



## Psychological And Social Factors Responsible for University Violence as Perceived by Students at Princess Rahma University College

Khowla Abdl-Raheem Ghnaim<sup>1\*</sup>, Eman Basheer Alhussein<sup>2</sup>, Jamal Fawaz Alomari<sup>3</sup>

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### ABSTRACT

**Purpose:** The study aimed to identify the psychological and social factors responsible for university violence as perceived by Princess Rahma University College students. **Method:** A descriptive analytical approach was used on a sample size of 150 male and female students, identified through cluster random technique. **Findings:** The study showed that social factors were found to be more significant than the psychological factors in causing university violence among university students. The results also showed that there are statistically significant differences in the psychological and social factors responsible for violence due to the gender variable; it showed that there were no statistically significant differences due to the variables (specialization, place of residence). Based on the results of the study.

**Implications for Research and Practice:** The study findings would have useful implications, theoretically and practically. This study makes several recommends such as implementing training programs to educate students in universities about the factors that cause university violence; activating the role of university counsellors in developing the values of tolerance and democracy; and rejecting differences and nurturing tolerance to accept other students as peers.

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<sup>1</sup> Department of Special Education and Applied Psychology, Princess Rahma University Faculty, Al-Balqa Applied University, Jordan. ORCID iD: <https://orcid.org/0000-0003-3982-6670>, Email: [khowlagh@bau.edu.jo](mailto:khowlagh@bau.edu.jo)

<sup>2</sup> Department of Basic Sciences Princess Rahma University College, Al-Balqa Applied University, AL-Salt, Jordan. ORCID iD: <https://orcid.org/0000-0002-4367-7674>, Email: [Eman.alhussein@bau.edu.jo](mailto:Eman.alhussein@bau.edu.jo)

<sup>3</sup> Department of Basic Sciences Princess Rahma University College, Al- Al-Al-BalqaApplied University, AL-Salt, Jordan. ORCID iD: <https://orcid.org/0000-0003-0077-8472>, Email: [dr.jomari@bau.edu.jo](mailto:dr.jomari@bau.edu.jo)

\* Correspondence: [khowlagh@bau.edu.jo](mailto:khowlagh@bau.edu.jo)

## Introduction

Violence is a pervasive social phenomenon that exist in most societies and manifests in various forms, such as armed robbery, rape, physical assault and verbal abuse. This phenomenon transcends age groups, affecting individuals across all age ranges. It is particularly prevalent in educational institutions, including universities, where incidents of violence have been observed in certain Jordanian universities (Al-Majali, 2016). Student violence in universities has engrossed afflicting countries worldwide, particularly those in the third-world. It permeates all social strata, causing considerable concern as it severely disrupts university life and at times impacts the surrounding local community. The proliferation of satellite channels, Internet networks, and electronic multimedia has exacerbated this phenomenon. In essence, no society in this world has been left unaffected by violence and its issues, as it has become a global issue jeopardizing the lives and security of individuals.

Due to its widespread nature, some view violence as an unavoidable human reality. It is a sensitive topic that many people find difficult to confront as it touches upon complex issues related to culture and prevailing ideologies (Derriennic, 1972). The university holds crucial significance for young individuals as they look towards the future of their professional and family lives, defining their goals and striving to achieve them in a changing world characterized by social, economic, and politically volatile. University students are not only the most vulnerable group to change but also serve as significant agents of cultural and social change transformation due to their distinct visions and perceptions that differ in some aspects from those of others (Baltazar-Meza et al., 2023). The manifestation of violence in universities, schools, stadiums, and neighborhoods indicate a decline in the roles of family and educational institutions in nurturing generations, with the absence of positive role models becoming increasingly prevalent.

The current study is a sort of response to the recommendations made by previous studies which have dealt with the existence of the phenomenon of student violence in universities, in general and Jordanian context, in particular (Al\_Jarrah & Alazzi, 2019; AlHusban & AlHusban, 2020; Alshoraty, 2015; Damra & Ghbari, 2014; Fialla et al., 2022; Mahafza, 2014; Portocarrero Merino et al., 2020; Zainal et al., 2020). These studies have examined the adverse effects if violence on the student's personality and on their academic achievement. These studies have shown that the phenomenon of student violence is one of the most common ones among students at the university level. It is one of the most dangerous issues universities face due to its negative consequences on students and all elements of the educational and administrative process in achieving desired goals. However, none of these studies have focused on the psychological and social factors that cause student violence, in the context of public university students. Therefore, this study would be the first one to deal with the psychological and social factors that cause violence as perceived by students, and to study how these factors play a vital role in curbing the violence in universities.

Hence, in order to fill the research gaps, this study specifically aimed (i) to identify the psychological and social factors that contribute to university violence in public universities from the student's point of view; (ii) to interpret the differences between the students' responses to the causes of the phenomenon of university violence. These differences could be due to the variables (gender, specialization, place of residence, etc); and (iii) to develop a scale to assess the psychological and social factors that cause student violence in public

universities from the students' viewpoints. To meet these objectives, the following questions were framed:

1. What are the psychological and social factors responsible for university violence as perceived by students at Princess Rahma University;
2. Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the factors responsible for university violence as perceived by students at Princess University College due to the variable gender?
3. Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the factors responsible for university violence as perceived by students at Princess University College due to the variable specialization?
4. Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the factors responsible for university violence as perceived by students at Princess University College due to the variable place of residence?

This study would provide useful insights to university administrators and academicians to understand the causes of violence in the university premises and resolve it. This study would contribute to identifying the psychological and social factors that cause student violence from the point of view of students so that the concerned authorities can prepare well for their programs at all levels of counseling, treatment, and prevention in order to develop appropriate solutions to reduce the factors causing this phenomenon.

### Theoretical Framework

Various theories that have explained violence were looked into to understand this phenomenon. For instance, the behavioral theory believes that aggression is like any behavior that can be measured and predicted; it can be discovered and modified according to the laws of learning. Focused research and behavioral studies have concluded that any kind of aggression behavior is learned from the environment. Aggressive behavior can be interpreted as learning of incorrect behaviors that have been reinforced (Allen & Anderson, 2017). Another theory, social learning theory, believes that much aggressive behavior is acquired through observation and imitation, influenced by factors such as family, peers, and media models (Lawrence & Leather, 2021; Powers et al., 2017). In contrast, children acquire behavior models that are characterized by aggression by observing the aggressive actions of adults, in the sense that children learn aggressive actions by imitating the behavior of socially reinforced adults, and the influence of the group on the acquisition of aggressive behavior is by presenting aggressive models to children, so they imitate them, or by reinforcing aggressive behavior just because it occurs. This principle of reinforcement thus plays a significant role in promoting aggression and can become a habit or practice that people resort to in most situations of conflict and frustration (Hart & Kritsonis, 2006). Similarly, the Gestalt theory posits that violence is caused by a lack of needs, and the failure to complete what has not been completed in terms of needs or aspirations. The Gestaltists believe that the lack of biological, social, and psychological needs, including self-esteem, serve as the primary motive for violence in general (Kemp, 2004).

In addition to underpinning theories, the study recognized a few factors and variables such as academic, social, psychological and risk factors that have led to the spread of university violence (Al-Aqoul, 2011). The academic factors that contribute to university violence include

the lack of learning motivation among university students, teaching methods focusing on indoctrination and memorization only, neglecting assigning learning tasks, offering fewer training opportunities to teachers, not giving students career options, difficult curricula and students' the inability to continue studying, the feeling of the futility of study and the uncertain future due to unemployment, and the lack of jobs prospects. The social factors, linked to social customs and traditions, include regional intolerance within universities, weak social organization, lack of responsibility among students, and frustration resulting from the low standard of living for students, exposure to domestic violence within the family to which the student belongs, weak family ties, wrong family upbringing, and parents not following up on their children's affairs. The psychological factors included students' inability to practice positive behaviors, feeling of deprivation, loss of hope, diminished self-confidence, and difficulties forming healthy social relationships (Al-Tawalbeh, 2013).

There were also risk factors pertaining to in the university environment that were given due significance in this study. The risk factors in the Jordanian university environment were classified as environmental risk factors, family risk factors, and school risk factors, each of which were identified by the sample of this study. the environmental factors were identified as physical construction of university buildings that supported reckless behavior, weak instructions and legislation supporting reckless behavior, weak preventive and extracurricular programs, weak programs of the Deanship of Student Affairs, weak governance, and transparency in university life, weak university teaching methods, weak requirements (the teaching process) at the university, weak selection methods for majors, weak level of self-control among students, a feelings of exclusion and alienation, and indifference towards preventing these risk factors. The family risk factors include the family's history of behavioral issues (parental crime), management issues within the family, weak parental guidance, child abuse, domestic violence, family discord, young motherhood, anti-social behavior, use of corporal punishment, low level of family education, and marital depression. The school risk factors included a low level of achievement, negative attitudes towards school, drug and alcohol misuse, an inappropriate school climate, and frequent transfers from school (Al-Badayna et al., 2009).

The terminology used in this study was very specific looking at its theoretical and procedural bases. For instance, university violence, in this study was defined as aggressive, offensive, or coercive behavioral patterns that students resort to in order to express their attitudes against their colleagues, or it may take different forms to include abuse or forms of assault on the university's laws and property (Al-Hawamdeh et al., 2007). This study interpreted university violence as deliberate and repeated aggressive behavior against students and university property that included physical and verbal abuse and vandalism and which led to negative consequences for the university environment and mutual relationships. To validate, this study measured the score that students put through their response to the university violence scale. The term social factors, in this study, was defined in terms of social customs and traditions, regional intolerance within universities, weak social organization, lack of a sense of responsibility among students, frustration resulting from the low standard of living for students, weak family ties, wrong family upbringing, and parents' failure to follow up on their children's affairs. The psychological factors included the inability of students to practice positive behaviors, feeling of deprivation and loss of hope, loss of self-confidence, and the inability to form normal social relationships.

The current study is different from previous studies in many ways. First, it examined the variables of gender, specialization, and place of residence and their influence on the sample of the study, to determine the causes of university violence. Second, to the researcher's best of knowledge, this is the only scientific study that has approached the psychological and social factors contributing to university violence from the perspective of the students themselves. These aspects have not been addressed in previous studies; and this study focused on developing this theoretical framework and design of this study to identify factors and variables of the study, and prepare the questionnaire accordingly.

### Literature Review

Students experience a lack of appropriate extracurricular activities during the school year, resulting in limited free time and disconnect between the student and their educational institution (Mobaideen, 2013). Hussein (2014) defines student violence as a group of incorrect practices that include physical, psychological, or social abuse, as well as the destruction of university property. These actions result in harm to students, their property, or university property. Understanding the causes of student violence in universities is a matter that deserves follow-up and attention. The phenomenon of university violence is considered one of the most severe issues facing the parties to the educational process, including students, faculty members, parents, on top of that, it is a security issue for all security officials, and for this reason violence in universities is considered one of the most dangerous things that threaten the educational process in all its parties, and prevention and treatment must be comprehensive (Al-Subaihi & Al-Rawajafah, 2010). Zaytoun (2005) indicates that the causes of violence are numerous and varied, including biological, political, and cultural reasons.

In an empirical study conducted at Mutah University, Al-Majali (2016) identified factors behind the phenomenon of university violence in the light of perceptions of postgraduate students. To achieve the study's objectives, a questionnaire was developed that displayed all data. The study sample consisted of (467) respondents, and the statistical package for social sciences (SPSS-16) was used to analyze the questionnaire data. The study reached a set of results, including the following: The perceptions of postgraduate students at Mutah University about the phenomenon of university violence came to a medium degree, and that the variables (tribal intolerance, family upbringing, low standard of living for students, weak religious faith, insufficient university legislation and regulations, student elections) and explain the amount of (63.2%) and the occurrence of university violence. The study also found exceptionally no differences in the perceptions of postgraduate students towards the phenomenon of university violence, which is attributed to the variables (marital status, specialization, and nationality), and the presence of differences in the perceptions of graduate students towards the phenomenon of university violence due to the variable (the level of monthly income). Finally, this study highlighted some recommendations, the most important of which were: allowing students to vent their aggression; this is done by activating extracurricular activities in the university and working to provide students with social communication skills to reduce the occurrence of university violence among postgraduate students.

Kenawy et al. (2019) aimed at revealing the impact of psychological and social factors on the phenomenon of violence among secondary school students in Cairo Governorate, the theoretical significance lies in the attempt to benefit from the theoretical heritage in all that was written about violence among secondary school students in Cairo, consisting of 400

individuals (200 males and 200 females). The researchers used the descriptive analytical approach. As for the study's theoretical framework, the researchers used the theory of frustration and aggression and the theory of social education. The study reached several results, the most important of which are: that school violence is the most effective form of social violence in the study sample of males and females and that the most effective form of social violence in males was school and family violence, and the media, as for the females, it was school violence. As for violence in the surrounding environment and school violence, there are no statistically significant differences between males and females. As for the recommendations of the study: Paying attention to sports and artistic activities in schools to eliminate violence, raising awareness to reduce violence through the media, activating the role of social and psychological specialists in schools to support students with violent behavior, and developing policies to prevent violence and aggression within schools.

In the Arab context, several studies have identified factors associated with violence among university youth, including family factors (the family's lack of interest in children's issues) and (weak family control over children), concerning personal factors (exaggeration in reactions), (the inability to deal with pressure), and concerning societal factors (difficulty in obtaining a suitable job opportunity), (The high costs of marriage), and concerning the psychological factors (excess nervousness), and (feeling of anxiety), then the researcher presented the role of the social worker using cognitive therapy to address the factors associated with violence among university youth (Ahmed et al., 2020; Al-Aqrabawi & Al-Zboon, 2019; Alhazmi, 2024; Khoury-Kassabri, 2019; Sherer & Karnieli-Miller, 2004; Shua'a Sharary & Al-Sharifi, 2019).

Previous studies on university violence vary in their focus. Sayej and Alimat (2019) focused on relationship of violence with some variables; Kenawy et al. (2019) and Al\_Jarrah and Alazzi (2019) examined the causes of student violence; Al-Majali (2016) focused on certain factors causing university violence. While the sample in some studies were university students (Kenawy et al., 2019; Qaisi, 2023), other studies (Sayej & Alimat, 2019), took the sample of academic leaders and teachers. Studies also varied in environments and research settings, for instance, Kelly (2012) based her research in America, Edwards (2012) conducted research in the context of Britain, and Kenawy et al. (2019) in the context of Sudan.

## Methodology

### *Research Design*

A descriptive and analytical research design was used to study the social and psychological factors that caused student violence as perceived by Princess Rahma University College students. The data was collected through quantitative methods, after ensuring validity and reliability of the research tools, measurement of arithmetic means and standard deviations, t-tests of the domains of university violence factors.

### *Sampling and Population*

The study population comprised all students of Princess Rahma University College, affiliated with Al-Balqa Applied University in Jordan, for the academic year 2022/2023, numbering (800) students, both male and female. The sample was chosen by using the cluster random sampling

technique, which finally comprised 150 respondents, 85 females and 65 males. [Table 1](#) shows the sample distribution based on gender, specialization and place of residence.

**Table 1**

*Distribution of Respondents According to Gender, Specialization, and Place of Residence*

Variables	Description	N
Gender	Female	85
	Male	65
Specialization	Special Education	50
	Social work	50
	Applied psychology	50
Place of residence	Urban	90
	Rural	60

*Research Instrument and Procedure*

Previous studies on university violence using quantitative and descriptive research methods have used interviews ([Damra & Ghbari, 2014](#)) and questionnaires ([Zainal et al., 2020](#)) to collect the data. Based on personal observation and previous research ([Al-Majali, 2016](#)), the current study developed a study tool, a survey scale comprising 36 items. This questionnaire was divided into two domains: social domain, which included (20) items and psychological domain, which included (16) items. All items of the tool aimed at measuring the psychological and social factors responsible for the university violence.

The study procedure followed the following steps: determine the study issue and its questions; construct the study tool by reviewing the educational literature and relevant previous studies; ensure the validity and reliability of the tool; determine the study population and its sample; distribute the study tool by hand to all study sample members and explain it to them in the first semester; collect the responses for analysis and final results.

*Data Analysis*

The study utilized SPSS software to calculate the arithmetic means and standard deviations for the questionnaire items to answer the first question. To answer the second, third, and fourth questions, the T-test was used for independent samples to reveal the significance of differences in students' estimates of the factors of the phenomenon of university violence at Princess Rahma University College, according to the variables of gender (male, female), specialization, and place of residence.

**Results and Discussion**

Right at the outset, the validity and reliability of the tool was tested. To verify the content validity of the tool, the questionnaire was presented in its initial form to eight arbitrators from different disciplines, who comprised four faculty members from the Department of Applied Psychology, three experts from sociology, considering student violence as a social issue, and two experts in educational measurement and evaluation. These experts judged the appropriateness of the questionnaire items and the soundness of the linguistic formulation. In the light of their opinions and suggestions, some items were

modified, new ones were added, and data collection procedures were streamlined.

To ensure the reliability and stability of the tool, two methods were used. The first was the questionnaire re-application method, in which the questionnaire was first administered on ten students from outside the study sample, and was re-applied two weeks later on the same group. The reliability coefficient was 88.0. The second method was calculating the internal consistency according to the Cronbach alpha treatment. Table 2 shows these coefficient percentages, which were considered suitable for the study.

**Table 2**

*Cronbach's Alpha Internal Consistency Coefficient*

Domain	Internal Consistency
Psychological factors	0.80
Social factors	0.84
The tool as a whole	0.89

A five-point Likert scale (Very Large, High, Medium, Low, Very Low) was used. This scale was used to make assess factors of university violence among students at Princess Rahma University College. The scale calculated as follows: The upper limit of the alternatives to the answer to the tool was (5), and the lower limit of the alternatives was (1). The upper limit was subtracted from the lower limit equal to (4), then the difference between the two limits on each of the five levels was divided in the equation:  $4 \div 5 = 0.80$ . Thus, the range for judging the I was: 1 to >1.80 (Very low); 1.80 to >2.6 (Low); 2.6 to >3.4 (Moderate); 3.4 to > 4.2 (High) and 4.2 to 5 (Very high).

**Response to the First Question:** What are the psychological and social factors responsible for university violence as perceived by Princess Rahma University College students?

To answer this question, the researcher extracted the arithmetic means and standard deviations of the students' estimates of the psychological and social factors of student violence at Princess Rahma University College. The questionnaire items were arranged within each domain according to their arithmetic averages and standard deviations, as presented in Table 3.

**Table 3**

*Arithmetic Means and Standard Deviations of All Domain of University Violence Factors*

Domain	Mean	SD	Degree of Appreciation	Ranking
Social reasons	3.63	0.91	High	First
Psychological reasons	3.21	0.88	Moderate	Second
Total	3.42	0.895	High	

Table 3 reveals that the arithmetic means for the fields of psychological and social factors among students ranged between (3.63-3.21), wherein the domain of social reasons came in the first place with the highest arithmetic mean of (3.63) and a SD of (0.91), and high degree of appreciation. The field of psychological reasons came second, with an arithmetic mean of (3.21) and a standard deviation of (0.88), with moderate rating.

Table 4 illustrates arithmetic means and standard deviations for each of the items measuring social causes of factors of university violence, ranked according to the arithmetic means.



**Table 4**

*Arithmetic Means and SD for Items Measuring Social Factors of University Violence*

Rank	Degree of use	SD	Mean	Items	No
6	High	1.08	3.91	The weakness of the moral system among students increases violence	1
7	High	1.06	3.88	Economic disparities between students increase violence	2
1	Very high	1.41	4.48	Students joining bad company older than him	3
4	High	1.12	4.06	Imitating violent models in society	4
5	High	1.09	3.98	The presence of some customs that glorify violence	5
3	High	1.14	4.09	Students' poor acquisition of social skills	6
9	High	1.01	3.79	Students' inability to adapt to the surroundings	7
2	High	1.23	4.13	The spread of forms of violence among members of society negatively affects the behavior of students	8
10	High	1.01	3.78	Lack of religious scruples increases university violence	9
8	High	1.07	3.86	Keep up with bad friends and learn violent behavior	10
14	High	.87	3.31	Family disputes lead to violence	11
11	High	.95	3.69	Watching violent films leads to university violence	12
15	Moderate	.86	3.29	Parents encourage their children to take their rights by force and not surrender	13
12	Moderate	.92	3.35	The student's feeling of persecution and injustice due to the family's mistreatment of him	14
17	Moderate	.78	3.15	The student's birth order among his siblings and the wrong parenting style	15
18	Moderate	.76	3.14	Excess pampering by parents increases violence	16
19	Moderate	.75	3.11	The student imitates his aggressive and violent father	17
16	Moderate	.71	3.28	The family punishes the student if he tolerates his right with others	18
20	Moderate	.88	3.25	The family punishes the student if he tolerates his right with others	19
13	Moderate	.91	3.33	Parents neglect the student and lack follow-up at home	20
	High	.98	3.63	Total	

Table 4 indicates that the arithmetic means of students' total estimates of the factors leading to university violence was (3.63), at a high level. All items of the social factors got a high rating, item (3) which stipulated that "the student joins a bad company older than him," came with a very high rating, with an arithmetic mean of (4.48). This can be interpreted as social causes of violence rising to such a high degree because of habits alien to society. The students attempt to adopt these habits without awareness and seriousness, in addition to tribal fanaticism. Having much free time and not using it positively by the student and joining the company of abusers, parents' neglect of their children and letting them get involved in the community environment without supervision, follow-up, and awareness of them led to an increase in these reasons, are among a few reasons for such a high ranking.

Similarly, the item (19) ranked lowest, which states "the family punishes the student if he tolerates his rights with others" with an arithmetic mean (3.05) and a standard deviation (0.88). The researcher interprets that this may be because the family environment affects the behavior of the student, or between children, there might be acts of violence, and thus the abnormal family upbringing and the use of punishment could lead to a disturbance in students' behavior, which made them more vulnerable to aggression, and hence

committing violence against others. The family’s behavioral preoccupation lies in the measure of their performance of their duty towards children and meet the children’s needs of housing, clothing, and food and to enroll them in the best universities. However, it seemed that they ignored these needs and also failed to provide good nurturing and follow-up of their children’s behavior in building their personalities and keeping them away from deviation. This result is consistent with the results of *Al-Majali’s (2016)* study, which indicated that the social factors causing violence came to a high degree, and of *Younis’ study (2020)*, which indicated that the social factors causing violence are high and lead to the occurrence of violence.

*Table 5* illustrates arithmetic means and standard deviations for each of the items measuring psychological causes of factors of university violence, ranked according to the arithmetic means.

**Table 5**

*Arithmetic Means and SD for Items Measuring Psychological Factors of University Violence*

Rank	Degree of Use	SD	Mean	Item	No
2	High	.98	3.51	The student's tendency to attract the attention of others by provoking violence	1
11	Moderate	.71	3.14	The student's feelings of jealousy of others	2
13	Moderate	.77	3.08	The student tends to display physical strength in front of the students	3
8	Moderate	.81	3.21	The effect of adolescence on student behavior	4
1	High	1.01	3.71	The student's sense of his place among his peers and the imposition of his dominance over them	5
6	Moderate	.85	3.28	The student pretended to be an essential person with his authority	6
16	Moderate	0.71	2.88	The student's inability to face issues frankly	7
5	Moderate	.87	3.31	The student's lack of confidence and psychological security	8
4	Moderate	.94	3.38	The absence of university punishments increases violence	9
9	Moderate	.85	3.19	The absence of university counseling encourages violence	10
7	Moderate	.87	3.23	Weak administrative leadership increases violence	11
10	Moderate	.78	3.16	University curricula do not address the causes of violence	12
14	Moderate	.73	2.98	Some teachers use rebellious students to discipline the university system	13
15	Moderate	.71	2.89	The rebellious student obtains social support from his rebellious classmates	14
12	Moderate	.77	3.09	The lack of equipped places for practicing sports activities	15
3	Moderate	0.88	3.39	The closeness of the rebellious student to the university administration is more than jealous	16
	Moderate	.83	3.21	Total	

*Table 5* shows that the arithmetic mean of the students' total estimates of the psychological factors of university violence was 3.21; at an average level, all items of the field got an average or moderate rating, which also suggests that all factors in the

psychological domain were ranked to a moderate degree. These results are surprising since a university ought to contribute to involve itself in the educational and educational processes that would contain students and spread love and feelings of brotherhood among them. The university also plays a role in giving educational courses on the harms of violence and impose penalties if there is a breach of regulations and violence committed. The moderate ranking of the psychological factors in this study, however, hint at a logical result as well. It implies that psychological factors leave traces that drive the student, as a result of jealousy and repression, anger and loss of psychological security, feeling frustrated, his inability to agree with and with others, as he expresses it through behaviors that are characterized by violence, and his need to project his power and control over other students to prove himself superior.

The results of this study agree with the results of Younis's (2020) study, which indicated that the psychological factors causing university violence came to a moderate degree; however, it differs with the results of the study of Alhazmi (2024), which indicated that the psychological factors of violence came to a low degree.

**Results of the Second Question:** Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the factors responsible for university violence as perceived by students at Princess University College due to the gender variable?

To answer this question, arithmetic means, and standard deviations were calculated and a t-test was used to find out the extent to which there are statistically significant differences in the estimates of the study sample of the psychological and social factors causing university violence, according to the gender variable, as shown in Table 6.

**Table 6**

*Arithmetic Means, SD and T-test Results According to the Gender Variable*

Dimension	Gender	N	Mean	SD	t-value	Sig
Psychological and social factors causing university violence	Male	65	4.008	0.291	-3.302	0.001*
	Female	85	3.804	0.426		

\* Statically significance level at ( $\alpha \leq 0.05$ )

Table 5 shows that there are apparent differences between the arithmetic means in the estimates of the study sample of the psychological and social factors that cause university violence. The results of the t-test also showed that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) for psychological and social factors due to the gender variable and in favor of males, as the value of (t) was (-3.302), which is a statistically significant value at the level of significance ( $\alpha \leq 0.05$ ). This suggests that male students are more violent among them, because of their solid physical structure, which encourages control, self-imposition, and leadership among their peers. In addition, it also suggests a greater influence of male students over female students, which might be due to media and films that showed strength in males more than females. As for females, they are exposed to violence to a lesser degree than males, which can be attributed to the different methods of upbringing between males and females. It was also observed that females were more obedient to university orders and laws, therefore, the estimates of the male study sample were more than the estimates of the females for these reasons. In addition to the many issues male students faced in universities, it made them more understanding and

appreciative of these factors than females. This result agrees with the results of Lawrence and Leather (2021) and differs from Powers et al. (2017).

**Response to the Third Question:** Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the psychological and social factors responsible for university violence as perceived by students at Princess University College due to the variable (specialization)?

To answer this question, the arithmetic means and standard deviations were calculated to find out the extent to which there were statistically significant differences in the estimates of the study sample of the psychological and social factors according to the specialization variables (Applied Psychology, Social Work, Special Education) as shown in Table 7.

**Table 7**

*Arithmetic Means, SD and T-test Results According to the Variable of Specialization*

Dimension	Specialization	N	Mean	SD
Psychological and social factors causing university violence	Applied psychology	50	2.55	0.281
	Social work	50	2.73	0.212
	Special Education	50	2.63	0.365

Table 8 shows apparent differences between the arithmetic means in the estimates of the study sample of the factors causing violence due to the variable of specialization to determine the levels of statistical significance for the degree of differences according to the variable of specialization, the one-way analysis of variance test (One Way-ANOVA) was used using the F-test.

**Table 8**

*One-way Analysis of Variance (ANOVA) Attributed to the Variable of Specialization*

Variable	Source of variance	Sum of squares	DF	Mean of squares	F value	Sig
Specialization	Between groups	0.305	2	0.154	2.432	0.098
	Within groups	2.879	138	0.064		
	Total	3.183	140			

\* Significant at the Significance level ( $\alpha \leq 0.05$ ).

Table 8 shows no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the estimates of the study sample of the factors responsible for violence due to the variable of specialization. The value of F (2.432) is a non-statistically significant value at the level of statistical significance ( $\alpha \leq 0.05$ ). This suggests that university violence is a form of unbalanced aggressive behavior, which frequently occurs as a daily routine in peer relations in the university environment. Therefore, it is an observed behavior from students of all specializations; therefore, all students, regardless of their specialization, can identify the causes of university violence. This is consistent with the results of Lawrence and Leather (2021).

**Response to Fourth Question:** Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the factors responsible for university violence as perceived by students at Princess University College due to the variable (housing)?

To answer this question, the arithmetic means and standard deviations were calculated

to find out the extent to which there are statistically significant differences in the estimates of the study sample of the factors causing university violence, according to the variable of the place of residence, as shown in Table 9.

**Table 9**

*Arithmetic Means, SD and T-test Results According to the Place of Residence Variable*

Dimension	Place of Residence	N	Mean	SD	T- value	Sig
Psychological and social factors causing university violence	Urban	90	3.838	0.307	1.085	*0.278
	Rural	60	3.768	0.451		

Table 9 shows no statistically significant differences at the level of statistical significance ( $\alpha \leq 0.05$ ) for the estimates of the study sample of the factors causing university violence according to the variable (place of residence), as the value of t- test was 1.085, which is a non-statistically significant value at the level of significance ( $\alpha \leq 0.05$ ). This can be interpreted in a way that students, whether in urban or rural dwelling, can estimate the factors causing university violence. This suggest that violence is a widespread phenomenon among students, and this aggressive phenomenon is sweeping the world east and west is growing due to the world being transformed into a global village where electronic violence is practiced. Violence is thus socially learned by students observing and imitating patterns of violence, whether in rural or urban settings. This makes students, regardless of their place of residence and presence, appreciate the factors responsible for the violence.

### Conclusion

The findings of the study indicate statistically significant differences in the psychological and social factors contributing to violence based on the gender variable; however, no statistically significant differences were found with the other two variables of the study, namely specialization and place of residence. The significance of the current study lies in both theoretical and practical aspects. Theoretically, this study adds information to the domain of university violence in terms of its causes and factors responsible for university violence. This study would also benefit the existing educational and theoretical literature on university violence and offer new research tools for future studies. The study also introduced students' opinions on the causes of university violence due to the great role played by students in universities. It is also one of the few studies in Jordan that deals with the psychological and social factors responsible for the violence students perceive.

On the practical side, this study would have several benefits. It would introduce decision-makers in Jordanian universities to the factors that cause violence and the factors that most lead to this phenomenon. It would activate the role of universities in following up with students and developing preventive programs and treatment plans for their psychological and social issues. It would provide university officials and faculty members with the results of this study to create a safe university environment that reduces the social and psychological factors responsible for the phenomenon of violence. Finally, it would pave the way for researchers in the educational field of education to conduct further studies on student violence in universities and explore its relationship to other variables such as self-efficacy, academic achievement, and motivation.

Despite its usefulness, the study faced a few limitations. First, there was a time or duration limit as the study was conducted in the first semester of the academic year 2022/2023. There was a spatial limit as well, since the study was confined to Princess Rahma University College. The human limitation was also due to a small sample size of 150 male and female students at Princess Rahma University College. In future, all these limitations may be checked to examine the issue of university violence in a larger dimension and broader outreach.

The study would conclude with a few recommendations. Training programs should be conducted to educate students about various factors that cause university violence, and to develop strategies to address these causes. The role of the student counselor in universities should also be enhanced to develop the values of tolerance and democracy, embracing diversity, and accepting others among students. Counseling interviews for students who practice violence should be conducted to find out the causes of the issue and work to avoid it. Such activities should be planned that would offer students opportunities to practice their hobbies and invest their abilities properly in their spare time. Cooperation and communication should also be fostered between the university and the local community to support and assist in reducing aggressive behavior. Future studies should identify the causes of violence at university, family, academic, and societal levels and obtain solutions to confront this phenomenon, linked with many variables that the study did not address, such as age, academic level, GPA, and type of study program.

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