

CHAPTER III:

METHODOLOGY

3.0 Introduction

This study investigates the impact of violence on students at Jordanian Universities by foreign television channels provided in Jordan. Based on the problem statement, many reasons lead to increase the problem one of these reasons is movies. The findings may provide suggestions to reduce the rate of violence among youth, which is the study's target. The aim is to identify the influences of the MBC2 channel upon the audience.

Students at Jordanian Universities, types of violence and the MBC2 channel are the primary elements of this study. Areas covered include selecting the suitable research design, population, sample, and sampling techniques, data collection, and analysis. Thus, to achieve the desired purpose.

This study aims to understand the impact of foreign movies by television channels on youth in Jordan and increasing attention to avoid violence as much as possible. The research is going to identify the problem. Accordingly, the research design will be formulated, and its crucial importance will be discussed. The research design guides the logical arrangements for the collection and analysis of data to let the researcher write a conclusion.

3.1 Research Design

As far as this study is concerned, a mixed-method is employed, which involves both qualitative and quantitative approaches. A qualitative approach refers to rating made by the experts and a quantitative approach for a survey distributed to the respondents who are Jordanian universities' students. The study's primary objective is to analyze the situation in Jordan related to the use of characteristics of violence among youth and decrease the rate of violence.

The study employs descriptive and correlated designs to ascertain and describe the characteristics and relevant aspects of the phenomenon of the variables used in this research. In this regard, the characteristics of movies are represented by martial Arts, weapons, physical abuse and verbal abuse. The independent variable presents the perceptions, and the dependent variable refers to the acceptance of violence among students. Finally, the moderating variable is socioeconomic background. Meanwhile, Students of Jordanian Universities are the dependent variable. Bourque and Fielder (2003) discussed the importance of survey methods and showed their use to satisfy three aims: description, explanation, and exploration. The survey instrument was chosen to be a self-administered questionnaire, a technique commonly used for gathering data in survey research. The type of research design is descriptive that demonstrates the problem to be solved. Next, figure 3.1 shows the research design.

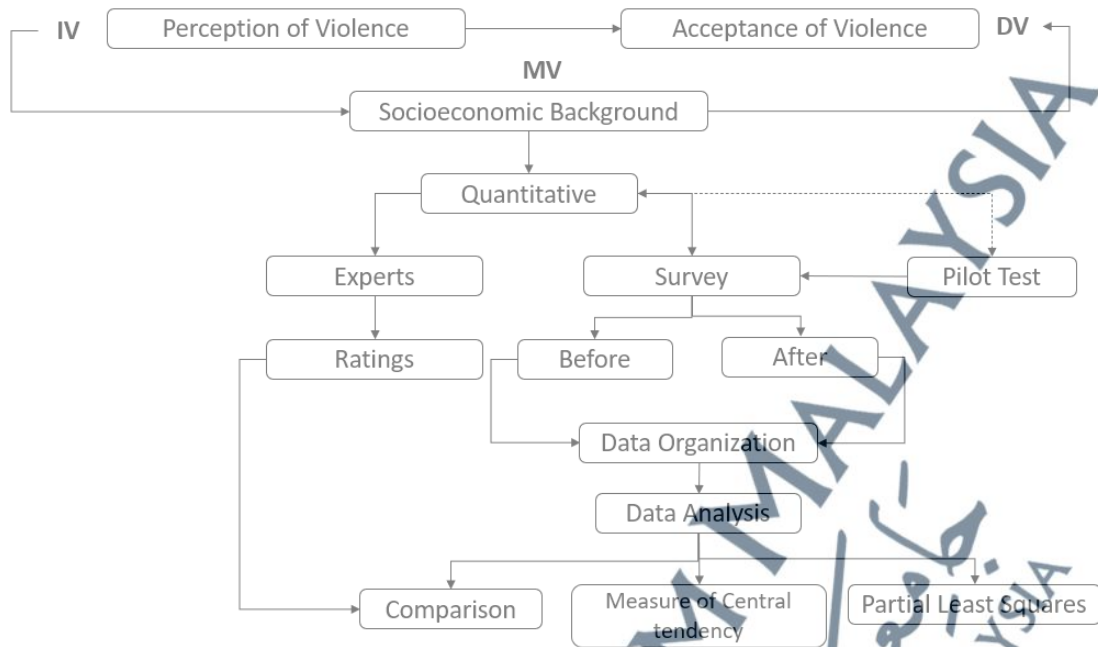


Figure 3.1: Research Design

The research design explains the flow of the research, which explains the phenomenon with meaningful conclusions for this study. Quantitative research falls into two areas, 1) studies that describe events and studies aimed at discovering inferences or causal relationships, and 2) studies are aimed at finding out "what is," and so, observational, and survey methods are frequently used to collect descriptive data.

3.1.1 Location

In this study, the location took place at Jordanian universities in the Middle East of Jordan. For data collection, two universities were randomly chosen to represent public and private universities in Jordan. The universities are called Al Zaytoonah, a private University, and Yarmouk University, a public university. The location is Jordan,

a small country in the Middle East, and Jordan's religion is Islam. The Hashemite Kingdom of Jordan is close to Palestine, Saudi Arabia, Iraq and Syria and its strategic location among Arab countries.

3.1.2 Population and Sampling

The time of the research is between 2017 and 2021. Based on the rise of violence among students in Jordanian Universities, the research is studying this phenomenon that directly affects education in Jordan. In this regard, the sample comprises students at Jordanian Universities. A specific research approach has to be employed in the collection and analysis of the data. Based on Krejcie and Morgan (1970), the researcher raised the number to 400 questionnaires; the target sample size for this study was 372 participants with a confidence level of 95% and a 5% margin of error. The respondent distribution in this research is shown in Table 3.1.

The population sampling approach in this research guides universities in Jordan and deeper. There are two universities chosen; these universities have a peaks number of enrolments as reported by the High Education of Jordan. They are Al Zaytoonah Private University and Yarmouk University due to the following factors:

- 1) Al-Zaytoonah University is a private university in Jordan, and the number of students enrolled was amounting to 7772 students in 2015, which is the highest number among private universities in Jordan (Ministry of Higher Education &

Scientific Research, 2015) and students number in the Faculty of Economic and Business arrived in 2220 in 2018.

- 2) The same source also mentioned that the number of students enrolled in the government universities in Jordan was also high. The peak and 36699 students at the University of Jordan and Yarmouk University achieved number two in the government universities list. The study chooses Yarmouk University, which has the second highest number of enrolled students in Jordan which reached 33334 students. The student's number in the Faculty of Economics and Administrative Sciences arrived in 1516. Meanwhile, al-Zaytoonah University and the University of Jordan are both located in Amman.
- 3) Yarmouk University (Faculty of Economics and Administrative Sciences) and Al Zaytoonah Private University (Faculty of Economics and Business) had the highest enrolled students in 2015 (Ministry of Higher Education & Scientific Research 2015), and that reason to choose these faculties as a sample of this study. The students were chosen randomly, where they had to answer a questionnaire before and after watching a movie. Next, Table 3.1 shows the population and sampling of the study.

Table 3.1: Population and Sampling of Study

Name of Universities	Number of Students	Percentage (%)	Number of Samples	Percentage (%)
Al Zaytoonah Private University	2220	59	217	59
Yarmouk University	1516	41	155	41
Total	3736	100	372	100

3.2 Operationalization of Variables

A significant number of studies defined quantitative methods, such as Bhawna and Gobind (2015) and Aliaga and Gunderson in 2000. According to them, “quantitative research explains phenomena by gathering numerical data analyzed utilizing mathematically based methods (in particular statistics)”. It highlights the explanation of the phenomena of the variables measured in this study. Since the IV is about violence in movies, this study details the selection of movies involved in this study.

3.2.1 Selection of Movies and Technic

The study has three stages of measuring the effect of foreign movies television on students. The researcher has chosen three movies randomly from MBC2 Channel in this research. In the first stage, a coding scheme extracted the violent scenes from these three movies. Three movies were selected as a sample in this research. Codes were given to each movie as follows:

1. M1: Mad Max: Fury Road
2. M2: The Revenant; and
3. M3: Mission: Impossible – Rogue Nation.

The experts assess and rates the movies according to the violence level based on the measurement and scales (Likert scales) used in the questionnaire. There are three

experts, namely, 1) Hamza Eqab, who is a cameraman in China Center Television (CCTV), 2) Saed Abu Ali, who is Digital Journalist in Rotana group and he is Editor in Jordan News Agency-PETRA; and 3) Mohamad Mustafa who is working in Public Relationship and filmmaking. The experts have to give rates based on the score of one as highly not violent until five as highly violent. The rates are based on the following conditions:

- 1) Experts give the rates.
- 2) The summed up of rates.
- 3) The average score is obtained for the particular movie. Table 3.2 shows the average score of experts' evaluations.

Table 3.2: Example of Violence Assessment Rates to a Movie by Experts

List of Experts	Assessment Rates
Director 1	2
Director 2	4
Director 3	3
Total Average	3

After the experts' rate assessment, similar movies were shown to the respondents. The respondents were required to give their feedback through the survey distributed to them, and that was to measure the central tendency and compare it with the experts' rate for each movie. The comparison looks at the differences between the students' assessment and the average score obtained from the experts.

The results lead to appear the gap in violence in the three movies. Based on Figure 3.2, the results can be presented as follow:

- 1) The average score given by the directors for movie 1 is 3.
- 2) The student's rate assessment score is 2.

- 3) A lower average score explains that the movie is perceived as less violent as opposed to the directors; and
- 4) It suggests that the student has a high level of violence in him-/herself.

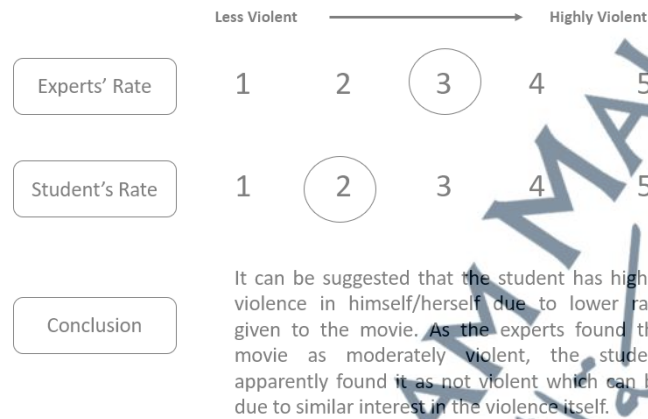


Figure 3.2: Example of Comparison between Expert's and Student's Rate to Violence Acceptance Level

According to The Internet Movie Database (IMDb) site rating of movies, the researcher summed the highest movies depending on three categories (refer to Table 3.3). The highest rates of movies are significant in the evaluation. The researcher chooses the movies highest rates movies carefully depending on movies presented by the MBC2 channel only: where the research focus on this channel, movies only: and not short movies or television series where this research interest only in movies, and categories by IMDb they are nine categories as following: and they are Popularity, User Rating, Number of Votes, US Box Office, Runtime, Year, Release Date, Date of Your Rating and Your Rating.

**Table 3.3: List of Movies from IMDb according to Categories and Rates
(www.imdb.com)**

No.	Name of Movies	Category	Rate
1	Spectre	Popularity	6.8
2	Avengers: Age of Ultron	Popularity	7.3
3	Mad Max: Fury Road	Popularity	8.1
4	The Revenant	Number of Votes	8.0
5	Jurassic World	Number of Votes	7.0
6	Ant-Man	Number of Votes	7.3
7	The Hunger Games: Mockingjay - Part 2	US Box Office	6.5
8	Furious 7	US Box Office	7.2
9	Mission: Impossible - Rogue Nation	US Box Office	7.4

There are three randomly chosen categories: Popularity, Number of Votes and US Box office, and one movie choose from each category. All of them are in Table 3.3, released in 2015. Thus, this study selected three movies: Mad Max: Fury Road with a ranking of 8.1, The Revenant reached 8.0 and Mission: Impossible - Rogue Nation with a rate of 7.4. Accordingly, these movies become a sample in this study.

3.2.2 Instruments

The research instruments refer to developing the constructs that are used to measure the perception and acceptance level of violence in movies. The items in the questionnaires were taken from previous studies and modified according to the context of this study. All items on the Independent variables are to measure the level of violence among the target audience. Items on the moderator variable are included in the

questionnaires to measure the effect between the independent and dependent variables. In this study, the target audience will be from Yarmouk and Al-Zaytoonah Universities.

Pilot Test

The aim of conduct pilot study based on several reasons; (1) to identify the potential problems that might occur during the process of collection, (2) to ensure the adequacy of the research instrument, (3) to ensure if the sample and technique are adequate, (4) sample size determination by the estimated variability outcomes and (5) collecting data preliminary (Teijlingen & Hundley, 2001). Anyway, conducting a pilot study increase the precision of the final result and help to get a valid and reliable instrument.

This study distributed 35 questionnaires at Yarmouk University and Al-Zaytoonah Private University. These universities get the highest enrollment number of students; it is located in the capital of Jordan and Irbid city, which is in the north of Jordan. Kindly, the students were requested to answer the questionnaire, and they were also asked to leave any observable comments about the questionnaire. Then, the researcher proceeds to analyze the collected questionnaire of the pilot study. The main reason for the pilot study is to test the reliability and validity of the research instrument and determine the potential time to conduct the main study. Hence, the reliability for each construct was calculated using the internal consistency criteria of the scales (Cronbach's Alpha reliability coefficients). In regards to validity, and based on the result from the pilot study, the researcher considers the potential comments and

suggestions to improve the final form of the questionnaire. Table 3.4 shows the reliability coefficient for all constructs. The results of the Cronbach's alpha were conducted using the Statistical Package for Social Science (SPSS 22 software) program. Table 3.4 shows the list of Cronbach's Alpha for each question in this research. As displayed in Table 3.4, every construct is reliable, with the Cronbach's alpha records higher than the acceptable threshold, which is .60 (Hair et al., 2010). It can be seen that the constructs are reliable range from .816 to .909.

Table 3.4: Reliability Test for Variable of Perception and Acceptance towards Violence, and Socioeconomic Background

Variables	No. of items	Cronbach's alpha
Martial arts	3	0.856
Weapons	3	0.816
Verbal abuse	3	0.909
Physical abuse	3	0.90
Acceptance of violence level	10	0.90
Socioeconomic Background	4	0.787

Validity

The validity of research can be used after collecting data to evaluate the accuracy of an instrument for validity. This study references four academicians who were randomly selected according to their subject experts (see Table 3.5).

Table 3.5: List of Experts for Validity of Questionnaire

No.	Positions	Institutions
1	Assistant Professor	Al Zaytoonah Private University
2	Assistant Professor	University Science Islamic Malaysia (USIM)
3	Assistant Professor	Al Zaytoonah Private University
4	Assistant Professor	University Science Islamic Malaysia (USIM)

After analyzing the comments from the experts, it was found that the views of experts on the study's variables were consistent with measurements taken from existing

literature. Accordingly, the questionnaire was prepared following the existing literature, and then the questionnaire was re-sent to experts to see the analogy used for this study. Two participants expressed the fact that the questionnaire was comprehensive without adding new items. Two experts provided comments on improving the items (the sentence structure), especially when the translation into Arabic had ambiguous wording. The questionnaire experienced modifications that were validated in line with the study environment.

Set of Questionnaire

The research instruments must be evident regarding the selection factors in the construct. There are five sections in the questionnaire. Every section measures different construct that is involved in this study, as follow:

1. Section A: Background of the students.
2. Section B: Viewing behaviour
3. Section C: Perceptions towards violence in foreign movies.
4. Section D: Acceptance level towards violence in foreign movies.
5. Section E: Socioeconomic Background.

Section A: Demographic

This section gathers the demographic background of the students to evaluate the characteristics of violence in the universities of Jordan. This part contains four (4) questions. Questions (1) and (2) ask about the respondent's gender and age, while

questions (3) asks about level of Education. Question (4) asks the students about their current job (work or not work).

Section B: Viewing Behavior

Section B focuses intensely on viewing the behaviour of students in the universities where section contain four (4) questions as follows:

1. Number of hours to watch the MBC2 channel where is very important to know. If watching hours are greater, it means that the effect likely happens on the target audience.
2. Opinions on which is the most violent movie, and this question asks about violence from students' point of view.
3. Genre of movies, and this question is where the research needs to know the tendency of students to which genre of movies they are interested.
4. Time of students prefer to watch the MBC2 channel.

Section C: Perception toward Violence in Foreign Movies

This section aims to measure respondents' perception of elements of violence in foreign movies: martial weapons, verbal abuse and physical abuse. According to Table 3.6, each sub-construct of violence consists of three items measured in liker scales (1 –

5). Scale 1 represents false, scale 2 is false, scale 3 is neutral, scale 4 is true and scale 5 represents very true (see Appendix A).

Table 3.6: Items Measuring Martial Arts, Weapon, Verbal Abuse and Physical Abuse according to Codes and References

Items Measuring Martial Arts	Codes	Reference
I am familiar with the foreign movies comprises of martial arts with violence, even though I do not imitate movie stars to engage in violence itself.	MA1	Tausch et. al (2011)
I do not support some martial arts acts to use violence, even though I do not imitate foreign movie stars to engage in violence itself.	MA2	
I pull a knife or gun on someone at the university like foreign movie stars.	MA3	
Items Measuring Violence in Weapons		
Foreign movies provide more scenario about using weapons.	W1	Chen et al. (2005)
Foreign movies highlight on the importance of weapons in self-defense.	W2	Hirschfield, (2009); Davidson & Eden (2000)
I imitate foreign movie stars while carrying a weapon, such as a gun, knife at the university.	W3	Smith et al. (2004)
Items Measuring Violence in Verbal Abuse		
Foreign movies variably use abuse violence during arguments	VA1	Hart et al. (2008)
I imitate foreign movie stars in verbal abuse and say what I watched at the university.	VA2	Russell et al. (2004)
I says phrases from foreign movies when I interact with other people.	VA3	Cafri et al. (2004)
Items Measuring Violence in Physical Abuse		
Foreign movies show physical abuse in arguments during storyline.	PA1	Nyamathi et al. (2001)
I fight someone who is physically threatening me, or others like in foreign movies at the university.	PA2	
I fight someone insulting or making fun of me like in foreign movies at the university.	PA3	Swan et. al (2009)

Section D: Acceptance Level of Violence in Foreign Movies

Section D intends to measure the acceptance of violence and its influence on the acceptance of violence among students in Jordan universities. As shown in Table 3.7, the construct is measured with ten items. These items are measured using Likert scales (1 – 5). Scale 1 represents very false, scale 2 is for false, scale 3 is neutral, scale 4 is true and scale 5 represents very true (see Appendix A).

Table 3.7: Items Measuring Acceptance Level of Violence in Foreign Movies

Items	Codes	Reference
I imitate movies stars to use martial arts at university.	IV1	Marsh, H.W. (1990)
The violence as a reaction to violent action is justified.	IV2	Jonas et. al (2008)
Actors and actresses are one of the reasons for the use of violence in reality, even though I do not condone the violence itself.	IV3	Tausch et. al (2011)
I imitate Actors and Actresses in using violence at university.	IV4	Tausch et. al (2011)
Character B did not deserve to be punched, rather, he deserved to be beaten worse than what he/she had received.	IV5	Leung et. al (2011)
I have lost my temper, had a fight, or gotten into an argument with someone at the university.	IV6	Roberts and Brent W. (2007)
I help others get revenge on someone who insulted them such as scenes in the movies.	IV7	Swann et. al (2009)
I hurting other people is acceptable if it means protecting the group or friends such as scenes in the movies at the university.	IV8	Swann et. al (2009)
I want to be like the foreign movie stars at the university.	IV9	Cafri et. al (2008)
I like to be famous through violent as what I saw in the foreign movies at university.	IV10	Cafri et. al (2008)

Section E: Socioeconomic Background

Regarding Table 3.8, four items are measuring socioeconomic background in Likert scales (1 – 5). Scale 1 represents very false, scale 2 is for false, scale 3 is neutral, scale 4 is true and scale 5 represents very true (see Appendix A).

Table 3.8: Items Measuring Socioeconomic Background

Items	Codes	Reference
My family usually had enough money for things when I was growing up.	SEB1	Griskevicius et. al (2011)
Usually, there is violence happening in the family.	SEB2	Agarwala et. al (2006)
My family think that education is important.	SEB3	
How much do you agree, father is justified in beating you like some fathers do in movies if you were disobedient or did not follow his orders?	SEB4	Agarwala et. al (2006)

3.3 Data Collection

In the process of data collection, the questionnaires were administered in two stages. The first stage refers to the questionnaire that was distributed before they watch the movie. Upon watching movies, the same respondents were asked to fill up the same set of the questionnaire. The list of respondents was obtained from the university, where a permission letter was sent to each university to request permission before data collection. A cover letter was attached with the questionnaire booklet explaining the intention of the present study. The respondents were aware that every feedback is kept private and confidential, except for research purposes.

Several ethical considerations were taken into account in which obtaining consent from study participants, protecting their confidentiality, and ensuring that they

are not harmed during the research or in the future once the article is published. Participants were also made aware of what was required of them during the study to help them feel sufficiently relaxed in sharing their personal experiences. Therefore, for data collection methods based on individual questionnaires and interviews, the participants should be informed of the discussion topic, the procedure of the study, and the dissemination of data in the final report. It is also essential for them to remain anonymous, whereby the researcher will label the participants in the first questionnaire. They will then be requested to answer another questionnaire after watching the movies. Thus, only the participants satisfied with these conditions were offered an informed consent form for the interview to proceed.

Four hundred questionnaires were distributed to students enrolled at the Faculty of Economics and Business in Al-Zaytoonah University and the Faculty of Economics and Administrative Sciences in the Yarmouk University (2015). Each questionnaire had been verbally scanned to clean the data from any missing responses. According to Hair et al. (2010), it is better to exclude the respondent if the missing value is more excellent than 50%. Therefore, all questionnaires were verified immediately with the participants. The questionnaires were self-administered, which resulted in a total of 372 questionnaires. The response rate of 93% as shown in Table 3.9.

Table 3.9: Response Rates among University Students

Remarks	Frequency
Number of questionnaires distributed	400
Incomplete / Not retrained questionnaires	28
Useable questionnaires	372
Questionnaires response rate	93%

3.4 Data Analysis

Descriptive studies report summary data such as measures of central tendency, including the mean, median, and mode, deviance from the mean, variation, percentage, and correlation between variables. The aims of the current analysis are represented in achieving tests results in the research design as follows: 1) Regression: to achieve regression analysis, one needs to create a structural model required through PLS assists, and its importance of each item in the model ultimately gives statistically significant. 2) Descriptive: contains two stages represented by sample before and after watching the movies and an explanation for the Items of variables. 3) Correlation: Important to select the level of correlation among variables. 4) T-test: used to examine the mean difference of Acceptance of violence between the groups of demographical variables. The study participants detail in the next paragraph.

In this study, the participants' requests were respected throughout the research process. The participants were free to terminate their answers if they felt uncomfortable answering a question at any moment during the interview or questionnaire. The participants were informed that they had the right to withdraw their data from the study if they wanted to. Therefore, the information provided in the report was based on the participants' consent.

3.4.1 Partial Least Squares (PLS) Technique

PLS technique is referred to as a second-generation structural equation modelling (Wold, Martens, & Wold, 1983). This relatively new technique works well with SEM that contains latent variables and a series of cause-and-effect relationships (Gustafsson & Johnson, 2004). The PLS approach is a suitable and flexible tool to build the statistical model (Hair et al., 2011). PLS techniques are the most appropriate statistical software for this study for several reasons.

1. PLS is an appropriate statistical analysis tool for complex models (Hair et al., 2012; Iacobucci et al., 2007; Mattanah et al., 2004).
2. PLS provides more flexibility in understanding the interaction process between theory and data (Chin, 2010). Hair et al. (2011) suggested using cross-validated redundancy in PLS-SEM estimates of the structural model and the measurement model for data production. They found that it fit the PLS-SEM approach accurately.
3. PLS provides more understandable and meaningful results than other applications that provide unclear results and require a lot of separate analysis to reach the findings (Bollen, 1989).

However, using intelligent PLS path modelling is to establish a measurement that evaluates construct reliability and validity. Furthermore, PLS assists in creating a structural model required to conduct regression analysis. The steps consist of PLS-SEM of (i) examining data characteristics, like sample size and distribution of the data set; (ii) specifying the measurement models and structural model; and (iii) evaluating the

results since the estimation is undertaken by the selected software Smart-PLS (Ringle et al., 2005; Wold et al., 2001).

3.4.2 Structural Equation Modelling (SEM)

The Partial Least Squares (PLS) technique as a part of Structural Equation Modelling (SEM) was applied to analyse the causal relationships between constructs using the software application Smart PLS 3.0. The PLS approach was selected due to the exploratory nature of the research (Hair, Ringle, & Sarstedt, 2011). The two-step approach was utilized in data analysis as suggested by Henseler et al. (2009). The first step involves analysing the measurement model, while the second step tests the structural relationships among the latent constructs. The two-step approach aims at establishing the reliability and validity of the measures before assessing the structural relationship of the model.

As mentioned earlier, one of the main advantages of the SEM is its ability to assess the construct validity of measurements. In this instance, construct validity refers to the accuracy of measurements (Hair et al., 2006). In SEM analyses, construct validity is assessed by two main components, convergence validity and discriminant validity. Convergent validity refers to the similarity in degree of variance between the items which are the indicators of a specific construct. The convergent validity could be measured by considering the size of factor loading (standardised regression weights), Average_Variance_Extracted (AVE), and construct_reliability (CR) among sets of items

in the construct. The factor loading estimates with values **0.6** or more incredible and extracted average variance of **0.5** or higher show adequate convergence among the items in the construct (Hair et al., 2006). The average variance extracted can be calculated by dividing the sum square of the standardised factor loading by the factor loading number. The construct reliability (CR) should be **0.6** or higher to show adequate internal consistency (Bagozzi and Yi., 1988). The CR is computed from the square sum of factor loading and error variance terms for a construct. (Hai et al., 2006).

The measurement items that represent each variable should also be verified through internal reliability analysis. Reliability is the degree to which a measure is error-free. Cronbach's alpha coefficient of internal consistency should be examined to ensure that the items produce a reliable scale. The higher value of Cronbach's alpha refers to higher reliability, ranging from 0 to 1. Nunnally and Bernstein suggest that for a reliable scale, Cronbach's alpha should not be lower than **0.7** (Nunnally & Bernstein, 1994). The principal construct measures were based on existing instruments. Table 3.10 summarizes the measurement items of the research variables together with the first-order constructs.

Table 3.10: List of Constructs and Measurement Items in 1st Order of CFA

1st Order Construct	Number of Items (26)
Martial Arts (MA)	3
Weapons (WP)	3
Verbal abuse (VA)	3
Physical abuse (PA)	3
Socioeconomic background (SEB)	4
Acceptance of violence (IV)	10

Data Screening

Data screening is necessary to ensure that data are correctly entered, free from missing values, outliers, and confirm that the distribution of variables is normal. As missing data happened especially when the respondents failed to answer one or more items in the survey. The frequency and missing value analysis were conducted for each measurement item in this study. The data screening results showed a minimal amount of missing data, which was replaced by using the variable median responses for each measurement item. Another aspect of screening is the outliers, which refer to observations with an exceptional value for a single variable (Tabachnick & Fidell, 2007). For uni-variate detection, besides examining histograms and boxplots, each variable was examined for the standardised (Z) score (Tabachnick & Fidell, 2007). Following Hair et al. (2006), a case is an outlier if its standard score is ± 4.0 or beyond. Therefore any Z-score greater than 4 or less than -4 is considered to be an outlier. The standardised (Z) scores of the remaining cases are summarized in Table 3.11 for the items in each construct. 3

As shown in Table 3.11, the results indicated that the standardised (Z) scores of the cases for the research variables ranged from -3.666 to 2.005, indicating that none of the items exceeded the threshold of ± 4 . Thus, there is no univariate outlier among the 84 cases.

Table 3.6: Univariate Outlier Based on Standardized Values

Construct	Item	Standardized value (Z-Score)	
		Lower Bound	Upper Bound
Martial Arts (MA)	MA1	-2.795	1.741
	MA2	-2.818	1.601
	MA3	-2.492	1.741
Weapons (WP)	WP1	-2.858	1.676
	WP2	-2.767	1.896
	WP3	-2.676	1.976
Verbal abuse (VA)	VA1	-3.302	1.753
	VA2	-3.576	1.815
	VA3	-3.666	1.878
Physical abuse (PA)	PA1	-3.191	1.310
	PA2	-3.094	1.429
	PA3	-2.917	1.494
Socioeconomic background (SEB)	SE1	-2.953	1.381
	SE2	-2.618	1.216
	SE3	-3.108	1.360
	SE4	-3.268	1.472
Acceptance of violence (IV)	IV1	-2.650	1.572
	IV2	-2.664	1.871
	IV3	-2.970	1.517
	IV4	-3.027	1.780
	IV5	-3.051	2.005
	IV6	-3.060	1.863
	IV7	-3.317	1.433
	IV8	-3.134	1.515
	IV9	-3.421	1.497
	IV10	-3.155	1.650

Data Normality

The normality test was conducted to determine whether a standard curve distributes the data of a variable. Non-normal distributed data are highly skewed, either to the left or to the right. These values are called kurtotic variables (Brown, 2012), distorting relationships and significance tests. In this study, skewness and kurtosis were employed to assess the normality of the data. To confirm the univariate normality,

skewness and kurtosis values smaller than an absolute value of 2 and 7, was taken as demonstrating sufficient normality in this study (Ho, 2006; Olsson, Foss, Troye, & Howell, 2000; Oppenheim, 1966). Following this suggestion, the data appear to show sufficient normality. Table 3.12 provides a summary of the skewness and kurtosis values for all items. The result indicated that the skew and kurtosis of 26 items were laid between ± 2 and ± 7 , respectively. Therefore, it can be concluded that the data set of all items were well-modelled by a normal distribution.

Table 3.7: Assessment of Normality

Construct	Item	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Martial Arts	MA1	-0.367	0.126	0.101	0.252
	MA2	-0.372	0.126	-0.017	0.252
	MA3	-0.222	0.126	-0.205	0.252
Weapons	WP1	-0.752	0.126	0.342	0.252
	WP2	-0.491	0.126	-0.01	0.252
	WP3	-0.315	0.126	0.007	0.252
Verbal abuse	VA1	-0.671	0.126	0.588	0.252
	VA2	-0.776	0.126	0.933	0.252
	VA3	-0.777	0.126	1.05	0.252
Physical abuse	PA1	-0.762	0.126	0.534	0.252
	PA2	-0.611	0.126	0.169	0.252
	PA3	-0.699	0.126	0.273	0.252
Socioeconomic background	SE1	-0.773	0.126	0.287	0.252
	SE2	-0.764	0.126	0.564	0.252
	SE3	-0.668	0.126	0.112	0.252
	SE4	-0.627	0.126	0.591	0.252
Acceptance of violence	IV1	-0.414	0.126	-0.315	0.252
	IV2	-0.199	0.126	-0.165	0.252
	IV3	-0.601	0.126	0.004	0.252
	IV4	-0.709	0.126	0.747	0.252
	IV5	-0.322	0.126	0.245	0.252
	IV6	-0.563	0.126	0.376	0.252
	IV7	-0.955	0.126	1.359	0.252
	IV8	-0.699	0.126	0.705	0.252
	IV9	-0.79	0.126	1.082	0.252
	IV10	-0.223	0.126	-0.334	0.252

1st Confirmatory Factor Analysis (CFA) Model

The confirmatory factor analysis (CFA) identifies the links between observed and latent or unobserved variables. Therefore, the measurement model could be said to define how latent or unobserved variables are assessed in terms of the manifest variables (Ho, 2006). Operationalization of constructs is an essential step (Hair, 2006) in the process of ensuring accuracy. Researchers have a choice of several established scales in attempting to ensure theoretical accuracy. However, despite the availability of a varied number of scales, researchers are often plagued by a lack of established scales. They are thus driven to developing new measurement scales or significantly modifying existing scales to accommodate new contexts.

Given all these considerations, the basis for the SEM analysis is in the selection of items to measure the constructs (Hair et al., 2006). In the CFA models, each of the constructs was assessed for their reliability and validity. Reliability is assessed using Cronbach's alpha, construct reliability (CR) and average variance extracted (AVE), whilst for validity using construct, including convergent and discriminant. In this section, 26 items were used to measure six first-order constructs in martial arts, weapons, verbal abuse, physical abuse, socioeconomic background and acceptance of violence. The initial CFA model with all 26 items was portrayed in Appendix A.

Reliability and Convergent Validity

Table 3.13 represents the result of Cronbach alpha and convergent validity for the CFA model. As shown in Table 3.17, the results of assessing the standardized factor loadings of the model's items showed that SE3 and IV1 were 0.456 and 0.533, respectively. Both values were below the cut-off of 0.6. Thus, both items were removed from the model. The revised model with 24 remaining items was again tested to ensure whether the factor structure remained stable. As a result, the second standardised factor loadings for all remaining items were more than 0.6, ranged from 0.718 to 0.931 (see Table 3.13). Therefore, no additional item was deleted because of insufficient factor loading as recommended by Hair et al., 2006.

Once the uni-dimensionality of the constructs was achieved, each of the constructs was assessed for their reliability. The reliability is assessed using average variance extracted (AVE), construct reliability (CR) and Cronbach's alpha. Table 3.13 shows the AVE values, which reflect the overall variance in the indicators accounted for by the latent construct, ranged from 0.608 thru 0.838. These values were above the cut-off 0.5 as suggested by Hair et al. (2006).

The composite reliability values, which depict the degree to which the construct indicators indicate the latent construct, ranged from 0.867 to 0.939. These values exceeded the recommended value of 0.6 for all constructs, as Bagozzi and Yi (1988) recommended. The Cronbach's Alpha values, which describes the degree to which a

measure is error-free, ranged from 0.783 thru 0.903. These values were all above the threshold of 0.7 as suggested by Nunnally and Bernstein (1994).

Table 3.13: Cronbach Alpha & Convergent Validity for 1st CFA Model

Construct	Item	Factor Loading	Average Variance Extracted (AVE) ^a	Composite Reliability (CR) ^b	Internal Reliability Cronbach Alpha
Martial Arts	MA1	0.769	0.686	0.867	0.783
	MA2	0.808			
	MA3	0.902			
Weapons	WP1	0.862	0.786	0.917	0.863
	WP2	0.918			
	WP3	0.878			
Verbal abuse	VA1	0.890	0.807	0.926	0.880
	VA2	0.922			
	VA3	0.882			
Physical abuse	PA1	0.893	0.809	0.927	0.882
	PA2	0.899			
	PA3	0.906			
Socioeconomic background	SE1	0.920	0.838	0.939	0.903
	SE2	0.931			
	SE3	0.456 ^c			
	SE4	0.894			
Acceptance of violence	IV1	0.533 ^c	0.608	0.933	0.919
	IV2	0.718			
	IV3	0.734			
	IV4	0.800			
	IV5	0.768			
	IV6	0.824			
	IV7	0.799			
	IV8	0.772			
	IV9	0.803			
	IV10	0.792			

^a: Average Variance Extracted = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings) + (summation of the error variances)}.

^b: Composite reliability = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) + (square of the summation of the error variances)}.

^c: denotes for discarded item due to insufficient factor loading below cut off 0.6.

Discriminant Validity

Discriminant validity assessment ensures that a reflective construct has the most significant relationships with its indicators (e.g., in comparison with any other construct) in the PLS path model (Hair et al., 2017). In this study, two approaches were used for evaluating discriminant validity:

- 1) Fornell-Larcker criterion (Fornell and Larcker, 1981)
- 2) Heterotrait-Monotrait ratio of Correlations (HTMT) (Henseler, Ringle and Sarstedt 2015)

In the approach proposed by Fornell and Larcker (1981), discriminant validity can be assessed by comparing the square root of the AVE for two constructs and their correlations. Evidence of discriminant validity is when the correlation between the two constructs is smaller than the square root of the AVE for each construct (Fornell and Larcker, 1981; Hair et al., 2017). Further, correlations between the factors should not exceed **0.85** (Kline 2010).

The Heterotrait-Monotrait ratio of Correlations (HTMT) is based on the multitrait-multimethod matrix to assess discriminant validity. Henseler, Ringle and Sarstedt (2015) demonstrate this approach's superior performance through a Monte Carlo simulation study. They compare the new approach to the Fornell-Larcker criterion and the assessment of (partial) cross-loadings. If the HTMT value is below **0.90**, discriminant validity has been established between two reflective constructs.

R-squared (R^2) value represents the portion of the variance in the dependent variable explained by its predictors. It should be high, as recommended by Hair et al. (2011). Besides estimating the magnitude of R^2 , researchers have recently included predictive relevance developed by Stone 1974 and Geisser 1975 as an additional model fit assessment. This technique represents the model adequacy to predict the manifest indicators of each latent construct. Stone-Geisser Q^2 (cross-validated redundancy) was computed to examine the predictive relevance using a blindfolding procedure in PLS. Following the guidelines suggested by Chin 2010, a Q^2 value of greater than zero implies the model has predictive relevance.

Parameter estimates and coefficient values were examined for hypothesis testing purposes by applying bootstrapping with 1000 replications (Wetzels, Odekerken-Schröder, & Van Oppen, 2009). Parameter estimates generate the estimated population covariance matrix for the model (Tabachnick & Fidell, 2001). Coefficients' values are derived by dividing the variance estimate by its standard error (S.E). When the critical value (C.R) or z-value is more significant than 1.96 for a regression weight (standardised estimates), the parameter is statistically significant at the 0.05 levels. Table 3.14 represents the results of the Fornell-Larcker criterion to assess the discriminant validity of the measurement model.

Table 3.8: Discriminant Validity of Fornell-Larcker Criterion

	IV	MA	PA	SE	VA	WP
Acceptance of violence (IV)	0.780					
Martial Arts (MA)	0.476	0.828				
Physical abuse (PA)	0.701	0.302	0.899			
Socioeconomic background (SEB)	0.682	0.257	0.549	0.915		
Verbal abuse (VA)	0.533	0.282	0.426	0.430	0.898	
Weapons (WP)	0.606	0.314	0.524	0.510	0.465	0.886

Note: Diagonals represent the average variance extracted square root while the other entries represent the square correlations.

The inter-correlations between the constructs ranged from 0.257 thru 0.682, below the threshold of 0.85 (Kline 2010). Further, as shown in Table 3-14, the analysis indicated that the value of the off-diagonal elements was smaller than the value of the square root of AVE. Therefore, it confirms that each latent construct measurement discriminates to each order (Fornell and Larcker, 1981; Hair et al., 2014) based on the Fornell-Larcker approach. Table 3.15 shows the results of the HTMT discriminant criteria, which assess the measurement model's discriminant validity. As shown in Table 3.15, all the HTMT values of the latent constructs were below 0.90, ranged from 0.264 thru 0.776. Therefore, it confirms that each latent construct measurement was discriminating to each others (Henseler et al., 2015). Figure 3.3 depicts the modified CFA model with standardized factor loadings of 24 remaining items.

Table 3.15: HTMT Discriminant Criteria

	IV	MA	PA	SE	VA	WP
Acceptance of violence (IV)						
Martial Arts (MA)	0.521					
Physical abuse (PA)	0.776	0.314				
Socioeconomic background (SEB)	0.742	0.264	0.613			
Verbal abuse (VA)	0.591	0.323	0.483	0.482		
Weapons (WP)	0.678	0.345	0.599	0.578	0.534	

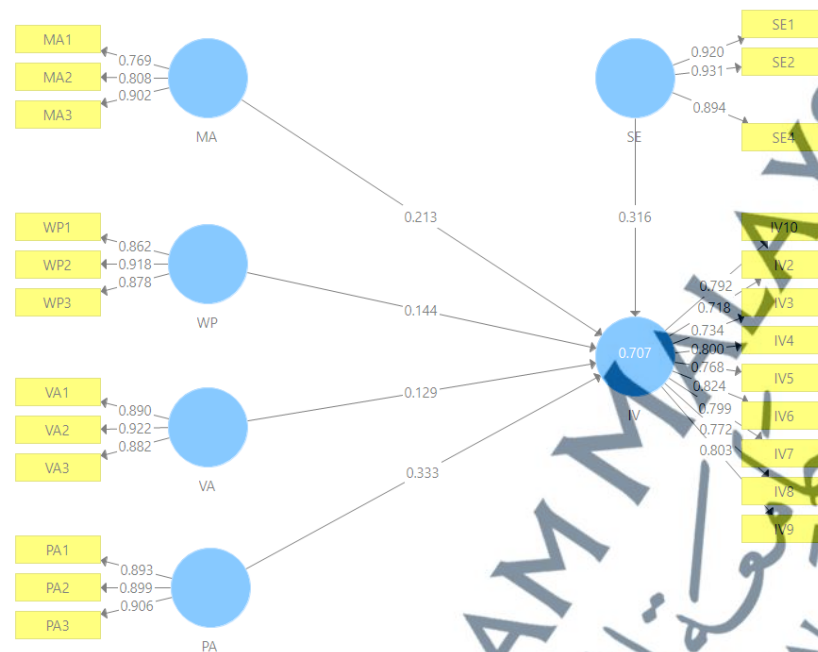


Figure 3.3: Modified CFA Model

**MA: Martial Arts; WP: Weapons; VA: verbal Abuse; VA: Verbal Abuse; SE: Socioeconomic; and IV Acceptance of Violence

3.5 Conclusion

This research investigates more on the MBC2 channel, which affects youth in the communication field. People can get knowledge through many ways such as the Internet, Radio, and Experience of life. One of these ways is Television, which means the television can teach people and supply them with news or information. Humans can exploit this knowledge to improve their lives or translate it to real life to be more helpful. Most countries in the world contain many categories, and each class inside the community has personal characteristics. According to elements in this research, Jordan, Students and Movies could respond and be active. The people need to know that is each program or movie is directed to one or more categories, which mean, sometimes filmmakers in a particular program or movie need to know what the target audience is.