceive violence as a good way to solve problems without considering the possible negative effects of their actions.

Youth who envision a bright future for themselves, on the other hand, would be anticipated to participate in less health-harming habits and have educational ambitions to assist them guarantee they achieve their future goals. Positive outlooks on the future and upbeat educational goals are important sources of motivation and can assist influence behavior in a favorable way. Positive educational goals and a focus on the future may work as deterrents to juvenile violence (Chen, Voisin, & Jacobson, 2013). Previous research consistently indicates that there are gender differences in violence exposure, future aspirations, acceptance of the use of violence, and violent behavior. Boys are exposed to more community violence, hold more favorable views of aggression and more often participate in violence than girls (Centers for Disease Control and Prevention, 2012). Previous work shown that boys report higher levels of violent behavior than girls in grades 9 through 11 (Choe & Zimmerman, 2014). Previous research also indicates that girls report higher educational expectations and less uncertainty compared to boys (Gutman, Schoon, & Sabates, 2012). These gender differences are embedded in cultural factors and may be particularly relevant among African.

Previous research also suggests that the relationship among these factors may differ according to gender. Boys and girls may be differentially affected by their exposure to community violence (Pinchevsky, Wright, & Fagan, 2013; Zona & Milan, 2011). In a sample of urban youth, Pinchevsky et al. (2013) found that although boys were exposed to more violence, exposure to violence predicted alcohol use and binge drinking only among girls. Similarly, Zona and Milan (2011) found that although boys witnessed more violence, girls who were exposed to violence were more likely to experience associative symptoms. These findings suggest that girls may be more vulnerable than boys to trauma. Additionally, exposure to community violence may have a more robust effect on the academic outcomes of boys than girls, because boys spend more time in the neighborhood. These findings suggest the potential for gender differences in the relationship between exposure to community violence, future educational aspirations, attitudes toward violence and later violent behavior.

2.8. Summary of Literature Reviewed

According to literature reviews, direct witnessing of violence, particularly watching violence in the media, growing up in families where violence is prevalent, personal beliefs, and punishments or rewards from the environment for behavioral patterns all have the potential to teach and develop attitudes toward exposure to violence. In addition, temperature, weather conditions, alcohol, and drugs, as well as gender, are also among the factors that can bring out attitudes toward exposure to violence in individuals.

Moreover, it is thought that being brought up at a different level of education and with different gender expectations may also have an effect on attitudes toward exposure to violence. Previous research has found that youth education levels are negatively associated with the occurrence of violent exposures. A study conducted in India shows that youth with no education were more likely to experience a positive attitude towards exposures to violence than youth with secondary education. Furthermore, according to one study, improving youth education can help reduce the occurrence of exposure to violence. These include how early (priority), how long (duration), how frequent (frequency), and how close (intensity) the associated influence is present. People learn attitudes, meanings, and hence "definitions" for certain behaviors as good or bad from their environment.

Social learning theory asserts that youth can repeat behaviors that were intentionally or unintentionally modeled by their parents. For example, a parent's violent behavior, violent action in the media, and elite propaganda that are observed by youths can influence their attitude to the exposure of violence. Social learning theory can also be used to understand how young people who are exposed to violence are more likely to develop positive attitudes as well as intimidating and violent behaviors in response to exposure to violence. Researchers have found that young people who have experienced punitive discipline by their parents develop a positive attitude towards exposure to violence and learn that aggression can be an acceptable form of resolving conflict with their peers and others. Researchers claim that youths can witness violence through seeing, hearing, and witnessing the aftermath of a violent incident. Young people who are exposed to violence can experience various risk factors. Researchers claim that youths exposed to violence are at risk of experiencing a positive attitude to the exposure of violence and experiencing violent attitudes and behaviors.

Lastly, youth attitudes to the exposure of violence put them at risk for difficulties with physical health, academic challenges, and criminal behavior. Similarly, positive attitudes to the exposure of violent behavior can lead people to engage in violent behavior. Investigating attitudes to the exposure of violence among East Hararge and Haramaya youths has not been studied before. Therefore, it is a good idea to expand our understanding of attitudes and exposure to violent behavior. Positive attitudes toward victimization experiences can increase aggressive behavior among youth. The effects of overexposure to violence will cause youths to develop a positive attitude and be active in replicating violent acts they see. Violence has a strong emotional effect on the exposed person's various physical and mental health problems, particularly in youths and adolescents, including violent behavior, hostility, nightmares, fear, and insomnia. Exposure to violence in the home has severe effects on youth's social, psychological, and emotional development. In addition, researchers found that youth are at risk for anxiety, depression, and complaints of physical pain, and that youths who are exposed to parental violence in the home are likely to experience substance use, engage in sexual behavior, have academic difficulties, and have difficulties with peer functioning and intimate relationships. In this context, it is important to investigate the attitudes of educated and non-educated youth to the exposure of violence and to determine whether level of education and gender factors are effective.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. The Study Area Description

East Hararge Zone is located at 8° 29' 59.99" N latitude and 40° 39' 59.99" E longitude. East Hararge is bordered on the southwest by the *Shebelle* River, which separates it from Bale; on the west-by-West Hararge; on the north by Dire Dawa; and on the north and east by the Somali region. East Hararge Zone is divided into 38 districts and 1,330 kebele. This study undertakes an examination of East Hararge in the Haramaya district. These women were possessively selected to undertake this study because the researcher was in these study areas to observe youth exposed to violence during the past five years. In these areas, Haramaya had 35 rural kebeles and five municipal towns, where 80% of the ruler kebeles were accessible by public transportation. This district had five health centers, 87 primary and secondary schools, three high schools, one preparatory school, and one university in Haramaya, which is 13 km from Harar town, respectively. The total population (youths) of the district was estimated to be 20,183, where 11,251 were males and 8,932 were females. The last five years have seen the most violent months on record, both in terms of frequency and number of casualties. In the wake of these events, it's imperative to reflect on how violence impacts our generation in these areas. There are countless youths who have grown up seeing shootings on the news and attending homeroom in fear. Some young people had previously witnessed the TPLF's demise.

After all, one-third of adults now avoid certain places out of fear. Most of the youths in the area were more likely to be victims of hate crimes, more fearful of mass violence. These crimes are motivated by the perpetrator's bias against a particular race, color, religion, national origin, sexual orientation, gender identity, disability, or gender. Over the past five years, shootings have been motivated by hatred of a particular group. Despite this, they have accounted for 73% over the last three years. In the eastern Hararge region, violence has recently surpassed car accidents as the leading cause of death among young people. Further, the rate of deaths among participants in violent crime is almost three times higher than for nonparticipants. A large group of primarily young people murdered members and in the study, area set fire to hotels, schools, business centers, and residential homes.

The people have themselves long faced marginalization and exclusion at the hands of the central government; in this instance, those targeted have largely comprised members of other ethnic groups. The group went door to door, specifically targeting others (who account for about 3% of the population). Media outlets were actively propagating the attacks live and giving guidance to the government a series of inflammatory, hate-filled messages, including calls to lock and burn the homes of people. The murders of one nation were celebrated by attackers. At least 61 people have been killed in clashes between youth groups and Oromia police, the latest bout of violence to highlight increasing instability in Haramaya districts.

Lastly the area were known for their cash crop potential areas, and they primarily produced cotton, crops, and various fruits and vegetables. In addition to this, there were twenty-one public sectors, and this huge public sector organization required a conflict-free and violent-free environment in order to satisfy the needs of the community. Therefore, identifying and assessing the attitude of youth to the exposure of violence in this study area was very critical.

3.2 Research Design

Research design is a method that refers to techniques and procedures used in the process of data gathering (Louis et al., 2005). In this study, a descriptive survey research design was employed. This design was chosen for its appropriateness to the topic, which needs a wider description, investigation, and information related to the topic of study. This design was chosen because it allows for a thorough examination of existing phenomena with a focus on attitudes to exposure of violence among youths in the Haramaya district, East Hararge zone of Oromia regional state. In survey research designs, the researchers administer a survey to sample respondents to define the respondents' attitudes, views, behaviors, or features. Creswell (2014) confirm that descriptive research presents a picture of the specific details of a situation, social setting, or relationship. Hence, the descriptive survey design is suitable to obtain sufficient information on the issue under study from a relatively large number of cases at a particular time. Creswell (2009) describes the quantitative method as vital to describe and explain features of reality by collecting numerical data on the observable behaviors of samples and subjecting the data to statistical analysis.

3.3. Source of Data

3.3.1. Primary source of data

The primary source of data was kebele youths in the age range of 18–29 years old.

3.4. Population, Sample Size, and Sampling Techniques

The youths in the Haramaya districts were the study's target population. Of 35 kebeles in Haramaya district, ten kebeles (Adele, Bate, 01, 02, Gobe, Ganda Tare, Ganda Mude, Tinike, Damota, and Gode) were selected by using purposive sampling. The study population consisted of 9347 (male=6458 and female=2889) youths in ten selected kebeles located in Haramaya district. For appropriate representation of the study population and to determine the sample size, the researchers assumed a 95% confidence level and a 5% margin of error. It is used to eliminate sample bias and give the population an equal chance of persuasion, as well as to maximize the reliability of the evidence or data gathered (Yemane, 1965). The Yemane formula was used for this study to calculate the sample size from the total population with a 95% confidence level and a 5% alpha level. The sample size formula for Yemane is as follows:

$$n = \frac{N}{1 + N(e)^2}$$
 where n = is sample size, N is the population size and e is level of precision.

Therefore, by using Yamane the sample size calculation formula, from 9347 (male=6458 and female=2889) youths 384 (male=265 and female=119) were selected by using simple random sampling. From the study populations 9347 (01 kebele=1025, 02 kebele=1041, Bate=950, Adele=911, Damota=811, Gobe=915, Ganda Tare=901, Ganda Mude=942, Tinike=951, and Gode=900), 384 (01 kebele=42, 02 kebele=43, Bate=39, Adele=37, Damota=33, Gobe=37, Ganda Tare=37, Ganda Mude=38, Tinike=39, and Gode=36) respondents were selected by using simple random sampling.

3.5. Data Collection Instruments

A structured questionnaire and an attitude towards exposures of violence scale were used in the survey. The survey questionnaire had four subsets: i) Demographics (2 items), ii) Attitude towards exposures to gangs (6 items), iii) Attitude towards exposures to TV violence (6 items), and iv) Attitude towards exposures to interpersonal violence (14 items). v) Attitudes toward community violence (11 items).

The Attitude Towards Exposures to Violence Scale (AVS) was used to determine the attitudes of individuals to the exposures of violence. This scale was chosen because it was developed specifically for youth's attitudes. This scale is made up of 37 statements about the attitude toward exposure to violence that most young people have. Myths about gangs, television violence, interpersonal violence, and community violence are among those mentioned. The minimum and maximum scores on the scale are 6 and 12 for gangs, 6 and 35 for exposures to TV, 14 and 70 for exposures to interpersonal violence, and 11 and 55 for attitude toward exposures to community violence, respectively. The scale has a cut-off point and comprises four subscales, including six statements on exposures to gang violence (items 1, 2, 3, 4, and 5), six statements on exposures to TV violence (items 7, 8, 9, 11, 10, 11 and 12), eleven statements on interpersonal violence (items 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 and 26), and four statements on exposures to community violence (items 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, and 37). Participants rated each statement as (1) definitely disagree, (2) disagree, (3) neutral, (4) agree, and (5) completely agree. High scores from the sub-scales reflect positive attitudes to the exposures of violence, while the low scores reflect a negative attitude to the exposures of violence. The questionnaire was adopted from the Houston Community Demonstration Project, 1993–2005, and translated to Afan Oromo, then translated back to English and compared with the original one.

3.6. Data Collection Procedures

Youths were the primary sources of information for gathering quantitative data. Survey questionnaires were distributed to 381 youths. A structured questionnaire was developed separately for those born in Haramaya and those who came to Haramaya to live under study, with background information gathered to identify the youths. The closed-type questions give a maximum of five alternatives to the respondents, and they must select one or more according to their feelings about being exposed to violent behaviors. The current study was conducted using simple random sampling of all the youth in ten kebele in Haramaya province. Due to the homogeneous structure of the district, a demographic ethnic variable was not collected in this study.

To ensure anonymity and to increase response validity, the research team did not accept any information that could identify any participant. Prior to participation, consent was obtained from the appropriate legal guardian. The research data were collected using the Personal Information Form and the Attitude toward Exposure to Violence Scale (ATEVS).

3.7 Reliability and Validity Test

The researcher tried to maintain the reliability and validity of the research by cross-checking the acquired data. Reliability testing is a technique that helps check the internal consistency of research instruments. Internal consistency of research instruments reflects the homogeneity of measurements when the tools used in research give the same result or output across different time periods (Creswell et al., 2014). They discovered the Cronbach's alpha measurement tool, which is the most commonly used estimate of a multiple-item scale's reliability and the most preferred instrument for assessing the reliability of instruments used in a descriptive type of study. Hence, Cronbach's alpha model must indicate a value between 0 and 1. Thus, the study used Cronbach's alpha model to check the consistency of the study. The original Cronbach's alphas of the items were .75, .68, .75, .84, and .84 for gang-related, TV violence, interpersonal violence, and exposures to community violence, respectively. In this study, the scale of Cronbach's alpha was .83.

The calculated Cronbach's alpha values for the subscales of attitude towards exposures to gang violence, attitude towards exposures to television violence, attitude towards exposures to interpersonal violence, and attitude towards exposures to community violence were calculated as .75, .76, .80, and .98, respectively. Moreover, when Cronbach's alpha is between 0.80 and 0.95, it indicates the best reliability; Cronbach's alpha between 0.70 and 0.80 represents good reliability; Cronbach's alpha between 0.60 and 0.70 shows fair reliability; and when the scale competes, Cronbach's alpha below 0.60 represents poor reliability (Creswell, 2014). Before distributing the instrument to all sampled respondents, the researcher conducted a pilot test. The pilot test was offered to twenty selected Haramaya district leaders (10%) from all streams using stratified random sampling to check the internal consistency (reliability) of the instruments using the Cronbach alpha model test, and these twenty participant leaders were not included in the subsequent research process.

This pilot test was prepared for the purpose of eliminating an ambiguous word that decreases and does not clearly measure the attitude of the respondents, and the researcher attempts to make a modification if necessary. By applying Cronbach's alpha reliability measure, the calculated reliability coefficient was above 0.8, and the result showed that it was found to be reliable. The reliability test for all dimensions of the instruments after collecting the data indicated that Cronbach's alpha result was above 0.84, which was found to be an acceptable region.

In this regard, it implies that the measure used to check the instrument really indicates the contents, scopes, and all logic's and standards (Creswell et al., 2014). Hence, validating the instrument helps to avoid the mistakes that are likely to happen due to a shortage of instruments to measure what is proposed to be measured, cross-validate, and realize the response of the questionnaire with the interview conducted and the document analyzed. According to Creswell (2014), in order to validate the research process, the researcher must clarify the biases brings to the study, triangulate different data sources, check with an external audit, and devote sufficient time to the data sources. In this study, the research process was checked by qualified independent experts in the leadership area who have prior experience with the way research is conducted to cross-check different data sources when using primary and secondary data. In this study, the researcher spends a long time triangulating different data source.

3.8. Methods of Data Analysis

The SPSS 20 statistical package for social sciences was used for data analysis. The descriptive analysis encompassed the calculation of frequencies for the demographic data as well as the mean and standard deviation for each of the variables. In all distributions, the Kolmogorov-Smirnov and the Shapiro-Wilk tests for normality were applied to verify the parametric assumptions; Levene's test was used to confirm homoscedasticity. Due to parametric assumptions, the fact that all distributions did satisfy homoscedasticity, and the imbalance between groups, it was decided to apply parametric (Independent sample t test and one way ANOVA) tests. After data collection was completed, data entry was done using SPSS version 20. Descriptive statistics included frequency, mean, percentage, and standard deviation. In addition, inferential statistics were used. The mean scores in this study are also important to rate youths' attitudes to the exposure of violence.

More specifically, the mean scores in this study are also important to rate the preferences of youths and get answers regarding the first objective, the youths' attitude to the exposure of violence. An independent samples t-test was used to answer the second objective and determine whether a statistically significant mean difference between genders exists, and a one-way ANOVA was used to test group differences in attitudes to the exposure of violence based on educational level. Moreover, regarding the Likert scale for rating mean scores, in the book *Statistics for Economics and Administration Studies*, Al-Yasaad et al. (2006) revealed that the rating mean score on Likert scale items was an indicator of one's attitudes. Therefore, the researcher makes an interpretation based on Al-Yasaad et al.'s (2006) mean score value rating system. The mean scores were (1–1.8), (1.8–2.6), (2.6–3.4), (3.4–4.20), and (4.20–5.00), respectively, representing strongly disagree, disagree, neutral, agree, and strongly agree. For attitudes towards exposure to gangs, the mean score from 0 to 0.5 indicated disagreement, and from 0.6 to 1 indicated agreement.

3.9. Ethical Considerations

To make the research process professional, ethical considerations are made. The researcher informed the respondents about the purpose of the study, i.e., purely academic; the purpose of the study is also introduced in the introduction part of the questionnaire and interview guide to the respondents and confirms that the subject's confidentiality will be protected. In addition to this, the anonymity of the participants in the study protected them and informed them that their participation in the study was based on their consent.

From the very beginning, the researcher informed the respondent about the purpose of the study by considering research ethics in data collection and analysis. During the data collection, the researcher had positive interactions with the participants, explaining the purpose of the research to them. Furthermore, all the materials used for this paper are acknowledged. Besides, the researcher showed respect for the participants and their values in general, and female respondents in particular. Finally, a copy of the final report was given to the stakeholder concerned.

4. RESULTS AND DISCUSSIONS

4.1. Results

This chapter presents the research findings that originated from the presentations, analysis, and interpretation of the entire survey data. The analysis was carried out in the following order: Descriptions of the respondents' characteristics; Percentile of attitude to the exposures of gangs, descriptions of their attitudes to the exposures of Tv violence, exposures of interpersonal violence and exposures of community violence; gender differences in attitudes to the exposures of violence; and significance differences in attitudes to the exposures of violence with respect to levels of education based on data collected via questionnaires. With respect to the quantitative data, 37 questionnaires were distributed to 384 youths, and all the questionnaires were 100 % successfully collected. The quantitative data were presented in tables, where percentages, means, standard deviations, the independent sample t test and one way ANOVA were conducted through SPSS version 20.

4.1.1. Analysis of the demographic characteristics of the respondents

Table 1. Demographic characteristics of the participants (n = 384)

		Frequency	Percent
respondent's gender	Female	168	43.80 %
	Male	216	56.20 %
level of education	can read and write	9	2.30 %
	Read and write	17	4.40 %
	Primary school	43	11.20 %
	Secondary school	85	22.10 %
	College diploma	196	51.00 %
	University degree	34	8.90 %

Table 1 shows that 56.30 % of the participants were male, while the remaining 43.80 % were female. The majority of respondents had a college diploma, followed by 22.10 % who had a secondary or primary school diploma, a university degree, or a general education, and only nine (2.30 %) can only read and write.

4.1.2. The State of Youths' Attitudes To Exposure of Violence

To answer the first research question, the null hypotheses are formulated for the study as follows:

H₀: There is no difference in attitude to the exposures of different forms of violence in participants.

H₁: Participants differ in their attitudes to the exposure of various forms of violence.

Out of 384 youth participants, 305 were exposed to violence, and 79 were not exposed to violence. Out of 384 youths, 53.1% of male and 46.9% female youths were exposed to violence and 68.4% of male and 31.6% were not exposed to violence. Again, out of 384, 68.4% of male and 31.6% youths were never in trouble with exposures to violence because they were not exposed to violence, 63.5% of male and 36.5% female youths were sometimes in trouble with exposure to violence and 47.2% of male and 52.8% of female youths always in trouble with exposures to violence.

Table 2. Percentage of respondents' to the exposures of gangs violent.

Are there gangs in your neighborhood?	Frequency	Percent
NO	107	27.90%
YES	277	72.10%
Are gang members troublemakers?		
NO	100	26.00%
YES	284	74.00%
Do you have friends who are gang members?		
NO	267	69.50%
YES	117	30.50%
What does the presence of gang members in this kebele mean to you?		
NO	330	85.90%
YES	54	14.10%
Total	384	100.00%
Would you like to be a gang member?		
NO	370	96.40%
YES	14	3.60%
If you are a gang member, it means nothing to you.		
NO	280	72.90%
YES	104	27.10%
Total	384	100.00%

From table 2, 72.1% of the participants believed that there were gangs in their neighborhood, and 74.0% of them understood about trouble making who of gang members. 69.5% of the study respondents believe that they do not have friends who are gang members, and 85.9% of them are concerned if there are gang members in their kebele, while 96.4% believed they would not like to be a gang member. If they were gang members, 27.1% of the respondents said it didn't matter.

According to the data in Table 2, the majority of young people strongly agreed with the statement "Are there gangs in your neighborhood?" and "Are gang members troublemakers?" and strongly disagreed with the statement "Do you have friends who are gang members?". "Would you like to be a gang member?" and "If you are a gang member, it means nothing to you."

Table 3. Mean and SD of participants' attitudes towards exposures to violence (n = 384)

	N	Mean	S.D
Attitudes to exposures of television violence	384	2.83	0.79
attitude to exposures of interpersonal violence	384	1.63	0.46
attitude to exposures of community violence	384	1.85	1.20

The data in Table 3 represents the mean score of attitudes to the exposures of TV violence, which is 2.83 with a standard deviation of 0.79. The standard deviation is less than 1/3 of the mean. It was concluded that majority of youths have neutral attitude to the exposure of violence. From the results, the majority of young adults (M= 1.63, S.D= 0.46) strongly disagreed with attitudes to the exposures of interpersonal violence and (M= 1.85, S.D= 1.20) with attitudes to the exposures of community violence. The results indicated that youths have strong negative attitude to the exposures of interpersonal violence and to the exposures of community violence.

4.1.4. Participants Response Variation Based on the Gender

For research questions two, in order to compare the means of two different groups, male and female, an independent sample t test was used. The null hypothesis and the alternative hypothesis were: H₀: There is no significant difference in attitude to the exposures of violence between males and females.

H₁: There is a significant difference in attitude to the exposures of violence between males and females.

Table 4. Represents the results of an independent sample t-test for gender.

	gender of the respondent	N	Mean	SD	t	p
G	Female	168	0.35	0.17	-2.050	0.04
	Male	216	0.38	0.15		
T	Female	168	2.78	0.75	-1.071	0.29
	Male	216	2.86	0.81		
V	Female	168	1.68	0.45	1.822	0.07
	Male	216	1.60	0.46		
C	Female	168	1.74	1.14	-1.621	0.12
	Male	216	1.94	1.24		
ATETV	Female	168	1.64	0.47	-1.155	0.25
	Male	216	1.70	0.51		

G=Attitude to the exposures of gangs T=Attitude to the exposures of TV violence V=Attitude to the exposures of interpersonal violence C=Attitude to the exposures of community violence ATETV=Overall Attitude to the exposures of violence

Table 5. The mean and standard deviation of gender respondent

Item	Gender	Levene's Test for Equality of Variances				t-test for Equality of Means						
		Mean	S.D	F	Sig.	t	df	Sig.	Mean	Std.Err	95% Confidence Interval of the Difference	
								(2-tailed)	Difference	or Difference	UB	LB
G	Male	0.35	0.17	0.624	0.43	-2.05	382	0.041	-0.03	0.02	-0.07	-0.001
	Female	0.38	0.15									
T	Male	2.78	0.75	6.541	0.11	-1.071	382	0.285	-0.07	0.08	-0.25	0.07
	Female	2.86	0.81									
V	Male	1.68	0.45	0.062	0.80	1.822	382	0.069	0.09	0.05	-0.01	0.18
	Female	1.60	0.46									
C	Male	1.74	1.14	7.159	0.80	-1.621	382	0.106	-0.20	0.12	-0.44	0.04
	Female	1.94	1.24									
ATE	Male	1.64	0.47	3.39	0.07	-1.155	382	0.249	-0.06	0.05	-0.16	0.04
	Female	1.70	0.51									

G=Attitude to the exposures of gangs T=Attitude to the exposures of TV violence V=Attitude to the exposures of interpersonal violence C=Attitude to the exposures of community violence ATETV=Attitude to the exposures of violence

The results in Table 4 shows the effect of gender on attitude, that the significance values of Levene's Test for attitudes to the exposures of gang violence are 0.43, which is ≥ 0.05 . As a result, it was assumed that the variance would be equal between the two groups or between genders. There was a statistically significant difference in attitude to the exposure of gangs with respect to sex, with the values of $(t(382) = 2.05, p = 0.04)$. The mean score for males ($M = 0.38, SD = 0.15$) was higher than the mean score for females ($M = 0.35, SD = 0.17$). Results reveal that compared to males, females have more negative attitude than males. Males have less negative attitudes to the exposures of gangs violence than females. The magnitude of the differences in the mean (mean differences = -0.03 , 95% CI: -0.07 to 0.00) was significant. Hence, H_1 was accepted, and the null hypothesis was rejected.

The significance values of Levene's test for attitude to the exposure of TV violence are 0.11 ($p \geq 0.05$). Therefore, equal variance was assumed. In these cases, there was an equal variance between the two groups or between genders. There was no significant or real difference in attitude to the exposure of TV violence between males and females ($t(382) = -1.071, p = 0.29$), with males mean score ($M = 2.86, SD = 0.81$) being higher than females' ($M = 2.78, SD = 0.75$). Results reveal that compared to males, females have more negative attitude than males. Males have less negative attitudes to the exposures of TV violence than females. However the magnitude of the mean differences (mean differences = -0.07 , 95% CI: -0.25 to 0.07) was not statistically significant. Hence, H_0 was supported.

The significance values of Levene's Test for attitude to the exposures of interpersonal violence are .80, with a $p \geq 0.05$. Therefore, equal variance was assumed. In this case, there was equal variance between the two groups, or between genders. According to the results, there was no statistically significant difference in attitudes to the exposures of interpersonal violence ($t(382) = 1.822, p = 0.069$) between males' ($M = 1.60, SD = 0.46$) and females' ($M = 1.68, SD = 0.45$). Results reveal that compared to females, males have more negative attitude than females. females have less negative attitudes to the exposures of interpersonal violence than females. The magnitude of the mean differences (mean differences = 0.08 , 95% CI: -0.007 to 0.177) was not statistically significant. Hence, H_0 was supported.

The significance values of Levene's Test for attitude to the exposures of community violence are .80, with $p \geq 0.05$. Therefore, equal variance was assumed. In this case, there was an equal variance between the two groups or between genders. There was not statistically significant difference ($t(382)=-1.621$, $p=.106$) between males' and females in attitudes to the exposure of community violence with the values of males' ($M=1.94$, $SD=1.24$) and females' ($M=1.74$, $SD=1.14$) mean scores. Results reveal that compared to males, females have more negative attitude than males. Males have less negative attitudes to the exposures of community violence than females. The magnitude of the mean differences (mean differences = $-.20$, 95% CI: -0.45 to 0.04) was not statistically significant. Hence, H_1 was rejected.

The significance values of Levene's Test for overall attitude to the exposures of violence are 0.07, which is $p \geq 0.05$. Therefore, equal variance was assumed. In this case, there was equal variance between the two groups or between genders. There was no significant difference ($t(382)= -1.155$, $p =0.249$) in the mean score for males ($M=1.70$, $SD=0.51$) and females ($M=1.64$, $SD =0.47$). Results reveal that compared to males, females have more negative attitude than males. Males have less negative attitudes to the exposures of overall violence than females. The magnitude of the differences in the mean (mean differences = -0.06 , 95% CI: -0.16 to 0.04) was not significant. Hence, H_1 was rejected.

4.1.5. Participants' Response Variation Based on Level of Education

The ANOVA procedure produces an F statistic, a value whose probability enables the researcher to reject or retain the null hypothesis, i.e., to conclude whether or not the differences in the scores on the dependent variable are statistically significant or due to chance. The difference between groups is less than .05, we conclude that there are significant differences between groups, i.e., variation that cannot be explained by chance. A significant F-value only indicates that there is a significant difference somewhere between the groups; it does not indicate which groups are different. ANOVA was used to determine whether attitudes toward exposure to violence differ statistically by level of education. From the second research question, H_1 There is a significant difference in attitudes toward exposure to violence across educational levels. That is, the participants' educational levels may influence their attitudes toward violent exposures.

Table 6 One way ANOVA Results

		sum of squares	df	Mean Square	F	Sig.
G	Between Groups	1.332	5	.266	12.139	.00
	Within Groups	8.293	378	.022		
	Total	9.625	383			
T	Between Groups	2.063	5	.413	0.668	.65
	Within Groups	233.640	378	.618		
	Total	235.704	383			
V	Between Groups	12.227	5	2.445	13.816	.00
	Within Groups	66.902	378	.177		
	Total	79.129	383			
C	Between Groups	30.967	5	6.193	4.496	.00
	Within Groups	520.763	378	1.378		
	Total	551.731	383			
ATETV	Between Groups	3.264	5	.653	2.738	.02
	Within Groups	90.140	378	.238		
	Total	93.404	383			

G=Attitude to the exposures of gangs T=Attitude to the exposures of TV violence V=Attitude to the exposures of interpersonal violence C=Attitude to the exposures of community violence ATETV=Attitude to the exposures of violence

Table 7 above shows that the effect of education on attitude. There was no statistically significant difference ($F_{5,378}=.668$, $p=.65$ which $\geq 0,05$) found in attitudes to the exposure of TV violence across educational level. A post hoc comparison is unnecessary. According to the ANOVA results, there was a statistically significant difference in attitudes to the exposures of gang violence ($F_{5,378}=12.139$, $p=0.00$, which $\leq 0,05$), interpersonal violence ($F_{5,378}=13.816$, $p=0.00$, which $\leq 0,05$), and community violence ($F_{5,378}=4.496$, $p=0.00$, which is $\leq 0,05$) across educational levels. On the other hand, there was a statistically significant difference ($F_{5,378}=2.738$, $p=0.02$, which is $\leq 0,05$) found in the overall attitude to the exposure of violence based on educational level. ANOVA results gives all the differences, but in order to check for the individual difference between groups, post hoc comparisons were assessed using Tukey HSD.

Table 8 One-way ANOVA result for respondents' levels of education

ANOVA test for homogeneity of variances						
Attitude toward the exposure of gangs	Mean	S.D	LeveneStatistic	sig	F	sig
Primary school	0.42	0.12	3.658	0.30	12.12	.00
Secondary school	0.27	0.17				
College diploma	0.41	0.14				
University degree	0.39	0.17				
Attitude toward exposure to interpersonal						
Read and write	2.28	0.59	3.245	0.70	13.82	.00
Primary school	1.47	0.47				
Secondary school	1.80	0.41				
College diploma	1.54	0.40				
University degree	1.62	0.41				
Attitude toward the exposure of the community						
can not read or write	1.44	0.78	3.547	0.40	4.50	0.00
Read and write	3	1.33				
Primary school	1.91	1.23				
Secondary school	1.99	1.22				
College diploma	1.76	1.18				
University degree	1.53	0.91				
Attitude toward being exposed to violence						
Read and write	2.08	0.47	1.709	0.131	2.74	0.02
Primary school	1.63	0.54				
Secondary school	1.70	0.47				
College diploma	1.64	0.50				
University degree	1.61	0.41				

Table 9. One way ANOVA Result of Group difference

	Mean	sig	95% Confidence	
	Difference (I-J)		Interval	
			LB	UB
Attitude to the exposure of Gangs				
Primary school-Secondary school	.15194*	.00	0.0725	0.2313
Secondary school-Primary school	-.15194*	.00	-0.2313	-0.0725
Secondary school-College diploma	-.13895*	.00	-0.194	-0.0838
Secondary school-University degree	-.12059*	.00	-0.2067	-0.0345
College diploma-Secondary school	.13895*	.00	0.0838	0.194
University degree-Secondary school	.12059*	.00	0.0345	0.2067
Attitude to the exposure of interpersonal violence				
Read and write-Can not read and write	.65033*	.00	0.1536	1.1471
Read and write-Primary school	.81053*	.00	0.4653	1.1558
Read and write-Secondary school	.47731*	.00	0.1571	0.7975
Read and write-College diploma	.73467*	.00	0.43	1.0394
Read and write-University degree	.66176*	.00	0.3038	1.0197
Primary school-Read and write	-.81053*	.00	-1.1558	-0.4653
Primary school-Secondary school	-.33322*	.00	-0.5587	-0.1077
Secondary school-Read and write	-.47731*	.00	-0.7975	-0.1571
Secondary school-Primary school	.33322*	.00	0.1077	0.5587
Secondary school-College diploma	.25736*	.00	0.1009	0.4139
College diploma-Read and write	-.73467*	.00	-1.0394	-0.43
College diploma-Secondary school	-.25736*	.00	-0.4139	-0.1009
University degree-Read and write	-.66176*	.00	-1.0197	-0.3038

Attitude to the exposure of community violence				
Can not read and write-Read and write	-1.55556*	.02	-2.9415	-0.1696
Read and write-Can not read and write	1.55556*	.02	0.1696	2.9415
Read and write-Primary school	1.08879*	.02	0.1256	2.052
Read and write-Secondary school	1.01070*	.02	0.1174	1.9039
Read and write-College diploma	1.24165*	.00	0.3916	2.0917
Read and write-University degree	1.47326*	.00	0.4746	2.4719
Primary school-Read and write	-1.08879*	.02	-2.052	-0.1256
Secondary school-Read and write	-1.01070*	.02	-1.9039	-0.1174
College diploma-Read and write	-1.24165*	.00	-2.0917	-0.3916
University degree-Read and write	-1.47326*	.00	-2.4719	-0.4746
Overall Attitude to the exposure of violence				
Read and write-Primary school	.44536*	.02	0.0446	0.8461
Read and write-Secondary school	.37396*	.05	0.0023	0.7456
Read and write-College diploma	.43426*	.01	0.0806	0.7879
Read and write-University degree	.46390*	.02	0.0484	0.8794
Primary school-Read and write	-.44536*	.02	-0.8461	-0.0446
Secondary school-Read and write	-.37396*	.05	-0.7456	-0.0023
College diploma-Read and write	-.43426*	.01	-0.7879	-0.0806
University degree-Read and write	-.46390*	.02	-0.8794	-0.0484

In the above table, attitude to the exposures of gangs violence, test indicate that the mean score for primary school participants $M=0.42$, $SD=0.12$ was significantly higher than secondary school $M=0.27$, $SD=0.17$ participants and the mean score for Secondary school participants $M=0.27$, $SD=0.17$ was significantly lower than Primary school participants $M=0.42$, $SD=0.12$, college diploma $M=0.41$, $SD=0.14$ and University degree participants $M=0.39$, $SD=0.17$. The mean score for college diploma participants $M=.41$, $SD=.14$ was significantly higher than

secondary school participants $M=0.27$, $SD=0.17$. The mean score for university degree participants $M=0.39$, $SD=0.17$ was significantly higher than secondary school $M=0.27$, $SD=0.17$.

Attitude to the exposures of interpersonal violence, test indicate that the mean score for read and write participants $M=2.28$, $SD=0.59$ was significantly higher than can not read and write participants $M=1.63$, $SD=0.45$, Primary school $M=1.47$, $SD=0.47$, Secondary school $M=1.80$, $SD=0.41$, College diploma $M=1.54$, $SD=0.41$ and University degree participants $M=1.62$, $SD=0.41$. The mean score for Primary school $M=1.47$, $SD=.47$ was significantly different from read and write $M=2.28$, $SD=.59$, Secondary school $M=1.80$, $SD=.41$. The mean score for Secondary school participants $M=1.80$, $SD=0.41$ was significantly different from Read and write $M=2.28$, $SD=0.59$, Primary school $M=1.47$, $SD=0.47$ and College diploma participants $M=1.55$, $SD=0.41$. The mean score for college diploma participants $M=1.54$, $SD=0.41$ was significantly lower than read and write $M=2.28$, $SD=0.59$ and Secondary school participants $M=1.80$, $SD=0.41$. The mean score for university degree participants $M=1.62$, $SD=0.41$ was significantly lower than read and write participants $M=2.28$, $SD=0.59$. The mean difference was significant at the 0.05 level no significant difference detected between can not read and write with the other levels of educations primary school, secondary school, college diploma and University degree.

The attitude to the exposures of community violence test indicates that the mean score for Can not read and write participants $M=1.44$, $SD=0.78$ was significantly lower than read and write participants $M=3.00$, $SD=1.34$. Read and write participants $M=3.00$, $SD=1.33$ was significantly higher than cannot read and write $M=1.44$, $SD=0.78$, Primary school $M=1.91$, $SD=1.23$, Secondary school $M=1.99$, $SD=1.22$, College diploma $M=1.76$, $SD=1.18$ and University degree participants $M=1.53$, $SD=0.91$. The mean score for Primary school participants $M=1.91$, $SD=1.23$ was significantly lower than read and write participants $M=3.00$, $SD=1.33$. The mean score for college diploma participants $M=1.76$, $SD=1.18$ was significantly lower than read and write participants $M=3.00$, $SD=1.33$. The mean score for university degree participants $M=1.53$, $SD=0.91$ was significantly lower than read and write $M=3.00$, $SD=1.33$, secondary school participants $M=1.99$, $SD=1.22$. However, no significant difference detected between secondary school with primary school, college diploma, University degree and cannot read and write.

Overall attitude to the exposures of violence, the mean score for read and write participants $M=2.08$, $SD=0.47$ was significantly higher than primary school $M=1.63$, $SD=0.54$, Secondary school $M=1.70$, $SD=0.47$, college diploma $M=1.64$, $SD=0.51$ and University degree participants $M=1.61$, $SD=0.41$. The mean score for primary school participants $M=1.63$, $SD=0.54$ was significantly lower than read and write $M=2.08$, $SD=0.47$ and secondary school participants $M=1.70$, $SD=0.47$. The mean score for secondary school participants $M=1.70$, $SD=0.47$ was significantly lower than read and write participants $M=2.08$, $SD=0.47$.

The mean score for college diploma participants $M=1.64$, $SD=0.51$ was significantly lower than read and write participants $M=2.08$, $SD=0.47$. The mean score for a university degree participants $M=1.61$, $SD=0.41$ was significantly lower than read and write participants $M=2.08$, $SD=0.47$. The mean difference was significant at the 0.05 level, but no significant difference detected between can not read and write and read and write with the other levels of education.

4.2. Discussion

The present study was an attempt to describe the youths' attitude to the exposure of different forms of violence in Haramaya district, to assess the statistical difference in attitudes to the exposure of different forms of violence with respect to gender and their levels of education. It was hypothesized that youths have negative attitude to the exposures of different forms of violence. It was also hypothesized that there were a statistical significance difference on attitude to the exposures of different forms of violence with respect to gender. Lastly It was hypothesized that there were a statistical significance difference on attitude to the exposures of different forms of violence with respect levels of education.

4.2.1. Youths Attitude to the exposures of violence

The study found that 53.10% of male and 46.90% female youths were exposed of violence, 68.40% of male were in trouble with exposures of violence, 63.50% of male and 36.50% female youths were sometimes in trouble with exposure of violence and 47.20% of male and 52.80% of female youths always in trouble with exposures of violence. This indicated that most of the youths in Haramaya district had been exposed of different forms of violence most frequently. This is similar with the reviewed literature that at least one in four people has been reported to have witnessed or experienced it (Nguyen-Fang et al., 2016). The similarity might be due to the tooland method used.

The findings of the present study support our hypothesis that youths have negative attitude to the exposures of different forms of violence. This means that youths having negative attitude to exposures of one forms of violence are expected to be high on other types of exposures of violence. Regarding the attitudes to the exposures of gangs violence, Results indicate that 72.10% of the participants believed that there are gangs in their neighborhood, and 74.0% of them understood about troublemakers of gang-members. 69.50% of the study respondents believe that they do not have friends who are gang members, and 85.90% of them are concerned if there are gang members in their kebele, while 96.40% believe they would not like to be a gang member. 27.1% of the respondents replied that they are nothing to them if a gang member participated in.

The results suggest that youths had negative attitude to the exposures of gang's violence and understood the impacts of gangs through their family and community.

This is consistent with the literature reviewed which is a good family climate and a good parent-youth communication have been shown to reduce the likelihood that youths will be exposed of gangs violent acts (Ortega et al., 2019). This may be because on gangs problems, communication between parents and youths reduce the probability of youths exposed to violent acts. These were similar to the literature which stated that communities where gangs predominate, gang violence can affect youths on their way to and from school (Mn-cube & Harbor, 2013). The similarity might be due to the presence of gangs in the community influences and raises the risks of young male becoming involved in criminal activities, which can foster a criminal career with a negative impact on female.

Regarding the attitudes to the exposures of Tv violence, participants had neutral attitudes towards exposures to TV violence. It was concluded that majority of youths have neutral attitude to the exposure of TV violence. Obviously, not all observers of TV violence are affected equally by what they observe at all times. Meanwhile, majority of youths participants were assigned low mean scores revealing that their likely response would be strongly disagreed with attitude to exposures of interpersonal violence and attitude to the exposures of community violence. Low mean score indicated that participants had negative attitude to the exposures of interpersonal violence and exposures of community violence. The unfavorable attitude to the exposures of violence may be due to the impacts of exposures of violence on the economic and social problems of youths. This may be because the youths properly understood the effects of violence in the past five years, so they developed a negative attitude to the exposures. These is also similar with literature which address violence it violates the rights of the young and the family, impacts on the youth's ability to developed, has a negative impact on surrounding communities, negatively impacts a country's development goals and has extensive health and economic costs for the country (Burton & Leoschut, 2013). the similarity might be the information and knowledge youths have about exposures of violence. The mean score indicated that more negative attitude to the exposures of interpersonal violence than exposures of community violence. This requires further research in the comparison of one forms of exposures of violence with the others.

4.2.2. Differences in attitude among males and females

The findings of the present study did not support the hypothesized that there were a statistical significance difference on attitude to the exposures of different forms of violence with respect to gender. This mean that there were no difference in attitude to the exposures of violence between males and females. Results indicate that, overall attitude to the exposures of violence, there was no significant difference ($t(382) = -1.155, p = 0.249$). However the mean score for males ($M = 1.70, SD = 0.51$) higher than the mean score of females ($M = 1.64, SD = 0.47$). Therefore, gender differences could not influence attitude to exposures of violence. However, there were mean difference between males and females which indicated that females have more negative attitude to the exposures of over all attitude than males. This finding is consistent with a study conducted by Pinchevsky et al. (2013), found that although boys were exposed to more violence, exposure to violence predicted alcohol use and binge drinking only among girls. Similarly, Zona and Milan (2011) found that although boys witnessed more violence, girls who were exposed to violence were more significantly difference. The variation might be due to differences in cultural characteristics of the study population.

There was no significant difference between the gender of young people and their attitude to the exposures of Tv violence, exposure of interpersonal violence, and exposure of community violence. The three forms of exposure could not affect the attitudes of males and females. Both males and females youths perceive that Tv transmission were used as enjoyment and for relaxations. This result is also similar to research done by Özgür, Yörükoğlu and Bayesian-Arabacı (2011). According to research findings, attitudes of youths to the exposures of violence do not differ depending on the type of violence they have been exposed to. In their study, Özgür, Yörükoğlu and Baysan-Arabacı (2011) show that youths can easily distinguish exposures to TV violence from other types of exposures to violence and describe it. The reason might be having knowledge about different forms of exposures of violence are a prerequisite to a difference in attitude to the exposures of violence.

There were a statistical significance difference on attitude to the exposure of gangs with respect to sex with the values of $(t(382) = -2.05, p = 0.04)$ with mean score for male was higher than the mean score of females. Lower mean scores of female revealing that their likely response would be strongly negative attitude to the exposures of gangs than males. The results indicated that there were a mean difference between males and females participants. The literature suggest that youths who are or have been subjected to gangs violence have more negative attitude to the exposures of gangs violence. Female have strong negative attitude to the exposures of gangs than male, due to the fact that more female youths always in trouble with exposures of gang's violence. The result supported by Kurt et al. (2018) examined the history of exposures to violence in women who applied to the psychiatry outpatient clinic and found that 70.1% of 300 women experienced verbal violence in their marriage, 49% experienced exposure to physical violence, and 65.3% of those who experienced exposure to verbal violence also experienced exposure to physical violence. The significance differences might be due to being male and being female. This conclusion, supported by (Ruiz-Hernandez et al., 2020) claims that attitudes to the exposures of violence are influenced by age and sex. Some of the possible reasons could be those who participated in the gangs violence might have a chance to engage in a variety of negative impact on their life, loss of life, and other psychological problems. These types of exposure might have a factor for them to have a more negative attitude to the exposures of gangs.

4.2.3. Differences in attitude among educations levels

The findings of the present study support the third hypothesis, that there was a statistical significance difference detected on over all attitudes to the exposures of violence with respect to levels of education. Within different levels of education, there was a difference in attitude to the exposures of violence. This is due to the effects of exposures to violence on their futures aspirations young have for their goals. Youths with no schooling were more likely to have a favorable attitude to the exposures of violence compared with youth with above secondary educational level. Likewise, youths with the primary school were more likely to have a favorable attitude to the exposures of violence compared with those with above secondary educational level.

From the results participants who were read and write had neutral attitude to the exposures of violence. Primary school, secondary school, college diploma and university degree participants had negative attitude to the exposures of violence. Primary school participants had more negative attitude to the exposures of violence than read and write and secondary school participants. This is similar with the reviewed literature being raised at a different level of education may influence attitudes to the exposure of violence (Adıbelli, Sacan, and Turkoglu, 2018; Karabacak and Kodan Cetinkaya, 2015). The finding was also similar to research done at the University of Ecuador, which explained that the low mean score belonged to participants who's only a high school education. From the finding of turkeys Medical Journal 2022 which stated participants' attitudes towards exposures to violence varied significantly by education level ($p=0.007$; $\eta^2=0.028$). This may be because as youth's educational level increases access to information; their awareness and struggle against the exposures of violence will increase and also improve their interpersonal skill and relationship. The reason is primary school-youths, parent 'protect' their Young's from the violent world. When young people reach secondary school, parents' primary focus shifts towards preparing them for the world, and their increasingly independent lives within it. Secondary school young are seen to be mature enough to distinguish violent content from others and to process it appropriately. The similarity might be due to the selections of the samples.

There were not a statistical significance difference ($F(5,378)=.668$, $p=.65$ which is ≥ 0.05) detected on attitude to the exposures of Tv violence with respect to levels of educations. However, there were a statistical significance difference on attitude to the exposures of gangs violence, primary school participants had less negative attitude than secondary school participants, and the mean score for secondary school participant had higher negative attitude to the exposures of gangs than primary school participant, college diploma, and university degree participants. College diploma and University degree participants have less negative attitude to the exposures of gangs than secondary school participants. There was also a difference in attitude between primary school, secondary school, college diploma and University degree participants to the exposures of gangs. This study's results are consistent with previous research's (Chap-lot A, Karwande, 2017) findings, this study demonstrate that there is a significant difference in the attitude towards exposures to violence of youth at different educational levels.

This is also explained in our reviews which stated that gender and education can be considered predictors of behavior (Pina et al., 2022). This similarity might be gangs and gangs activity were understood and known in every school environments.

Significant differences existed in attitude to the exposures of interpersonal violence between levels of education. Read and write participants had neutral attitude to the exposures of interpersonal violence while can not read and write, primary school, secondary school, college diploma and university degree participants have strong negative attitude to the exposures of interpersonal violence. The mean score for primary school participants had more negative attitude to the exposures of interpersonal violence than read and write, secondary school participants. The mean score for secondary school participants was significantly different from read and write, primary school and college diploma participants. College diploma participants had higher negative attitude to the exposures of interpersonal violence than read and write and secondary school participants. University degree participants had higher negative attitude to the exposures of interpersonal violence than read and write participants. This finding was similar to that of the research done at the University of Ibadan, Nigeria, which stated that education played a crucial role in attitudes to the exposure of interpersonal violence among men and women in Nigeria. University education was protective for attitude to exposures to interpersonal violence among men and women.

There was a statistically significant difference in attitude to the exposures of community violence across levels of education. Can not read and write participants had higher attitude to the exposures of community violence than read and write participants. Read and write participants had neutral attitude than can not read and write, primary school, secondary school, college diploma and university degree participants. Primary school participants had more negative attitude than read and write participants. However, no significant difference detected between secondary school with primary school, college diploma, university degree and cannot read and write. The findings were somewhat similar to the research done by Okenwa-Emegwa et al. (2016), which stated that men who had primary and secondary education scored higher on average mean than the others.

5. CONCLUSION

The purpose of this study was to investigate the attitude to the exposure of violence as well as to investigate the gender differences in attitudes to the exposures of violence and the affect of levels of educational on attitudes to the exposures of violence among Haramaya youths. The majority of young people strongly agreed with the statement "Are there gangs in your neighborhood?" and "Are gang members troublemakers?" and strongly disagreed with the statements that it didn't matter. Our findings indicate that being exposed to communal violence as a young's has long-lasting impacts on attitude. Our findings mainly confirm our hypothesis. The results of an independent sample t test showed that there was a statistically significant difference in attitude to the exposure of gangs with respect to sex. In the study no gender difference was found in attitude to the exposures of Tv violence, attitude to the exposures of interpersonal violence and attitude to the exposures of community violence. However girl were having more negative attitude to the exposures of gangs violence, while boy were having more positive attitude to the exposures of community violence as compared to girls.

In general, there was a statistically significant difference found in the attitude to the exposure of gangs violence, attitude to the exposure of interpersonal violence and attitude to the exposure of community violence with respect to educational level. However no significance differences detected in attitude to the exposures of Tv violence with respect to educational level. We also found that overall attitude to the exposures of violence was a statistical significance difference exists among levels of educations. Post hoc comparisons indicated that attitude to the exposures of gang's violence, the mean score for primary school participants was significantly different from secondary school participants, that the mean score for secondary school participants was significantly different from primary school, college diploma and university degree participants.

Attitude to the exposures of interpersonal violence, test indicate that the mean score for read and write participants was significantly different from can not read and write, primary school, secondary school, college diploma and university degree participants. The mean score for primary school participants was significantly different from read and write, secondary school participants. The mean score for college diploma participants was significantly different from read and write and secondary school participants.

The mean score for college diploma participants was significantly different from read and write participants. The mean score for university degree participants was significantly different from read and write and secondary school participants. Overall attitude to the exposures of violence, the mean score for read and write participants was significantly different from primary school, secondary school, college diploma and university degree participants. The mean score for primary school participants was significantly different from read and write and secondary school participants. The mean score for secondary school participants was significantly different from read and write participants. The mean score for a university degree participants was significantly different from read and write participants.

6. RECOMMENDATIONS

Majority of youth participants were exposed to violence, and half of youths were sometimes in trouble with exposure to violence and one third of youths always in trouble with exposures to violence. Boy's attitude is slightly declined to exposures of violence. However, gender difference will not impact the attitude to the exposures of violence. Thus, the study throws light that youths of different educational levels, it is the responsibility of all the educational institutions to develop a violence free attitude in our youths by organizing various violent preventive measures. And only knowledge and awareness about peace education will not suffice the issue. But practical and learning by doing strategies are required to implement in the institutions, which may help to develop a negative attitude to the exposures of violence among the youths. And the family, community and society at large should consciously provide a violent free environment since youth imitate what they observe. A lot should be done towards developing the awareness of youths' attitude to the exposure of violence as well as understanding at community level.

It can be also recommended that the district should set programs to strength capacity building on youths regarding attitude towards different types of exposure to violence. Further study with additional predictor variables has to be made so as to address the issues raised in this study. In the light of current study and literature, some suggestions can be put forward for changing attitudes of youths towards exposures to violence and preventing justification of violence. Intervention programs should be organized aiming at not only youths but also families, community and society for preventing exposures to violence in the district setting paying attention to important role of families, communities and neighbors. It must be kept in mind that young at first take parents at home and then peers at school as models. Also, considering the finding that can read and write participants have more positive attitudes to the exposures of violence, it becomes important that intervention programs should be organized for these groups at risk.

One of the reasons for studying attitudes is that it supplies a basis to predict the behaviors of people in future (Atkinson, Atkinson, Smith, Bem, and Hoeksema, 2010). Actually, changing attitudes in order to make changes in behavior creates a starting point for researchers. Therefore, studies which are conducted about attitudes to the exposures of violence are very valuable in terms of prevention of exposures to violence. It is thought that a meta-analysis study should be conducted in order to see which variables lead to difference in attitudes towards exposures to violence, such a study will present a more systematic viewpoint related to attitude towards exposures to violence and it will contribute to violence prevention studies.

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APPENDIX 1. Questionnaire
Haramaya University

The Attitudes toward Exposure to Violence Scale

Dear Respondents,

The purpose of this questionnaire is to collect data about a study entitled the **Attitudes toward Exposure to Violence Scale** with reference to eastern Hararge, Haramaya District in focus. The major objective of study is to examine what the attitude of youths towards exposure to violence. However, it is believed that the effectiveness of this study is highly depending on participants' genuine information and its proper analysis. And thus, a group of researchers kindly select you to be the current study participant to give your genuine responses for each items of this questioner accordingly. Please be further informed that a group of researchers wants to assure you in advance to make all of your information/responses confidential and used for the purpose of research only. You, as a participant, can also withdraw from the study at any time.

Thank you in advance for your kind cooperation,

General Direction:

- ✓ No need of giving your name.
- ✓ The questionnaire has four sections labeled as A,B,C and D

Section One: Participants' Socio-Demographic Characteristics

Instruction, please put ' ' mark in the box that best describe you

A-Demographic Information

Please circle the letter or fill in the blank with information about yourself.

Thank you for your participation!

1. Gender a) Male b)Female

3. Level of Education

- Primary school
- Secondary school
- College diploma
- College degree

Instruction, please put ' ' mark in the box that best describe you

B- Have you ever been in trouble with the exposure to violence? (circle)

YES NO

Who is more exposed to violence ?

Male Female

How often it happens at home, school, or neighborhood:

Never Sometimes Often Always

Section Two: Measures of Youth's attitude towards Exposure to Violence

Please put mark in the following table as completely as you can.

I completely disagree 2-I disagree 3-I cannot estimate 4-I mostly agree 5-I completely agree

Table 1 Measured items for attitude towards exposure to interpersonal violence

No	Measured items for attitude towards exposure to violence		2	3	4	5
1	Seeing someone carry a gun is nothing					
2	It OK if Someone has pulled a gun on you					
3	Grownups beat others is nothing					
4	No matter when Someone your age threatened to beat someone up					
5	You have been shot at someone but nothing to you					
6	Nomattter if you have seen the police arrest someone					
7	If Someone your age hits your friends nothing to you					
8	Its bad when you have seen someone get killed.					
9	Its OK when you have seen a grownup hit a youth					
10	You have hearing about someone getting shot is bad thing.					
11	Someone has pulled a knife on your friends.					
12	Grownups threaten to beat you up.					
13	I have had shots fired at me but I do not care.					
14	You have seeing someone carry a knife is nothing to you.					

Section Three: Measures of Youth's attitude to Exposure of Gangs Please answer the following questions as completely as you can. Remember, your answers are completely private and no one will know how you answered.

1-Yes 0-No

Table 2 Items measures attitude towards exposure to gangs

No	Items measure exposure to gangs	0	1
1	Are there gangs in your neighborhood?		
2	Are gang members troublemakers?		
3	Do you have friends who are gang members?		
4	if there Are gang members in this kebele nothing to you?		
5	Would you like to be a gang member?		
6	if you Are a gang member ,it is nothing to you?		

Scoring and Analysis

Point values are assigned as follows:

Yes = 1

No = 0

Item 2 should be reverse coded, then the scale can be scored by adding all point values and dividing by the total number of responses. Blank items are not counted in the number of responses. Higher mean scores indicate higher levels of exposure to and favor-ability of gangs and gang membership. Lower mean scores indicate lower levels of exposure to or favor-ability of gangs and gang membership.

Section Four: Measures of Youth's attitude to Exposure of Community Violence

Please put mark in the following table as completely as you can. Remember, your answers are completely private and no one will know how you answered. 1-I completely disagree 2-I disagree 3-I cannot estimate 4-I mostly agree 5-I completely agree

Table 1 3 Items measured exposures to community violence.

No	Items measured exposures to community violence	1	2	3	4	5
1	Its alright if I have heard guns being shot					
2	It is nothing to me if I have seen somebody arrested					
3	Its alright if I have seen drug deals					
4	Its alright if I have seen someone being beaten up					
5	Its is nothing to me if My house has been broken into					
6	Its alright if I have seen somebody get stabbed.					
7	Its alright if I have seen somebody get shot					
8	Its alright if I have seen a gun in my home					
9	Its alright if I have seen alcohol such as beer, wine, or hard liquor in my home					
10	Its alright if I have seen gangs in my neighborhood					
11	Its alright if I have seen somebody pull a gun on another person					

Section Five: Measures of Attitudes toward exposure to media or TV violence

Please put mark in the following table as completely as you can. 1-Almost all of it 2-A lot of it 3-Some of it 4-Only a little 5-None of it

Table 4 items measures attitude towards exposure to tv violence

No	Items measured exposure to TV violence	1	2	3	4	5
1	How much of what youths see on television is fake?					
2	Are television shows with a lot of hitting and shooting harmful for youths?					
3	How many television programs show life just like it really is?					
4	How likely is it that watching a lot of violent television shows would make a youth meaner?					
5	How much of a youth's free time should be spent watching violent on television					
6	How harmful is it for a youth to watch violent on television all of the time?					

Scoring and Analysis

Point values for items 2, 3 and 5 are assigned as follows:

Items 1, 4 and 6 are reverse coded. The scale score is computed by adding the scores from all six items and dividing by 6. Higher scores indicate a belief that violence shown on TV is realistic and harmless for youths. These items measure attitudes toward exposure to television violence. Respondents are asked to check the response that best corresponds with their beliefs.

APPENDEIX 2. Percentage distribution of attitude to the exposures of gangs

Have you ever been exposurd to violence?		Genderof respondet		Total
		Female	Male	
No	Count	25	54	79
	% within Have you ever been exposure to violence?	31.	68.	10
		6%	4%	0.0%
Yes	Count	14	16	30
	% within Have you ever been exposure to violence?	3	2	5
		46.	53.	10
Total	Count	16	21	38
	% within Have you ever been exposure to violence?	8	6	4
		43.	56.	10
		8%	2%	0.0%
Have you ever been in trouble with the exposure to violence?		Fe	Ma	To
		male	le	tal
Never	Count	25	54	79
	% within Have you ever been in trouble with the exposure to violence?	31.	68.	10
		6%	4%	0.0%
Sometimes	Count	50	87	137
	% within Have you ever been in trouble with the exposure to violence?	36.	63.	10
		5%	5%	0.0%
often	Count	9	0	9
	% within Have you ever been in trouble with the exposure to violence?	10	0.0	10
		0.0%	%	0.0%
Always	Count	84	75	159
	% within Have you ever been in trouble with the exposure to violence?	52.	47.	10
		8%	2%	0.0%
Total	Count	16	21	38
	% within Have you ever been in trouble with the exposure to violence?	8	6	4
		43.	56.	10
		8%	2%	0.0%

APPENDIX 3. mean and standard deviation of gender respondent

Levene's Test for Equality of Variances						t-test for Equality of Means						
Items	Gender	Mean	S.D	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Err or Difference	95% Confidence Interval of the Difference	
											UB	LB
G	Male	0.35	0.17	0.624	0.43	2.05	382	0.041	-0.03	0.02	-0.06522	-
	Female	0.38	0.15									0.001
T	Male	2.78	0.75	6.541	0.11	-1.07	382	.285	-0.09	.08	-.24506	.0722
	Female	2.86	0.81									2
V	Male	1.68	0.45	0.062	0.803	1.822	382	.069	.09	.05	-.00672	.1766
	Female	1.60	0.46									0
C	Male	1.74	1.14	7.159	0.80	-1.621	382	.106	-0.20	.12	-.44198	.0425
	Female	1.94	1.24									1
ATET V	Male	1.64	0.47	3.39	0.07	1.15	5	0.249	-0.06	0.05	-0.15847	0.041
	Female	1.70	0.51									21

APPENDIX 4. Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variancest-test for Equality of Means								
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
G	Equal variances assumed	.624	.430	-2.050	382	.041	-.03329	.01624	-.06522	-.00136
	Equal variances not assumed			-2.024	339.730	.044	-.03329	.01645	-.06564	-.00094
T	Equal variances assumed	6.541	.11	-1.071	382	.285	-.08642	.08068	-.24506	.07222
	Equal variances not assumed			-1.082	371.252	.280	-.08642	.07986	-.24345	.07061
V	Equal variances assumed	.062	.803	1.822	382	.069	.08494	.04662	-.00672	.17660
	Equal variances not assumed			1.826	361.833	.069	.08494	.04652	-.00654	.17642
C	Equal variances assumed	7.159	.80	-1.621	382	.106	-.19974	.12320	-.44198	.04251
	Equal variances not assumed			-1.638	371.011	.102	-.19974	.12197	-.43957	.04010
ATEV	Equal variances assumed	3.39	0.066	-1.155	382	0.249	-0.05863	0.05078	-0.15847	0.04121
	Equal variances not assumed			-1.167	371.89	0.244	-0.05863	0.05022	-0.15739	0.04013

APPENDIX 5. The mean and standard deviation of level of education

	N	Mean	Std. D	Std.	95%	Min	Max
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					Error	Confidence Interval			
						for Mean			
						Lower Bound	Upper Bound		
G	Can not read and write	9	.32	.13	.04343	.22	.42	0.17	0.50
	Read and write	17	.32	.13	.03022	.26	.39	0.00	0.50
	Primary school	43	.42	.12	.01870	.38	.46	0.17	0.67
	Secondary school	85	.27	.17	.01833	.23	.30	0.00	0.67
	College diploma	196	.41	.14	.01016	.39	.43	0.00	0.83
	University degree	34	.39	.17	.02877	.33	.45	0.00	0.67
	Total	384	.37	.16	.00809	.35	.35	0.00	0.83
T	Can not read and write	9	3.04	.85	.28161	2.39	3.69	1.67	3.83
	Read and write	17	2.71	.48	.11657	2.46	2.95	2.00	3.83
	Primary school	43	2.73	.83	.12611	2.47	2.98	1.67	3.83
	Secondary school	85	2.76	.58	.06272	2.63	2.88	1.67	3.83
	College diploma	196	2.86	.86	.06163	2.74	2.99	1.67	3.83
	University degree	34	2.92	.82	.14077	2.64	3.21	1.67	3.83
	Total	384	2.83	.79	.04003	2.75	2.91	1.67	3.83
V	Can not read and write	9	1.63	.44	.14618	1.29	1.96	1.00	2.00

	Read and write	17	2.2773	.59	.14232	1.98	2.58	1.00	2.71
	Primary school	43	1.47	.47	.07195	1.32	1.61	1.00	2.64
	Secondary school	85	1.80	.41	.04449	1.71	1.89	1.00	2.86
	College diploma	196	1.54	.40	.02836	1.49	1.60	1.00	2.00
	University degree	34	1.62	.41	.07085	1.47	1.76	1.00	2.64
	Total	384	1.63	.46	.02320	1.59	1.68	1.00	2.86
C	Can not read and write	9	1.44	.78	.26087	.84	2.05	1.00	2.91
	Read and write	17	3.00	1.33	.32207	2.32	3.68	1.00	4.18
	Primary school	43	1.91	1.23	.18794	1.53	2.29	1.00	4.73
	Secondary school	85	1.99	1.22	.13206	1.73	2.25	1.00	4.73
	College diploma	196	1.76	1.18	.08433	1.59	1.93	1.00	4.73
	University degree	34	1.53	.91	.15660	1.21	1.85	1.00	4.73
	Total	384	1.85	1.20	.06125	1.73	1.97	1.00	4.73
ATE	Can not read and write	9	1.61	.43	.14432	1.27	1.94	1.07	2.27
V	Read and write	17	2.08	.47	.11333	1.84	2.32	1.22	2.58
	Primary school	43	1.63	.54	.08287	1.46	1.80	1.09	2.62
	Secondary school	85	1.70	.47	.05079	1.60	1.80	1.10	2.67
	College diploma	196	1.64	.50	.03570	1.57	1.71	1.08	2.72
	University degree	34	1.61	.41	.07078	1.47	1.76	1.21	2.67
	Total	384	1.67	.49	.02520	1.62	1.72	1.07	2.72

APPENDIX 6. Test of Homogeneity of Variances

Test of Homogeneity of Variances				
	Levene's Statistic	df1	df2	Sig.
G	3.658	5	378	.003
T	14.024	5	378	.000
V	3.245	5	378	.007
C	3.547	5	378	.004
Overall attitude	1.709	5	378	.131

APPENDIX 7. Robust Tests of Equality of Means

|--|--|--|--|--|--|

Robust Tests of Equality of Means

		Statistic ^a	df1	df2	Sig.
G	Welch	10.344	5	51.610	.000
	Brown-Forsythe	12.980	5	133.727	.000
T	Welch	.757	5	52.086	.585
	Brown-Forsythe	.746	5	89.389	.591
V	Welch	9.434	5	50.122	.000
	Brown-Forsythe	11.339	5	88.925	.000
C	Welch	4.072	5	52.548	.003
	Brown-Forsythe	4.971	5	128.770	.000
Overall attitude	Welch	2.844	5	51.613	.024
	Brown-Forsythe	2.962	5	125.222	.015

a. Asymptotically F distributed.

APPENDIX 8. Post Hoc Tests (Tukey hsd multiple comparisons)

Dependent Variable	MeanDiffere	Std. Error	Sig.	95%
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			nce (I-J)			Confidence Interval	
						Lower Bound	Upper Bound
G	Can not read and write	Read and write	-.00871	0.06106	1.000	-.1836	0.1662
		Primary school	-0.10379	0.05430	0.397	-.2593	0.0517
		Secondary school	0.04815	0.05192	0.939	-0.1006	0.1969
		College diploma	-0.09080	0.05049	0.468	-0.2354	0.0538
		University degree	-0.07244	0.05552	0.782	-0.2315	0.0866
	Read and write	Can not read and write	0.00871	0.06106	1.000	-0.1662	0.1836
		Primary school	-0.09508	0.04244	0.222	0.2166	0.0265
		Secondary school	0.05686	0.03935	0.699	-.0559	0.1696
		College diploma	-0.08208	0.03745	0.244	-0.1894	0.0252
		University degree	-0.06373	0.04400	0.697	-0.1898	0.0623
	Primary school	Can not read and write	0.10379	0.05430	0.397	-0.0517	0.2593
		Read and write	0.09508	0.04244	0.222	-0.0265	0.2166
		Secondary school	0.15194*	0.02772	0.000	0.0725	0.2313
		College diploma	0.01299	0.02494	0.995	-0.0585	0.0844
		University degree	.03135	0.03399	0.941	-0.0660	0.1287

	Secondary school	Can not read and write	-0.04815	0.05192	0.939	-0.1969	0.1006
		Read and write	-0.05686	0.03935	0.699	-0.1696	0.0559
		Primary school	-.15194*	.02772	.000	-.2313	-.0725
		College diploma	-.13895*	.01924	.000	-.1940	-.0838
		University degree	-.12059*	.03006	.001	-.2067	-.0345
		College diploma	Can not read and write	.09080	.05049	.468	-.0538
	Read and write		.08208	.03745	.244	-.0252	.1894
	Primary school		-.01299	.02494	.995	-.0844	.0585
	Secondary school		.13895*	.01924	.000	.0838	.1940
	University degree		.01836	.02752	.985	-.0605	.0972
	University degree	Can not read and write	.07244	.05552	.782	-.0866	.2315
		Read and write	.06373	.04400	.697	-.0623	.1898
		Primary school	-.03135	.03399	.941	-.1287	.0660
		Secondary school	.12059*	.03006	.001	.0345	.2067
T	Can not read and write	College diploma	-.01836	.02752	.985	-.0972	.0605
		Read and write	.33115	.32409	.911	-.5972	1.2595

		Primary school	.30835	.28819	.893	-.5171	1.1338
		Secondary school	.28214	.27559	.910	-.5073	1.0715
		College diploma	.17394	.26801	.987	-.5938	.9416
		University degree	.11547	.29471	.999	-.7287	.9596
	Read and write	Can not read and write	-.33115	.32409	.911	-1.2595	.5972
		Primary school	-.02280	.22524	1.000	-.6680	.6224
		Secondary school	-.04902	.20888	1.000	-.6473	.5493
		College diploma	-.15721	.19878	.969	-.7266	.4122
		University degree	-.21569	.23353	.940	-.8846	.4532
	Primary school	Can not read and write	-.30835	.28819	.893	-1.1338	.5171
		Read and write	.02280	.22524	1.000	-.6224	.6680
		Secondary school	-.02622	.14713	1.000	-.4476	.3952
		College diploma	-.13441	.13239	.913	-.5136	.2448
		University degree	-.19289	.18043	.893	-.7097	.3239
	Secondary school	Can not read and write	-.28214	.27559	.910	-1.0715	.5073
		Read and write	.04902	.20888	1.000	-.5493	.6473
		Primary school	.02622	.14713	1.000	-.3952	.4476

			2				
		College diploma	-.10819	.10210	.897	-.4007	.1843
		University degree	-.16667	.15953	.902	-.6236	.2903
	College diploma	Can not read and write	-.17394	.26801	.987	-.9416	.5938
		Read and write	.1572	.19878	.969	-.4122	.7266
			1				
		Primary school	.1344	.13239	.913	-.2448	.5136
			1				
		Secondary school	.1081	.10210	.897	-.1843	.4007
			9				
		University degree	-.05847	.14606	.999	-.4768	.3599
	University degree	Can not read and write	-.11547	.29471	.999	-.9596	.7287
		Read and write	.2156	.23353	.940	-.4532	.8846
			9				
		Primary school	.1928	.18043	.893	-.3239	.7097
			9				
		Secondary school	.1666	.15953	.902	-.2903	.6236
			7				
		College diploma	.0584	.14606	.999	-.3599	.4768
			7				

V	Can not read and write	Read and write	-.65033*	.17343	.00	-1.1471	-.1536
					3		
		Primary school	.16021	.15421	.90	-.2815	.6019
					5		
		Secondary school	-.17302	.14747	.84	-.5954	.2494
				9			
		College diploma	.08435	.14342	.992	-.3265	.4952
		University degree	.01144	.15771	1.000	-.4403	.4632
	Read and write	Can not read and write	.65033*	.17343	.003	.1536	1.1471
		Primary school	.81053*	.12053	.000	.4653	1.1558
		Secondary school	.47731*	.11177	.000	.1571	.7975
		College diploma	.73467*	.10637	.000	.4300	1.0394
		University degree	.66176*	.12497	.000	.3038	1.0197
	Primary school	Can not read and write	-.16021	.15421	.905	-.6019	.2815
		Read and write	-.81053*	.12053	.000	-1.1558	-.4653
		Secondary school	-.33322*	.07873	.000	-.5587	-.1077
		College diploma	-.07586	.07085	.893	-.2788	.1271
		University degree	-.14877	.09655	.638	-.4253	.1278
	Secondary school	Can not read and write	.17302	.14747	.849	-.2494	.5954
		Read and write	-.47731*	.11177	.00	-.7975	-.1571
				0			
	Primary school	.33322*	.07873	.00	.1077	.5587	

				0		
	College diploma	.25736*	.05464	.000	.1009	.4139
	University degree	.18445	.08537	.259	-.0601	.4290
College diploma	Can not read and write	-.08435	.14342	.992	-.4952	.3265
	Read and write	-.73467*	.10637	.000	-1.0394	-.4300
	Primary school	.07586	.07085	.893	-.1271	.2788
	Secondary school	-.25736*	.05464	.000	-.4139	-.1009
	University degree	-.07291	.07816	.938	-.2968	.1510
University degree	Can not read and write	-.01144	.15771	1.000	-.4632	.4403
	Read and write	-.66176*	.12497	.000	-1.0197	-.3038
	Primary school	.14877	.09655	.638	-.1278	.4253
	Secondary school	-.18445	.08537	.25	-.4290	.0601
				9		

C	Can not read and write	College diploma	.0729	.07816	.938	-.1510	.2968
		Read and write	1	.48385	.018	-2.9415	-.1696
			-1.55556*				

		Primary school	-.46676	.43025	.887	-1.6992	.7656
		Secondary school	-.54486	.41144	.771	-1.7234	.6337
		College diploma	-.31390	.40013	.970	-1.4600	.8322
		University degree	-.08229	.44000	1.000	-1.3426	1.1780
	Read and write	Can not read and write	1.55556*	.48385	.018	.1696	2.9415
		Primary school	1.08879*	.33627	.016	.1256	2.0520
		Secondary school	1.01070*	.31185	.016	.1174	1.9039
		College diploma	1.24165*	.29676	.001	.3916	2.0917
		University degree	1.47326*	.34865	.000	.4746	2.4719
	Primary school	Can not read and write	.4667 6	.43025	.887	-.7656	1.6992
		Read and write	-1.08879*	.33627	.016	-2.0520	-.1256
		Secondary school	-.07810	.21965	.999	-.7073	.5511
		College diploma	.15286	.19766	.972	-.4133	.7190
		University degree	.3844 7	.26937	.710	-.3871	1.1560
	Secondary school	Can not read and write	.54486	.41144	.771	-.6337	1.7234
		Read and write	-1.01070*	.31185	.016	-1.9039	-.1174
		Primary school	.0781 0	.21965	.999	-.5511	.7073

		College diploma	.2309 6	.15244	.655	-.2057	.6676
		University degree	.4625 7	.23818	.378	-.2197	1.1448
	College diploma	Can not read and write	.3139 0	.40013	.970	-.8322	1.4600
		Read and write	-1.24165*	.29676	.001	-2.0917	-.3916
		Primary school	-.15286	.19766	.972	-.7190	.4133
		Secondary school	-.23096	.15244	.655	-.6676	.2057
		University degree	.2316 1	.21806	.896	-.3930	.8562
	University degree	Can not read and write	.0822 9	.44000	1.000	-1.1780	1.3426
		Read and write	-1.47326*	.34865	.000	-2.4719	-.4746
		Primary school	-.38447	.26937	.710	-1.1560	.3871
		Secondary school	-.46257	.23818	.378	-1.1448	.2197

Overall attitude	Can not read and write	College diploma	-.23161	.21806	.896	-.8562	.3930
		Read and write	-.47086	.20130	.181	-1.0475	.1058
		Primary school	-.02550	.17900	1.000	-.5382	.4872
		Secondary school	-.09690	.17118	.993	-.5872	.3934

		College diploma	-.03660	.16647	1.000	-.5134	.4402
		University degree	-.00696	.18306	1.000	-.5313	.5174
	Read and write	Can not read and write	.47086	.20130	.181	-.1058	1.0475
		Primary school	.44536*	.13990	.019	.0446	.8461
		Secondary school	.37396*	.12974	.048	.0023	.7456
		College diploma	.43426*	.12347	.006	.0806	.7879
		University degree	.46390*	.14506	.019	.0484	.8794
	Primary school	Can not read and write	.02550	.17900	1.000	-.4872	.5382
		Read and write	-.44536*	.13990	.019	-.8461	-.0446
		Secondary school	-.07140	.09138	.971	-.3332	.1904
		College diploma	-.01111	.08223	1.000	-.2467	.2244
		University degree	.01854	.11207	1.000	-.3025	.3396
	Secondary school	Can not read and write	.09690	.17118	.993	-.3934	.5872
		Read and write	-.37396*	.12974	.048	-.7456	.0023
		Primary school	.07140	.09138	.971	-.1904	.3332
		College diploma	.06029	.06342	.933	-.1214	.2420
		University degree	.08994	.09909	.944	-.1939	.3738
	College diploma	Can not read and write	.0366 0	.16647	1.000	-.4402	.5134

		Read and write	-.43426*	.12347	.006	-.7879	-.0806
		Primary school	.01111	.08223	1.000	-.2244	.2467
		Secondary school	-.06029	.06342	.933	-.2420	.1214
		University degree	.02965	.09072	1.000	-.2302	.2895
	University degree	Can not read and write	.00696	.18306	1.000	-.5174	.5313
		Read and write	-.46390*	.14506	.019	-.8794	-.0484
		Primary school	-.01854	.11207	1.000	-.3396	.3025
		Secondary school	-.08994	.09909	.944	-.3738	.1939
		College diploma	-.02965	.09072	1.000	-.2895	.2302
*. The mean difference is significant at the 0.05 level.							

APPENDIX 9. Homogeneous Subsets

Homogeneous Subsets		
Exposures of gangs violence		
Tukey HSD		
Level of	N	Subset for alpha = 0.05

education		1	2
Secondary school	85	.2667	
Can not read and write	9	.3148	.3148
Read and write	17	.3235	.3235
University degree	34		.3873
College diploma	196		.4056
Primary school	43		.4186
Sig.		.752	.133
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 25.055.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

Exposures of Tv violence

Tukey HSD

Level of education	N	Subset for alpha = 0.05
		1
Read and write	17	2.7059
Primary school	43	2.7287
Secondary school	85	2.7549
College diploma	196	2.8631
University degree	34	2.9216
Can not read and write	9	3.0370
Sig.		.670
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 25.055.		
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.		

	Exposures of interpersonal violence	
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Tukey HSD

Level of education	N	Subset for alpha = 0.05	
		1	2
Primary school	43	1.4668	
College diploma	196	1.5426	
University degree	34	1.6155	
Can not read and write	9	1.6270	
Secondary school	85	1.8000	
Read and write	17		2.2773
Sig.		.059	1.000
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 25.055.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

Exposures of community violence

Tukey HSD

Level of education	N	Subset for alpha = 0.05	
		1	2
Can not read and write	9	1.4444	
University degree	34	1.5267	
College diploma	196	1.7583	
Primary school	43	1.9112	
Secondary school	85	1.9893	
Read and write	17		3.0000
Sig.		.570	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 25.055.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Overall attitude to the exposures of violence

Tukey HSD

Level of education	N	Subset for alpha = 0.05	
		1	2
Can not read and write	9	1.6058	
University degree	34	1.6128	
Primary school	43	1.6313	
College diploma	196	1.6424	
Secondary school	85	1.7027	1.7027
Read and write	17		2.0767
Sig.		.982	.076

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 25.055.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

