

CHAPTER IV:

DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter comprises two sections and called A and B. Section A describes the analysis conducted and displays the empirical results to examine the hypotheses of this research, using SMART-PLS 3.0 and SPSS 22 software. Section A comprises six major sub-title. Section B compares section A's results with experts, which will be before and after watching movies.

Following section, A, the first (A1) section demographic background analysis, the first section is sample profile contain on eight question which has been in the questionnaire with explanations of each. The second (A2) section is descriptive analysis before watching movies. The third (A3) section is descriptive analysis after watching movies. The fourth (A4) section is conducted comparative tests including Homogeneity of Variance (Levene's Test), Independent Sample T-Test and Analysis of Variance (ANOVA) to examine the mean difference of acceptance of violence as a dependent variable between the groups of demographical variables: Gender, Age, Education, Working, watch_MBC2, violent movie, movie genre and hours_MBC2. The fifth (A5) section proposed a structural equation model. The sixth (A6) section presents a discussion of findings. Section B provides comparison results with experts through two

steps before and after watching movies. Finally, the research provides a summary of the data analysis results and the findings.

4.1 Demographic Background Analysis

The population of this study consists of Jordanian universities students, and the sample has been taken from Yarmouk University and Al Zaytoonah University. The characteristics examined included gender, age, level of education, working, Period of watching MBC2 channel, Type of violence movie, Movie genre and time of watch MBC2 channel in the category and total income. Through using SPSS 22 software, the Frequency analysis was carried out to describe the respondents' profiles. The following paragraphs depict the sample profile of this study:

4.1.1 Gender

Table 4.1 demonstrates that 62.9 % of the respondents were male, while 37.1% were female. Therefore, the majority of the respondents in his study are dominated by males. The distribution of the questionnaires to students in the universities was selected through two faculties in each university. A significant number of reports, such as the Aljazeera Media Network report, Sada news (2013), mentioned the fights or problems among students, which refer to male students higher than females in the responses on questionnaires.

4.1.2 Age

The figures in Table 4.1 also show that the majority of respondents' ages Under 20 years old (44.6), followed by those between 21-23 years old (42.5), then the group of 23- 28 years (9.4), while the lowest percentage goes to those whom 28 years old and above (3.5). The rates above are divided into two universities as follows:

1. Yarmouk University

According to the last report from Yarmouk University in 2017/2018, the most prominent rate of students enrolled was in bachelor's degree were arrived at 87.5% and that explained the high rates of responses students who are ages start from 18 to 23 years which is achieved together 87.1% in the questionnaire given. The rate of master's degree arrived at 9.65%, and Philosophy of Doctorate achieved the lowest rate and reached 2.85% only.

2. Al-Zaytoonah University

There are seven specializations available for bachelor's degrees in the Faculty of Economics and Business where one of them is a master's degree in accounting. These rates, ranging from one to seven students in bachelor's degree mentioned to highest ages in the sample, were from 18 to 23 years. The Yarmouk university student sample was reached 87.1% in the questionnaire given. Next, Table 4.1 shows demographic background according to frequency and percentage.

Table 4.1: Demographic Background according to Frequency and Percentage

Items	Profile	Frequency	Percentage
Gender	Male	234	62.9
	Female	138	37.1
Age	Under 20 years	166	44.6
	21-23 years	158	42.5
	23- 28 years	35	9.4
	28 years and above	13	3.5
Level of Education	Diploma	-	-
	Bachelor	363	97.6
	Master	9	2.4
	Doctorate	0	0%

4.1.3 Level of Education

The educational level of the respondents shows a majority of respondents' education was bachelor's degree (97.6), followed by master's degree (2.4), and the lowest belonged to the respondents with Diploma and Doctorate (0). These rates above combined with rates of acceptance for students in different degrees in the university. According to Yarmouk university reports, in 2017/2018, the bachelor's degree arrived at 81.09%, and it was the peak, which explains the high rate achieved in the study above. The students with master's degrees reached 16.13%, and Doctorate was the least, which was 2.78%, and also that gave mention to low rates in these degrees in the current study as shown in table 4.1.

4.1.4 Working

Regarding the respondents' answers, Table 4.2 shows that most of them do not work (80.6), while the rest were working (19.4%). The unemployment index is

increased over time, and where the rate arrived at 18.7% in October 2018 while the rate goes up in January 2019 to reach 19%, and the last rate done in April 2019 arrived at 19.2% (Department of Statistics, 2019). Whatever the rates above viewed reduces the employment index and poor chance of finding a job in Jordan, especially for students with no experience certificates. In this study, unemployment is high in Jordan, explaining the high rate of not working students.

4.1.5 Watching MBC2

For the 5th question, the majority of the respondents watching MBC2 channel from 1-2 hours arrived 65.9%, followed by those between 2-3 hours 15.1% then those between 0-1 hour 10.7%, while the lowest percentage goes to those whom 3-4 hours 5.6% and more than 4 hours 2.7%. The rates showed the highest rate for those students watching the MBC2 channel from 1-2 hours, which means they watched approximately one movie despite the MBC2 channel providing over one movie daily. It can be explained that there is no time enough to watch more than one movie regardless of the reasons, but in this research, 65.9% of sample students have no time to watch more than one movie every day, as shown in Table 4.2.

4.1.6 Violent movie

With regard to the type of violent movie, the majority of the respondents, 43.8%, prefer the action movie, and this is the peak, followed adventure movie where the percentage arrived at 24.7% then crime 12.6%. In comparison, the lowest percentage goes to those who prefer Horror 9.7% and others 9.2% respectively. Anyway, action movies achieve the highest rate in this question, which could intensely mention all independent variables in this research. This study believes that action movies have the highest chance to attract people and earn more followers to watch them over than people who watch other violent movies because people in Jordan, especially students, can imitate the actors through the action movies in the university. In contrast, they can't imitate the actors in crime or horror movies, which is significant. These actions are mostly Illegal in the community, and the reaction and punishments are known in Jordan. Table 4.2 provides the frequency and percentage of a violent movie.

Table 4.2: Demographic Background according to Frequency and Percentage

4.1.7 Movie genre

Table 4.2 demonstrates that the majority of the respondents with Crime (31.7%) and action (31.2%) respectively, followed by Adventure (10.2%) and Horror (6.2%). While the rest, between 2.7% and 0.5, refer to the other types of movie genres. This study focus on the MBC2 channel and its movie channel. From this point of view, the

sample gave the crime the highest rate, which is terrible in the Muslim country just like

Items	Profile	Frequency	Percentage
Are you working?	Yes	72	19.4
	No	300	80.6
Watch MBC2	0 – 1 hour	40	10.8
	1 – 2 hours	245	65.9
	2 – 3 hours	56	15.1
	3 – 4 hours	21	5.6
	More than four hours	10	2.7
Violent movie	Action	163	43.8
	Adventure	92	24.7
	Crime	47	12.6
	Horror	36	9.7
	Others	34	9.1
Movie genre	Horror	23	6.2
	Crime	118	31.7
	Action	116	31.2
	Adventure	38	10.2
	Comedy	10	2.7
	Fantasy	4	1.1
	Historical	5	1.3
	Historical fiction	4	1.1
	Magical realism	4	1.1
	Paranoid Fiction	2	0.5
	Philosophical	3	0.8
	Political	5	1.3
	Romance	2	0.5
	Saga	3	0.8
	Satire	5	1.3
	Science fiction	5	1.3
	Social	4	1.1
	Speculative	3	0.8
	Thriller	6	1.6
	Urban	5	1.3
	Western	7	1.9
Hours watch MBC2	Morning	12	3.2
	Afternoon	7	1.9
	Evening	46	12.4
	Night	81	21.8
	Midnight	225	60.5
	Other	1	0.3

Jordan. Action movies could be high because this research dealing with channels contain a lot of action movies. Additionally, students can imitate most of the acts in that

kind of movie. Another rate could be not related to violence strongly and that depending on the content of this kind of movie, there is no possibility that there is no violence ever.

4.1.8. Hours of watching MBC2

Finally, Table 4.2 shows the majority of respondents watched the MBC2 channel at Midnight (60.5), followed by nighttime (21.8%) and Evening (12.4%) Morning (3.2%), respectively. At the same time, the lowest percentage goes to those who are watching MBC2 in the afternoon (1.9%). The midnight option achieved the highest rate, and it is the peak. In general, most of the people in Jordan are work during the day. They have time at night, and that also applies to the students where the classes start from 8:00 am until 5:00 pm and some classes for high education levels such as Master and PhD after 5:00 pm. Still, they are the minority, and that is clear from the previous question in this questionnaire.

4.2 Descriptive Analysis – Before Watching Movies

In this analysis, a covariance matrix method was used to calculate the descriptive function to include all variables. The composite scores of the variables were computed by parcelling the original measurement item scores. Parcels are the sum or averages of several individual indicators or items based on their factor loadings on the construct (Coffman & Maccallum, 2005; Hair et al., 2006). Table 4.3 displays the means and standard deviation of the constructs assessed on a 5-point Likert scale.

4.2.1 Perception Towards Violences in Foreign Movies on MBC2 Channel (Before Watching Movies)

The mean analysis was applied as a measure of central tendency, which indicated that the mean values of all constructs were above their midpoint level (3), as indicated in Table 4.3. The phenomenon indicated that the consensus respondents' perceptions toward the constructs were above the average. The highest mean rating belonged to MA with a mean value of 3.447. The lowest mean rating refers to W, and it was the bottom.

Table 4.3: Violence Constructs, Socioeconomic Background and Acceptance Level of Violence according to Means and Standard Deviation (SD) Before Watching Movies

Constructs	Mean	Standard Deviation
Martial arts (MA)	3.447	.531
Weapons (W)	2.600	.658
Verbal abuse (VA)	2.915	.760
Physical abuse	2.631	.753
Socioeconomic Background	2.809	.416
Acceptance of violence	2.896	.567

The standard deviation was applied as a dispersion index to indicate how individuals within each variable differ from the variable mean. Among the studied variables, the individual value of VA deviated the most from its mean (SD = 0.760). This standard deviation suggested reasonably high variability in respondents' perception toward VA. In other words, the survey participants were most varying in this variable from each other. On the other side, the lowest deviation from the mean belonged to the socioeconomic background with the standard deviation of 0.416.

Table 4.4 shows the mean standard deviation for each item measuring the four constructs of violence in foreign movies. The highest mean rating refers to MA2 with a mean value of 4.29. The lowest mean rating belonged to MA3 with a mean value of 1.80. Among the items, the individual value of MR1 deviated the most from its mean (SD = 0.870). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to MA2 with the standard deviation of 0.841. Through the rates above, the researcher realises to what extent movies impact the target audience where MA3 responses arrived at 1.8 of 5.0, and they imitated the foreign movie's stars.

Table 4.4: Items Measuring Perception towards Four Constructs of Violence in Foreign Movies before Watching Movies according to Means and Standard Deviation (SD)

Constructs	Code	Mean	SD
I am familiar with martial arts with violence in foreign movies, even though I do not imitate movie stars to engage in violence.	MA1	4.26	.870
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	4.29	.841
I pull a knife or gun on someone at the university like foreign movie stars	MA3	1.80	.851
Foreign movies provide more scenarios about using weapons	W1	2.55	1.071
Foreign movies highlight on the importance of weapons in self-defense	W2	2.90	1.159
I imitate foreign movie stars while carrying a weapon, such as a gun, knife at the university	W3	2.34	1.049
Foreign movies variably use abuse violence during arguments	VA1	2.88	1.111
I imitate foreign movie stars in verbal abuse and say what I watched at the university.	VA2	2.53	1.187
I say phrases from foreign movies when I interact with other people	VA3	3.34	1.058
Foreign movies show physical abuse in arguments during storyline	PA1	2.75	1.286
I fight someone who is physically threatening me, or others like in foreign movies at the university	PA2	2.80	1.140
I fight someone insulting or making fun of me like in foreign movies at the university	PA3	2.35	1.211

As shown in Table 4.4, the highest mean rating belonged to W2 with a mean value of 2.90. The lowest mean rating belonged to W3, with a mean value of 2.34. Among the items, the individual value of W1 deviated the most from its mean (SD =

1.071). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to W3 with the standard deviation of 1.049. The target audience believes that self-defence is an argument for using weapons where they do not be the victim, and that is obvious through the table, and W2 arrived at the peak in mean to be 2.90.

As shown in Table 4.4, the highest mean rating belonged to VA3 with a mean value of 3.34. The lowest mean rating belonged to VA2, with a mean value of 2.53. Among the items, the individual value of VA2 deviated the most from its mean ($SD = 1.187$). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to W3 with the standard deviation of 1.058. The highest mean rating arrived at VA3. It was the peak where students could say the phrases and words from foreign movies in the universities. That is not identical results with other variables such as weapons in this research.

According to Table 4.4, the highest mean rating belonged to PA2 with a mean value of 2.80. The lowest mean rating belonged to PA3 with a mean value of 2.35. Among the items, the individual value of PA1 deviated the most from its mean ($SD = 1.286$). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to PA3 with the standard deviation of 1.211.

The question PA2 mean arrived at the peak, and its 2.80. The students can imitate foreign movies in physical abuse. That rate is close with PA1, where responses

show 2.75. That kind of abuse is shown through foreign movies, explaining the physical abuse between foreign movies to the target audience.

4.2.2 Acceptance of Violence in Foreign Movies on MBC2 Channel among Jordanian University Students (Before Watching)

As shown in Table 4.5, the highest mean rating belonged to IV6 with a mean value of 3.02. The lowest mean rating belonged to IV1 & IV2 with a mean value of 2.40. Among the items, the individual value of IV8 deviated the most from its mean (SD = 1.238). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to IV2 with the standard deviation of 0.948.

The highest standard deviation rating explains by IV8 that students can hurt other people to achieves one goal or more, and this rate was the peak (SD=1.238). It is worth mentioning to IV3 of think of responses where they believe movie stars are one reason to teach people violent action and IV3 achieved (SD=1.127) number third in rates in table 4.5.

Table 4.5 Results of Descriptive Statistic for Items of Acceptance of Violence

Constructs	Code	Mean	SD
I imitate movies stars to use martial arts at university	IV1	2.40	1.032
The violence as a reaction to violent action is justified	IV2	2.40	.948
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	3.01	1.127
I imitate Actors and Actresses in using violence at university	IV4	2.77	1.223
Character B did not deserve to be punched. Instead, he deserved to be beaten worse than what they had received	IV5	2.48	1.097

I have lost my temper, fought, or gotten into an argument with someone at the university	IV6	3.02	1.071
I help others get revenge on someone who insulted them, such as scenes in the movies	IV7	2.97	1.074
I hurting other people is acceptable if it means protecting the group of friends, such as scenes in the movies at the university	IV8	2.95	1.238

4.2.3 Descriptive Analysis for Socioeconomic Background

As shown in Table 4.6, the highest mean rating refers to SEB3 with a mean value of 4.16. The lowest mean rating belonged to SEB2 with a mean value of 2.37. Among the items, the individual value of SEB1 deviated the most from its mean ($SD = 1.253$). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to SEB4 with the standard deviation of 0.964. The parents in Jordan are interested in education which causes a high mean score on SEB3(4.16) of 5 despite they have not enough money and that mentioned in SEB1, which rate 2.42 and it was the bottom.

Table 4.9: Socioeconomic Background Among Jordanian University Students

Constructs	Code	Mean	SD
My family usually had enough money for things when I was growing up	SEB1	2.42	1.253
Usually, there is violence happening in the family	SEB2	2.37	1.164
My family think that education is important	SEB3	4.16	1.115
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	2.63	.964

4.3 Descriptive Analysis – After Watching Movies

The composite scores of the variables were computed by parcelling the original measurement item scores. Parcels are sums or averages of several individual indicators

or items based on their factor loadings on the construct (Coffman and Maccallum 2005; Hair et al. 2006). Table 4.7 displays the means and standard deviation of the constructs, assessed on a 5-point Likert scale.

Table 4.10: Violence Constructs, Socioeconomic Background and Acceptance Level of Violence according to Means and Standard Deviation (SD) After Watching Movies

Constructs	Mean	SD
Martial Arts (MA)	3.457	0.760
Weapons (WP)	3.398	0.770
Verbal abuse (VA)	3.638	0.677
Physical abuse	3.743	0.807
Socioeconomic background	3.757	0.814
Acceptance of Violence	3.591	0.656

The mean was applied as a measure of central tendency, which indicated that the mean values of all constructs were above their midpoint level (3), as indicated in Table 4.7. The phenomenon indicated that the consensus respondents' perceptions toward all variables were above the average. The highest mean rating belonged to the socioeconomic background with a mean value of 3.757. The lowest mean rating belonged to martial arts, with a mean value of 3.457.

The standard deviation was applied as a dispersion index to indicate how individuals within each variable differ from the variable mean. Among the studied variables, the individual value of socioeconomic background deviated the most from its mean (SD = 0.814). This standard deviation suggested reasonably high variability in respondents' perception toward the socioeconomic background. In other words, the survey participants were most varying in this variable from each other. On the other hand, the lowest deviation from the mean was acceptance of violence (SD = 0.656).

4.3.1 Perception Towards Violences in Foreign Movies on MBC2 Channel

(After Watching Movies)

As shown in table 4.8, the highest mean rating belonged to MA2 with the mean value of 3.55. The lowest mean rating belonged to MA3 with a mean value of 3.35. Among the items, the individual value of MA2 deviated the most from its mean (SD = 0.905). It means the survey participants were most close in this item from each other. On the other side, the lowest deviation from the mean belonged to MA3 with the standard deviation of 0.945. This study found that the impacts on the audience occur before and after watching the movies, considering the MA1 responses arrived at 3.47 out of 5.0.

As far as the weapon construct of violence is concerned, the highest mean rating refers to W1 with the mean value of 3.52 (SD= 0.882). The lowest mean rating belonged to W2, with a mean value of 3.30. Among the items, the individual value of W3 deviated the most from its mean (SD = 0.860). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to W2 with the standard deviation of 0.858.

Table 4.11: Items Measuring Perception towards Four Constructs of Violence in Foreign Movies After Watching Movies according to Means and Standard Deviation (SD)

Constructs	Code	Mean	SD
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	3.47	.882
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	3.55	.905
I pull a knife or gun on someone at the university like foreign movie stars	MA3	3.35	.945
Foreign movies provide more scenario about using weapons	W1	3.52	.882

Foreign movies highlight on the importance of weapons in self-defense	W2	3.37	.858
I imitate foreign movie stars while carrying a weapon, such as a gun, knife at the university	W3	3.30	.860
Foreign movies variably use abuse violence during arguments	VA1	3.61	.791
I imitate foreign movie stars in verbal abuse and say what I watched at the university.	VA2	3.65	.742
I says phrases from foreign movies when I interact with other people	VA3	3.65	.722
Foreign movies show physical abuse in arguments during storyline	PA1	3.84	.889
I fight someone who is physically threatening me, or others like in foreign movies at the university	PA2	3.74	.884
I fight someone insulting or making fun of me like in foreign movies at the university	PA3	3.65	.907

The target audience believes that self-defence is the argument for using weapons where they do not be the victim, and that is obvious through the table, and W2 arrived at the peak in mean to be 3.37. The different rates between responses before and after watch could observe the power of movies impact on the target audience.

Verbal abuse shows the highest mean rating at VA2 and VA3, with a mean value of 3.65 for each item (see Table 4.8). The lowest mean rating belonged to VA1, with a mean value of 3.61. Among the items, the individual value of VA1 deviated the most from its mean ($SD = 0.791$). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to VA3 with the standard deviation of 0.722. The mean score is slightly different as compared to the mean score obtained before watching movies. It suggests that the students can say the phrases and words from foreign movies between each other's and imitate them in the universities.

However, the physical abuse admits physical abuse in foreign movies when the PA1 has the mean value of 3.84 (SD= 0.889). The lowest mean rating belonged to PA3, with a mean value of 3.65. Among the items, the individual value of PA3 deviated the most from its mean (SD = 0.907). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to PA2 with the standard deviation of 0.884. PA2 and PA3 show the power of effect to imitate that's abuse among the target audience and even rustles of then is still high where PA3 was the bottom with rate 3.65 which is fight like foreign movies at the university.

4.3.2 Acceptance of Violence in Foreign Movies on MBC2 Channel among Jordanian University Students (Before Watching)

As shown in Table 4.9, the highest mean rating belonged to IV7 with a mean value of 3.79 (SD=0.842). The lowest mean rating belonged to IV6, with a mean value of 0.813. Among the items, the individual value of IV1 deviated the most from its mean (SD = 0.947). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to IV5 with the standard deviation of 0.791. This study found a different rate among responses before and after watching, which could prove the movies effeteness on the target audience.

Table 4.12 Results of Descriptive Statistic for Items of Increase level of violence

Constructs	Code	Mean	SD
I imitate movies stars to use martial arts at university	IV1	3.51	.947

The violence as a reaction to violent action is justified	IV2	3.35	.882
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	3.65	.892
I imitate Actors and Actresses in using violence at university	IV4	3.52	.832
Character B did not deserve to be punched, rather, he deserved to be beaten worse than what he/she had received	IV5	3.41	.791
I have lost my temper, had a fight, or gotten into an argument with someone at the university	IV6	3.49	.813
I help others get revenge on someone who insulted them such as scenes in the movies	IV7	3.79	.842
I hurting other people is acceptable if it means protecting the group or friends such as scenes in the movies at the university	IV8	3.70	.860

4.3.3 Descriptive Analysis for Socioeconomic Background

As shown in Table 4.10, the highest mean rating belonged to SEB3 with a mean value of 4.05. The lowest mean rating belonged to SEB1 with a mean value of 3.73. Among the items, the individual value of SEB1 deviated the most from its mean ($SD = .923$). It means the survey participants were most varying in this item from each other. On the other side, the lowest deviation from the mean belonged to SEB3 with the standard deviation of 0.782.

Table 4.13: Socioeconomic Background among Jordanian University Students

Constructs	Code	Mean	SD
My family usually had enough money for things when I was growing up	SEB1	3.73	.923
Usually, there is violence happening in the family	SEB2	3.78	.895
My family think that education is important	SEB3	4.05	.782
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	3.76	.844

4.4 Comparative Tests

In this study, two parametric comparative tests, namely Independent Sample T-test and ANOVA tests, were used to examine the mean difference of Acceptance of violence between the groups of demographical variables, including Gender, Age, Education, and working conditions watch_MBC2, violent movie, movie_genre and hours_MBC2. The following sub-sections discuss the results of comparative tests.

4.4.1 Independent Sample T-Test

The Independent Sample T-test was carried out to examine the mean difference of Acceptance of violence between the dichotomous groups of Gender, Education and Working. Before conducting the T-test, it should be determined whether the variances within the two populations being compared have equal variance or not. Hence, Levene's test was conducted as an assumption of the T-test to determine the homogeneity of variances. The p-value higher than 0.05 level demonstrates that the obtained differences in sample variances were likely to have occurred based on random sampling from a population with equal variances. Thus, the null hypothesis of equal variances was accepted for the non-significant p-values. Conversely, the equal variance cannot be assumed for the significant p-values.

The null hypothesis ($p\text{-value} > 0.05$) for Independent Sample T-test demonstrates the mean value of the dependent variable would not significantly differ

between the comparison groups. Table 4.11 shows the results of the Independent Sample T-test for the groups of gender, education and work.

Table 4.11: Results Independent Sample T-test for the Groups of Gender

	Mean of Group#1	Mean of Group#2	Mean Difference	T – Statistics	Degree of Freedom	P-value	Significant Difference
Gender	Male= 3.592	Female= 3.591	0.0013	0.018	370	0.985	No
Education	Bachelor= 3.592	Master= 3.555	0.037	0.166	370	0.868	No
Working	Yes=3.768	No=3.549	0.219	2.705	370	0.011	Yes

* P < 0.05; ** p < 0.01; *** p < 0.001

The results of the Independent Sample T-test showed that the mean difference of Acceptance of violence between males and females was 3.592 and 3.591, respectively. The mean difference of 0.0013 was not statistically significant because p-values higher than the standardized significance value of 0.05. Thus, there is no significant difference in the mean value of Acceptance of violence between males and females.

Similarly, no significant differences were found in the mean value of Acceptance of violence between bachelor and master respondents as the p-value was 0.868, above the standardized significance value of 0.05. Thus, the mean value of Acceptance of violence was not significantly changed between bachelor and master respondents.

The results of the Independent Sample T-test showed that the mean difference of Acceptance of violence between the respondents who are working and not working

was 3.768 and 3.549, respectively. The mean difference of 0.219 was found as statistically significant because of having p-values less than the standardized significance value of 0.05 (p-value=0.011). Thus, it can be concluded that the mean value of Acceptance of violence for respondents who are working is significantly higher than non-working respondents. Figure 4.1 represents the line chart for Means of Acceptance of violence between gender, education, and working groups.

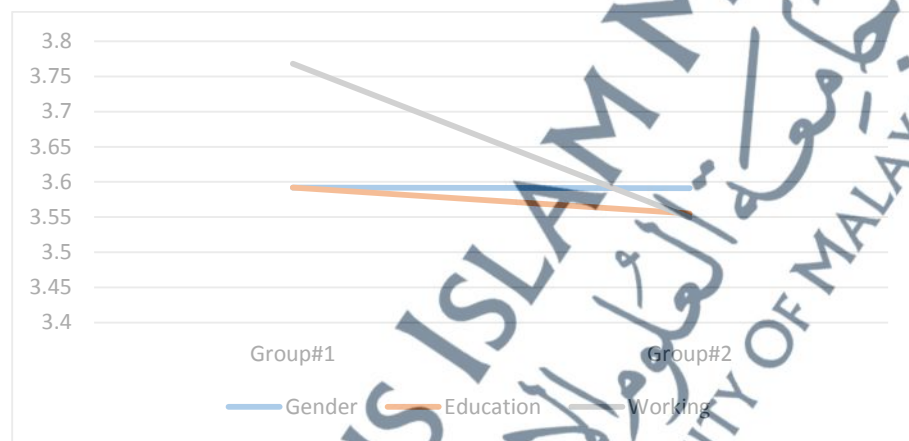


Figure 4.1: Line chart for Means of Acceptance of violence between the groups of gender, education and working

4.4.2 Homogeneity of Variance (Levene's Test)

Table 4.12 shows the results of Levene's test for examining the equality of variance between the groups of Gender, Education and Working. Levene's test indicated that the equality of variance for Gender, Education and Working was assumed as their p-value were above the significant standardized level of 0.05.

Table 4.2: Levene's Test for the Groups of Gender, Education and Working

Items	F-Statistic	P-value	Equal Variances Assumed
Gender	0.238	0.626	Yes

Education	0.998	0.318	Yes
Working	0.703	0.402	Yes

* P< 0.05; ** p<0.01; *** p<0.001

4.4.3 Analysis of Variance (ANOVA)

The one-way test was carried out as further comparative tests in this study. The One-Way ANOVA procedure produces a one-way analysis of variance for a quantitative dependent variable by a single independent variable. Therefore, the one-way Anova test was run to compare the mean value of Acceptance of violence between the groups of Age, watch_MBC2, violent movie, movie genre and hours_MBC2. The main assumption of the One-Way ANOVA test is the homogeneity of variances examined by Levene's test in this study. The population variances are considered equal if Levene's p-value is above the threshold of 0.05. If the data fails this assumption, the Welch Anova test should be carried out instead of the one-way Anova test.

Table 4.13 shows the results of Levene's test for examining the equality of variance. It reveals the exception from watch_MBC2, the equality of variance was assumed for all other demographical variables as their Levene's p-values were all above the standard significance level of 0.05. Thus, the One-Way ANOVA test was conducted to examine the mean difference of Acceptance of violence between the groups of Age, violent movie, movie genre and hours_MBC2. Conversely, the equality of variance for the mean value of Acceptance of violence was not supported between the groups of watch_MBC2 as its Levene's p-value was significant 5 level. Thus, Welch Anova Test was conducted to examine the mean difference of Acceptance of violence between the

groups of watch_MBC2. Table 4.14 represents the results of One Way and Welch Anova Tests for examining the mean value differences of Acceptance of violence between the groups of Age, watch_MBC2, violent movie, movie genre and hours_MBC2.

Table 4.3: Levene's Test for Testing Equality of Variance

Groups	F	p-value	Equal Variance
Age	1.043	0.374	Yes
Watch_MBC2	2.509	0.042	No
Violent movie	2.160	0.073	Yes
Movie genre	1.433	0.104	Yes
Hours_MBC2	1.586	0.177	Yes

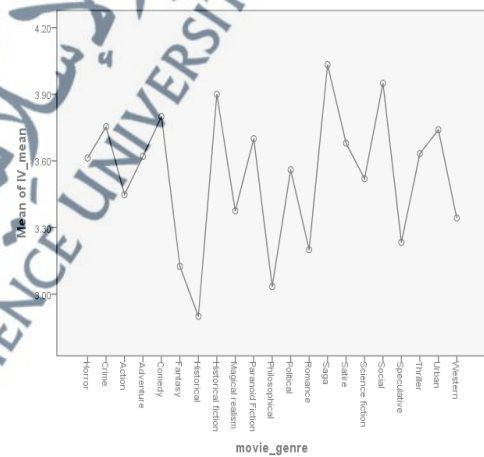
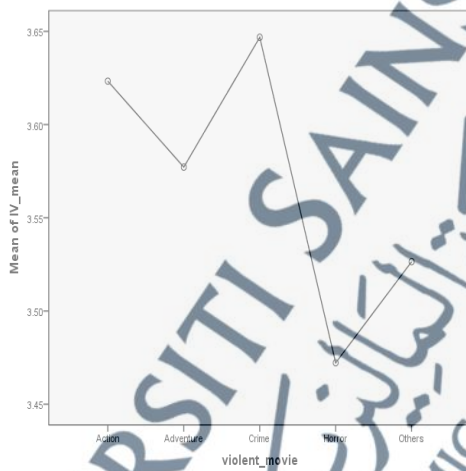
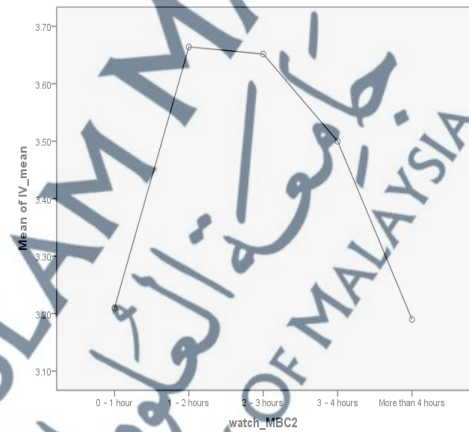
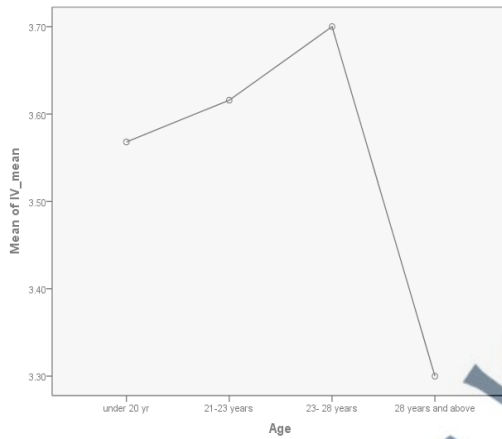
* P < 0.05; ** p < 0.01; *** p < 0.001

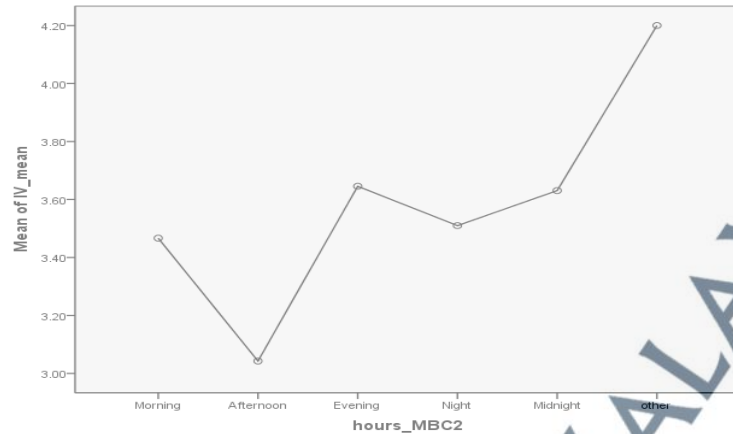
According to table 4.13, the results are not equal variance by one item represented through (watch_MBC2) where the p-value arrived at 0.042, which is lower than the threshold of 0.05. Accordingly, the study executes the Welch ANOVA test. As shown in Table 4.14, the results of One Way ANOVA indicated a significant difference in the mean value of Acceptance of violence between the various groups of Age, violent movie, movie genre and hours_MBC2 as their p-values were all above the standard significance level of 0.05. The results of the Welch ANOVA test indicated that the mean value of Acceptance of violence was significantly changed between the groups of watch_MBC2 as its p-value was 0.006, below the standard significance level of 0.05. After table 4.14, the researcher provides five figures to show the mean plots of acceptance of violence between the Groups of Age, Watch_MBC2, Violent Movie, Movie Genre and Hours_MBC2.

Table 4.4: Results of One Way and Welch ANOVA Tests for Acceptance of violence

	One Way ANOVA			Welch ANOVA			Significant Difference
	F	df	p-value	Statistic	df	p-value	
Age	1.322	371	0.267	N/A	N/A	N/A	No
watch_MBC2	N/A	N/A	N/A	4.192	43.151	0.006	Yes
violent movie	0.569	371	0.685	N/A	N/A	N/A	No
movie genre	1.581	371	0.055	N/A	N/A	N/A	No
hours_MBC2	1.730	371	0.127	N/A	N/A	N/A	No

* P < 0.05, ** p < 0.01, *** p < 0.001





Figures 4.2: Mean Plots of Acceptance of violence between the Groups of Age, Watch_MBC2, Violent Movie, Movie Genre and Hours_MBC2

4.5 Structural Equation Model

The structural equation model is the second main process of SEM analysis. Once the measurement model is validated, a representation of the structural model can be made by specifying the relationships among the constructs. The structural model provides details on the links between the variables. It shows the specific details of the relationship between the independent or exogenous variables and dependent or endogenous variables (Hair et al., 2006; Ho, 2006). Evaluation of the structural model focuses firstly on the overall model fit, followed by the size, direction and significance of the hypothesized parameter estimates, as shown by the one-headed arrows in the path diagrams (Hair et al., 2006). The final part involved confirming the study's structural model, which was based on the proposed relationship between the variables identified and assessed. In this study, the structural model was estimated to examine the research hypothesizes, using the PLS technique and bootstrapping with 1000 replications.

The structural model examined the direct effects of martial arts, weapons, verbal abuse, and physical abuse as independent variables on acceptance of violence as dependent variables (i.e., H1, H2, H3 and H4, respectively). Furthermore, the moderation effects of Socioeconomic background on these relationships were also examined (i.e., H5, H6, H7 and H8).

4.5.1 Direct Effects of Constructs

The structural model for testing the direct effects of the hypothesized variables is summarized in Figure 4.3. The Smart-PLS model for direct effects is portrayed in Appendix B. The value of R^2 for acceptance of violence was 0.645. It indicates 64.5 per cent of variations in acceptance of violence are explained by its four predictors (i.e., MA, WP, VA and PA), as figure 4.3. Overall, the findings show that the R^2 value satisfies the 0.30 cut-off value requirement as Quaddus and Hofmeyer (2007) recommended. The value of Q^2 for acceptance of violence is 0.487, which is greater than zero. This result refers to the predictive relevance of the model, as suggested by Chin (2010). In sum, the model exhibits acceptable fit and high predictive relevance.

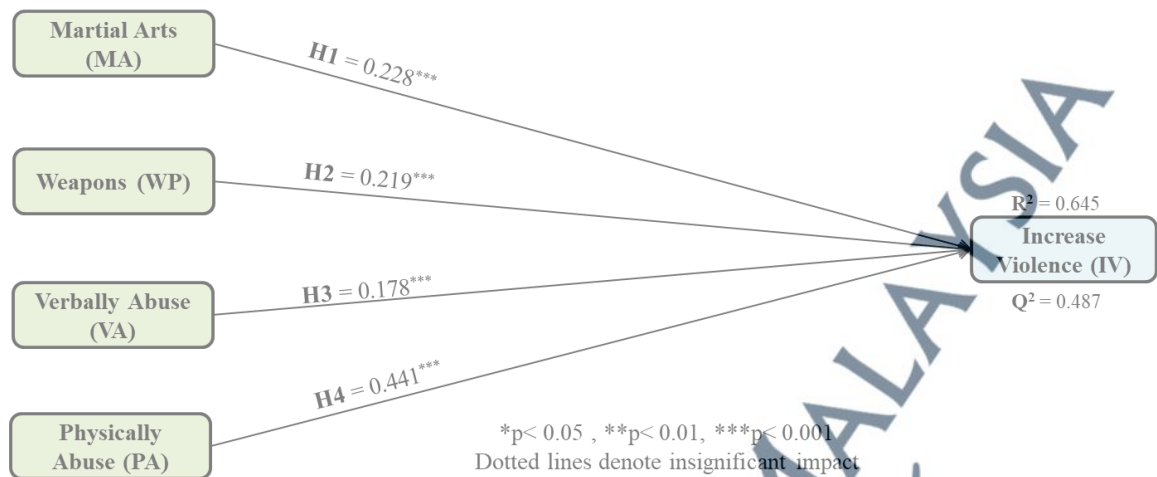


Figure 4. 3: PLS Analysis of the Structural Model for Direct Effects

**Notes (Technical Error) Increase of violence = Acceptance of Violence

The coefficient parameters estimates are then examined to test the hypothesized direct effects of the variables. The path coefficients and the results of examining hypothesized direct effects are displayed in Table 4.15. As shown in Table 4.15, all paths from martial arts, weapons, verbal abuse and physical abuse on acceptance of violence were statistically significant. Their p-values were all below the standard significance level of 0.05. Thus, the hypotheses H1, H2, H3 and H4 were supported. The following section discusses the results of path analysis concerning the hypotheses.

Table 4.5: Hypothesized Direct Effects among Violence Constructs and Acceptance of Violence

Path Shape	Path Coefficient	Standard Deviation	T-value	P-value	Hypothesis Result
MA → IV	0.228***	0.032	7.045	0.000	H1) Supported
WP → IV	0.219***	0.043	5.072	0.000	H2) Supported
VA → IV	0.178***	0.038	4.681	0.000	H3) Supported
PA → IV	0.441***	0.037	11.977	0.000	H4) Supported

*p < 0.05, **p < 0.01, ***p < 0.001

H₁: Martial Arts has a Positive Effect on Acceptance of violence

As shown in Table 4.15, the t-value and p-value of martial arts in predicting the acceptance of violence were 7.045 and 0.000, respectively. It means that the probability

of getting an at-value as large as 7.045 in absolute value is 0.001. In other words, the regression weight for martial arts in predicting acceptance of violence is significantly different from zero at the 0.001 level (two-tailed). Thus, H1 was supported. The path coefficient was 0.228, indicating a positive relationship. It means, when Martial Arts go up by one standard deviation, Acceptance of violence goes up by 0.228 standard deviations.

H2: Weapons has a positive effect on acceptance of violence

The t-value and p-value of weapons in predicting the acceptance of violence were 5.072 and 0.000, respectively. It means that the probability of getting an at-value as large as 5.072 in absolute value is 0.000. In other words, the regression weight for weapons in the prediction of acceptance of violence is significantly different from zero at the 0.001 level (two-tailed). Thus, H2 was supported. The path coefficient was 0.219, indicating a positive relationship. It means, when weapons go up by one standard deviation, the acceptance of violence goes up by 0.219 standard deviations.

H3: Verbal Abuse has a positive effect on Acceptance of violence

The t-value and p-value of verbal abuse in predicting the acceptance of violence were 4.681 and 0.000, respectively. It means that the probability of getting an at-value as large as 4.681 in absolute value is 0.000. In other words, the regression weight for verbal abuse in the prediction of violence acceptance is significantly different from zero at the 0.001 level (two-tailed). Thus, H3 was supported. The path coefficient was 0.178,

indicating a positive relationship. It means, when verbal abuse goes up by one standard deviation, acceptance of violence goes up by 0.178 standard deviations.

H4: Physical abuse has a positive effect on Acceptance of Violence

The t-value and p-value of physical abuse in predicting the acceptance of violence were 11.977 and 0.000, respectively. It means that the probability of getting an at-value as large as 11.977 in absolute value is 0.000. In other words, the regression weight for physical abuse in the prediction of acceptance of violence is significantly different from zero at the 0.001 level (two-tailed). Thus, H4 was supported. The path coefficient was 0.441, indicating a positive relationship. It means, when physical abuse goes up by one standard deviation, acceptance of violence goes up by 0.441 standard deviations.

4.5.2 Moderation Effects of Socioeconomic Background

This research examined the moderation effects of socioeconomic background on the effects of martial arts, weapons, verbal abuse, and physical abuse as independent variables on intention to acceptance of violence as dependent variables. The nature of this relationship should be changed as the values of the moderating variable change to confirm a third variable making a moderation effect on the relationship between the independent and dependent variables. In applying this analysis, all predictors need to be standardised or centred on making interpretations easier afterwards and to avoid the

problem of multicollinearity (Aiken & West, 1991). It was done by subtracting a measured variable from its respective mean, and the result was then divided by the standard deviation of that measured variable. The product of the cantered indicator was then calculated and used as indicators of the latent interaction term. To determine whether or not the moderator effect is significant, the effect of the interaction term on the dependent variable should be significant.

In the case where a significant moderating effect is present, Aiken and West (1991) suggested a technique to generate plots for each interaction was applied to show the effect of the moderator in the relationship between the predictor and outcome variable. Based on Aiken and West's suggestions, the four-cell means must be generated to graph the interaction between the variables. One dichotomizes both independent variables (low and high) and moderating variables (low and high) and crosses these levels to obtain 4 cell means. "Low" is defined as one standard deviation below the mean, and "high" is one standard deviation. A structural model with interaction terms to examine the moderation effects of socioeconomic background are portrayed in Figure 4.4. The Smart-PLS model is portrayed in Appendix G.

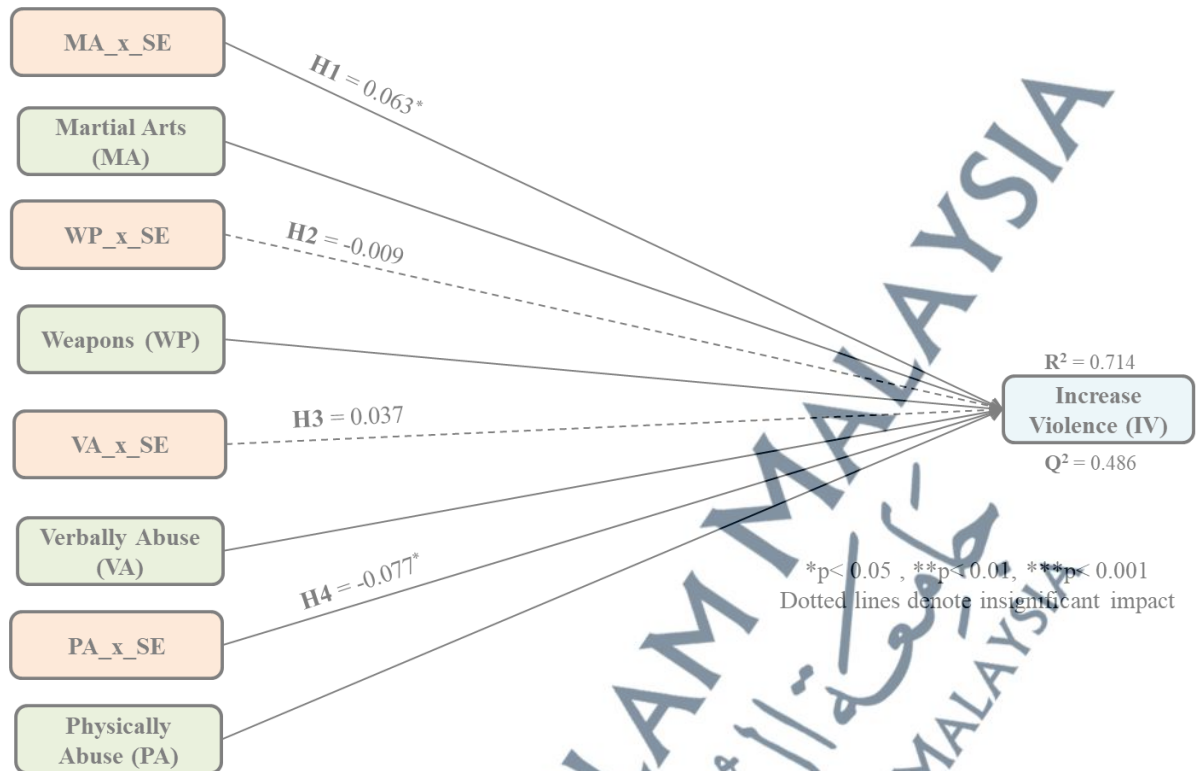


Figure 4.4: PLS Analysis of the Structural Model for Moderation Effects of Socioeconomic background

The value of R^2 for acceptance of violence was 0.714, above the threshold of 0.3 as recommended by Patterson (2013). The values of Q^2 for acceptance of violence were 0.486, far more significant than zero, which refers to the predictive relevance of the model as suggested by Chin (2010). In sum, the model exhibits acceptable fit and high predictive relevance. The moderation effects of socioeconomic background on the effects of martial arts, weapons, verbal abuse, and physical abuse as independent variables on acceptance of violence as dependent variables were examined as presented in Table 4.16. Further, the path coefficient was used to evaluate the contribution of each interaction term on the dependent variable.

Table 4.6: Moderation Effects of Socioeconomic Background

Path Shape	Path Coefficient	Standard Error	T-value	P-value	Hypothesis Result
(SE*MA)→IV	0.063*	0.030	2.101	0.036	H5) Supported
(SE*WP)→IV	-0.009	0.036	0.265	0.791	H6) Rejected
(SE*VA)→IV	0.037	0.032	1.154	0.249	H7) Rejected
(SE*PA)→IV	-0.077*	0.038	2.034	0.043	H8) Supported

*p< 0.05, **p< 0.01, ***p< 0.001

As shown in Table 4.16, the interaction terms of socioeconomic background with martial arts and physical abuse had significant effects on acceptance of violence as their p-values were lower than the standard significance level of 0.05. These results demonstrated that socioeconomic background moderates the effects of martial arts and physical abuse on acceptance of violence. Therefore, hypotheses H5 and H8 were supported.

Conversely, the interaction term of socioeconomic background with weapons and verbal abuse did not significantly affect acceptance of violence as their p-values exceeded the standard significance level of 0.05. This result demonstrated that socioeconomic background could not moderate the effect of weapons and verbal abuse on acceptance of violence. Therefore, hypotheses H6 and H7 were rejected. The following section discusses the results of moderation effects of socioeconomic background about the above hypotheses.

H₅: Socioeconomic background Moderates the Relationship between Martial Arts and Acceptance of Violence

As shown in Table 4.16, the effect of socioeconomic background interaction with martial arts on acceptance of violence was statistically significant; Coefficient Path

= 0.063, T-value = 2.101, p-value = 0.036. This result indicated that socioeconomic background moderates the relationship between martial arts and acceptance of violence. Thus, hypothesis H5 was supported. Figure 4.5 shows the moderating effect of socioeconomic background on the relationship between martial arts as an independent variable and acceptance of violence as the dependent variable.

As shown in Figure 4.5, the two lines were not parallel, which implied the moderation effect of socioeconomic background. The relationship between martial arts and acceptance of violence was positive for both low and high socioeconomic backgrounds. However, the relationship was greater for the high level of socioeconomic background compare to the low level. Hence, it could be concluded that socioeconomic background positively moderates the relationship between martial arts and acceptance of violence. It means that with an increase in the level of socioeconomic background as moderator, the effect of martial arts as an independent variable on acceptance of violence as dependent variable increases.

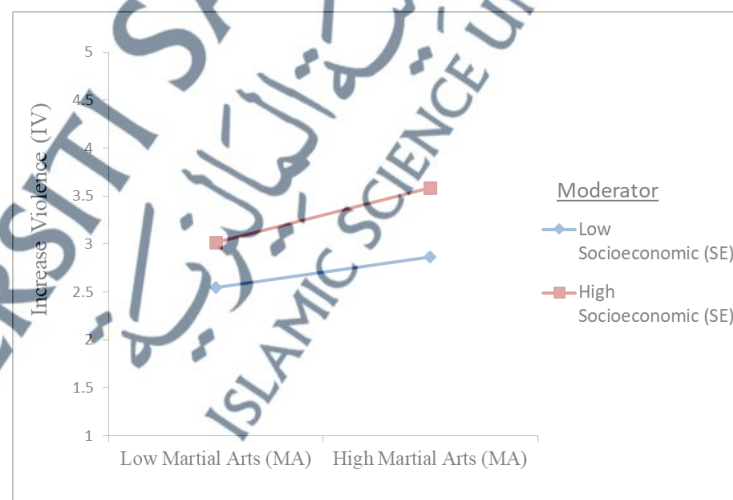


Figure 4.5: Moderation Effect of Socioeconomic background on the Relationship between Martial Arts and Acceptance of violence

H₆: Socioeconomic background Moderates the relationship between Weapons and Acceptance of violence

Weapons on Acceptance of violence was not statistically significant; Coefficient Path = -0.009, T-value = 0.256, p-value = 0.791. This result indicated that socioeconomic background could not moderate the relationship between Weapons and Acceptance of violence. Thus, hypothesis H₆ was rejected.

Figure 4.6 shows the moderating effect of socioeconomic background on the relationship between weapons as an independent variable and acceptance of violence as a dependent variable. The two lines were found in parallel, which voids the existence of moderation effect of socioeconomic background.



Figure 4.6: Moderation Effect of Socioeconomic background on the Relationship between Weapons and Acceptance of violence

H7: Socioeconomic background Moderates the relationship between Verbal abuse and Acceptance of violence

According to Figure 4.7, the effect of socioeconomic background interaction with verbal abuse on acceptance of violence was not statistically significant; Coefficient Path = 0.037, T-value = 1.154, p-value = 0.249. This result indicated that socioeconomic background could not moderate the relationship between verbal abuse and acceptance of violence. Thus, hypothesis H7 was rejected. Figure 4.7 shows the moderating effect of socioeconomic background on the relationship between verbal abuse as an independent variable and acceptance of violence as the dependent variable. The two lines were almost parallel, which void the existence of the moderation effect of socioeconomic background.

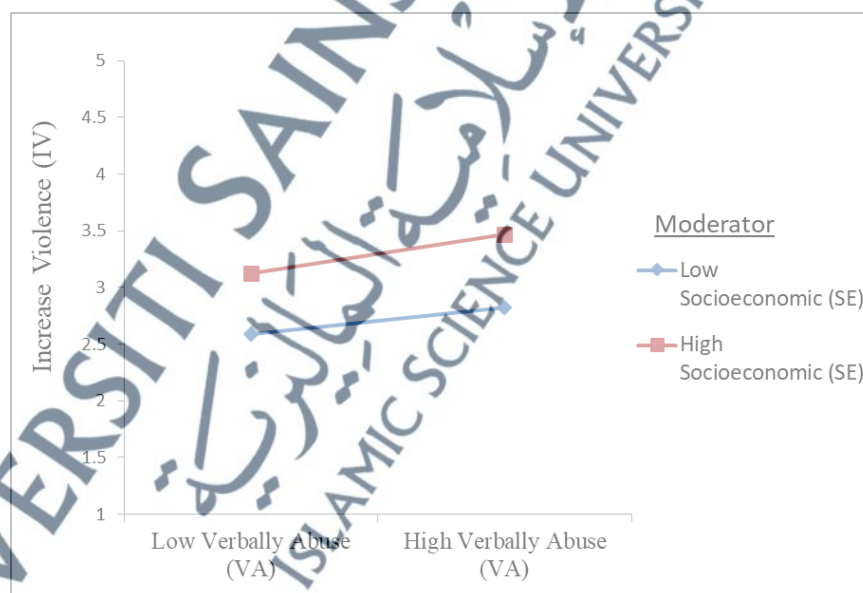


Figure 4.7: Moderation Effect of Socioeconomic background on the Relationship between Verbal abuse and Acceptance of violence

H₈: Socioeconomic Background Moderates the relationship between Physical abuse and Acceptance of violence

According to Figure 4.8, the effect of Socioeconomic background interaction with physical abuse on acceptance of violence was statistically significant; Coefficient Path = -0.077, T-value = 2.768, p-value = 0.007. This result indicated that hypothesis H₈ was supported. In other words, socioeconomic background moderates the relationship between physical abuse and acceptance of violence. Thus, Figure 4.8 shows the moderating effect of socioeconomic background on the relationship between physical abuse as an independent variable and acceptance of violence as a dependent variable.

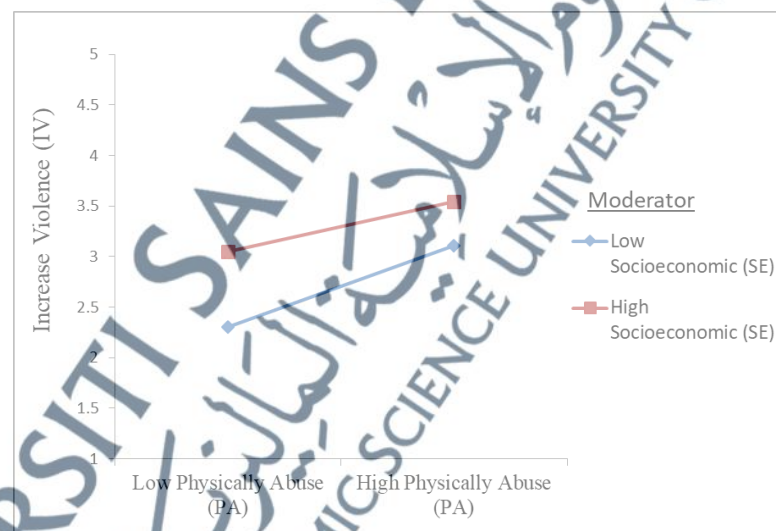


Figure 4.8: Moderation Effect of Socioeconomic Background on the Relationship between Physical Abuse and Acceptance of Violence

As shown in Figure 4.8, the two lines indicated a positive relationship between Physical abuse and Acceptance of violence. The two lines were not parallel, which implied the existence of moderation. However, the relationship was greater for the low

level of socioeconomic background compare to the high level. Hence, it could be concluded that the socioeconomic background negatively moderates the relationship between Physical abuse and Acceptance of violence. It means that with an increase in the level of socioeconomic background as a moderator of physical abuse as an independent variable on acceptance of violence as dependent variable decreases.

4.6 Discussion of Findings

This section provides the discussion on the study's findings with the results of previous studies, and all of them guided the research objectives of this study. This research contains a unique empirical study, and all of the subsections are organized in such a way to answer the five main research questions. H1, H2, H3 and H4, are related to the first, second and fourth objectives. Meanwhile, the hypotheses coded as H5, H6, H7 and H8, are related to the third research objective, and this objective is achieved in this study. The fifth objective is completely achieved by comparison of results with experts. Next, more details regarding the hypothesis development are presented as follows:

4.6.1 Martial Arts and Acceptance Violence among Students'

The first, second and fourth research objectives relate to the perceptions of violence in movies, and four elements of movies were highlighted in this study, with the first one being martial arts. The research includes any martial arts, even though it is

dangerous among students, affecting education, especially on the university campus. H1 assumes that there is a significant relationship between the martial arts and the acceptance of violence among the respondents.”

The analysis provides a positive relationship between martial arts and the acceptance of violence among students, and the relation was found to be significant. According to the results, the researcher explains whenever the index of use martial art is raised in the movies, that would affect students more and more on the university campus. Many studies have highlighted the issue of violence in media. Movies contain a varied collection of the genre as the questionnaire mentioned, and martial art is one of the most popular genres involving stunts' performance. Thus, violent movies contribute to increases in violence in society, and the current finding agrees with Tripathy et al. (2015) study.

The viewers could imitate actors/actresses in the movies in real life as shown in the movies, entirely or partially. As mentioned in Bolelli (2014), as evidenced by the risk index, martial arts have been used among students on campus. The finding of this study shows that martial art is an essential element in movies, and this study concludes a presence of a relationship between martial art and acceptance of violence among students. The relationship is active with a positive index.

4.6.2 Weapons and Acceptance Violence among Students'

This study focused on the use of weapons on the campus (light weapons) among the respondents. This investigation was to achieve the first, second, and fourth research objectives as represented by the study's second hypothesis. H2 hypothesizes a significant relationship between the weapons and the acceptance of violence among the respondents. The current analysis mentioned a significant relationship between using weapons and acceptance of violence among students. The result found between these variables is positive.

The positive result is consistent with Damra and Ghbari's (2014) study on the motivation to use weapons. Although movies can raise the level of hormones in humans through action scenes, there are external incentives that increase the aggressiveness in humans, as expressed in cultivation theory mentioned to the surrounding external environment (Morgan & Shanahan, 2010), like the weak obligation to Islamic values (Alshoraty, 2015). Through this study, the weapons considered as an element in this research played its role in the relationship between the use of light weapons and acceptance of violence among students, and the final findings are positive.

The findings from Chen and Kaur (2007) are consistent with the findings in this study. The weapons used by actors/actresses in movies could encourage people also to use them. Among students, they could imitate each other in the use of weapons. Hence, based on the study results, it can be concluded that movies could increase the level of

violence among students if these students were exposed to more scenes containing weapons. Thus, the relationship is positive.

4.6.3 Physical abuse and Acceptance Violence among Students'

In the two sub-titles above, the research mentioned the findings on martial arts and weapons relationship with acceptance of violence among students. The objectives discuss the finding on physical abuse. Physical abuse is the third element of this study and is considered an independent variable. The finding of a relationship between physical abuse in movies and acceptance of violence among students shows a positive remark. The finding reveals a significant relationship between physical abuse and the acceptance of violence among the respondents. Next, the opinion of previous studies with the current findings is discussed.

The relationship between physical abuse and the acceptance of violence among students was significant and positive. The behaviours are essential in this research, and although students can learn violence from movies, it's not necessary to imitate violence by movie stars on campuses. In their study, Elsner and Isphording (2016) indicated that different ranks of students have significance to the exposure of delinquent behaviour, such as the involvement in physical fights. Thus, it can be concluded that students on campus can perhaps imitate actor/actress in movies.

The positive relationship indicates that the increased level of physical abuse in movies leads to an increase in the level of violence among students. This result is consistent with that of previous studies (Aleid, 2016). It was reported that some external elements such as the effectiveness of student extracurricular could encourage people to use more physical abuse and imitate each other in reality. According to the results of this study, physical abuse as an element in this research played its role in the relationship between physical abuse and increase in violence among students; the relationship is positive.

4.6.4 Verbal abuse and Acceptance Violence among Students'

Verbal abuse was also included in the first, second and fourth research objectives, and it's one of the four variables in independent variables listed in this study. Through the influences of using verbal abuse on students at the university campus, Hypothesis 4 is thus developed. H4 states a significant relationship between the verbal abuse in the movies and the acceptance of violence among the respondents." Some viewpoints from previous studies regarding verbal abuse are discussed next.

Verbal abuse could lead to pejorative personality or group fights and ultimately leading to hatred. In this regard, McIntosh and McIntosh (2018) mentioned Sophie Gilbert when providing negative examples about female journalists on television and in movies. Verbal abuse is distinguished from the use of words or sentences of speakers or writers, and it's easy to find that in social media like tweeting on Television shows

(Gong et al., 2017; Seiler et al., 2015). Relevantly, Snapchat, Twitter, Facebook or any other social media sites can deliver abuses in written or voice form to achieve specific aims that can serve owners. The findings of this research show the relationship between verbal abuse and acceptance of violence among students. Findings of past studies on the variable of verbal abuse are as discussed next.

Verbal abuse scenes in movies would encourage people to imitate movie stars. Furthermore, students may learn from each other in the use of verbal abuse in real life. The findings in this study are consistent with those of Yoon (2017) and Tripathy et al. (2015), who found that people can hear insults from movies and repeat that abuse in reality. Accordingly, verbal abuse is an element in this research, and it played its role in the relationship between verbal abuse and acceptance of violence among students. Thus, the relationship is positive.

4.6.5 The Moderating Role of Socioeconomic background on the relationship between Martial Arts and Acceptance Violence among Students'

The moderating role of socioeconomic background on the relationship between martial arts and the acceptance of violence among students was significant and positive. In this regard, the researcher had developed the fifth hypothesis of the study, namely Hypothesis 5. Hypothesis 5 or H5 states that "There is a significant effect of socioeconomic background status of students on the relationship between martial arts and the acceptance of violence among the respondents."

The results of the study analysis are consistent with those of previous studies such as Alshoraty (2015) who reported the significant role of the factor of socioeconomic background among students. In the analysis, the impact of socioeconomic background on the relationship between Martial Arts and Increase in Violence among Students was noticeable through positive Indicators.

Also, the results of this study are consistent with those of Ramzoun (2013) regarding the role of socioeconomic background. Accordingly, many studies have indicated the role of socioeconomic background in different subjects, which depends on the nature of the study itself. This research found that the increase in socioeconomic background level causes the effect of martial arts on the acceptance of violence among students to increase gradually, depending on the power of increasing impact. Thus, the researcher can conclude that hypothesis H5 was accepted.

4.6.6 The Moderating Role of Socioeconomic background on the relationship between Weapons and Acceptance Violence among Students'

H6 states a significant effect of socioeconomic background status of students' on the relationship between weapons and the acceptance of violence among the respondents. A lack of studies regarding the role of socioeconomic background on the use of weapons is a gap that this study needs to fulfil.

The analysis results show that an impact of socioeconomic background on the relationship between the use of weapons and acceptance of violence among students was rejected. Thus, the socioeconomic background could not moderate the relationship between the use of weapons and the increase in violence among students. Finally, the researcher concludes that hypothesis H6 is not supported.

4.6.7 The Moderating Role of Socioeconomic background on the relationship between Physical abuse and Acceptance Violence among Students'

The role of socioeconomic background serves the fourth research objective. The impact of socioeconomic background on the relationship between physical abuse and acceptance of violence among students is represented by hypothesis 7 or H7, which states: "There is a significant effect of socioeconomic background status of students on the relationship between physical abuse and the acceptance of violence among the respondents." The results show that the impact is positive.

The findings of this study show that the role of socioeconomic background upon the relationship between physical abuse and acceptance of violence among students is support positively. This result is similar to socioeconomic background in the relationship between martial art and acceptance of violence among students (H5).

4.6.8 The Moderating Role of Socioeconomic background on the relationship between Verbal abuse and Acceptance Violence among Students'

The socioeconomic background was used in this study to know the impact of a moderator on the relationship between verbal abuse and acceptance of violence among students in Jordanian universities. Through hypotheses development, the researcher developed hypothesis 8 or H8 as follows: “There is a significant effect of socioeconomic background status of students' on the relationship between weapons and the acceptance of violence among the respondents.” The results of the analysis show that H8 is not supported.

The lack of previous studies regarding socioeconomic background role on the relationship between verbal abuse and acceptance violence among students led to current analysis results. The findings appear that the impact is negative. Thus, hypothesis right is rejected and does not support the study. Thus, it can be concluded that in terms of the role of socioeconomic background upon four variables, two were accepted, and two were rejected.

4.7 Comparison with Experts

This study explains Section B. Mad Max: Fury Road, The Revenant and Mission: Impossible - Rogue Nation movies have been chosen in this research. The experiment of this methodology is to provide questionnaires that contain five sections to sample the study. Then, watch all of the movies were chosen in this research. The final step is to give other questionnaires to the same sample study to record the difference and then compare with experts' results as the researcher explained in Figure

3.2 the roles of experts in the evaluation and then compared with results of students before and after watching.

Three movies have been shown to experts to collect their evaluations after watching them, and all independent variables were considered. Table 4.17 shows the results of assessments of the three movies. The average scores for experts indicated 3.93 out of 5, for the first expert, 3.56 out of 5, for the second expert, and 3.5 out of 5, for the third expert. The average of all of the previous results arrived at 3.663 out of 5. Thus, the average of three movies and three experts was 3.663 out of 5 were compared with student results.

Table 4.7: Evaluation Score of Foreign Movies among Experts

No.	Experts	Mad Max: Fury Road	The Revenant	Mission: Impossible - Rogue Nation	Mean	Total Average
		Evaluation Score				
1	Expert 1	Evaluated 4.3	Evaluated 3.0	Evaluated 4.5	3.93	3.663
2	Expert 2	Evaluated 4.0	Evaluated 2.4	Evaluated 4.3	3.56	
3	Expert 3	Evaluated 4.1	Evaluated 2.2	Evaluated 4.2	3.5	

There were two steps to make a comparison on the results of experts. The first one is before watching the movies, and the second one was done after watching the movies.

Step 1: Before watching the movies

Upon data collection of the first stage (before watching), the analysis highlights Sections C, D and E of the questionnaire. A comparison was analysed for the same sections in the questionnaire after watching the movies. Eventually, this study analysed all of them to conclude the differences with the experts. The first step is the data sum of

C, D and E sections before watching the movies. For example, the MR1 Sum is 1150 points for all students, and the average of MR1 is 3.08 out of 5 in the MR1 question. The following three tables (4.18; 4.19; 4.20) will show the Sum and average of each question one by one in the questionnaire, respectively.

Section C contains 12 questions, and they are coded as follows: the first three questions are regarding martial arts variables and coded as MR1, MR2 and MR3. The fourth, fifth and sixth questions were confined to weapons and coded as W1, W2 and W3. Regarding seventh, eighth and ninth questions focused on verbal abuse and coded to be VA1, VA2 and VA3. Finally, the last three questions mentioned physical abuse and were coded PA1, PA2 and PA3. Table 4.18 shows the sum and average student answers in Section C.

Table 4.8: Subtotal and Average of Section C before Watching the Movies

Item	MA1	MA2	MA3	W1	W2	W3	VA1	VA2	VA3	PA1	PA2	PA3
Sum	1584	1596	1242	1023	1080	873	1070	942	1242	1023	1039	871
Ave	4.24	4.27	3.32	2.74	2.89	2.34	2.86	2.52	3.32	2.74	2.78	2.33
Sum Ave						The subtotal of average is 3.02						

Section D measured acceptance before watching the movies. It contains ten questions, and they were code from IV1 until IV10. All of them were confined to the acceptance of violence among students, the dependent variable in this research. Table 4.19 shows the sum and average student answers in section D.

Table 4.9: Subtotal and Average of Section D before Watching the Movies

Item	IV1	IV2	IV3	IV4	IV5	IV6	IV7	IV8	IV9	IV10
Sum	890	892	1121	1028	921	1119	1106	1099	1205	1061
Ave	2.38	2.39	3	2.75	2.46	3	2.96	2.94	3.23	2.84
Sum Ave						The subtotal of average is 2.79				

The following section is Section E, which measuring acceptance before watching the movies, and contains four questions: code SEB1, SEB2, SEB3 and SEB4. All of them were confined to Socioeconomic backgrounds, and this is the moderate in this research. Following table 4.20 shows the Sum and Average student answers in section E. The three sections turn out to be **2.89** for the averages overall.

Table 4.10: Subtotal and Average of Section E before Watching the Movies

Item	SEB1	SEB2	SEB3	SEB4
Sum	899	882	1547	978
Ave	2.41	2.36	4.14	2.62
Sum Ave		The subtotal of average is 2.88		

Step 2: After watching the movies

After collecting data the second time, the analysis highlights the questionnaire's C, D, and E sections. Then, compare the same sections in the questionnaire with results before watching the movies and experts' results. The following three tables show the Sum and average of each question one by one in the questionnaire, respectively.

Section C contains 12 questions (see Table 4.41), and they are coded as follows: the first three questions are regarding martial arts variables and coded as MR1, MR2 and MR3. The fourth, fifth and sixth questions were confined to weapons and coded as W1, W2 and W3. Regarding seventh, eighth and ninth questions focused on verbal abuse and coded to be VA1, VA2 and VA3. Finally, the last three questions mentioned physical abuse and were coded PA1, PA2 and PA3. Next, Table 4.21 shows the sum and average student answers in section C.

Table 4.11: Subtotal and Average of Section C after Watching the Movies

Item	MA1	MA2	MA3	W1	W2	W3	VA1	VA2	VA3	PA1	PA2	PA3
Sum	1150	1260	1179	1343	1250	1232	1332	1351	1346	1432	1450	1489
Ave	3.08	3.37	3.16	3.6	3.35	3.3	3.57	3.63	3.6	3.83	3.88	3.99
Sum Ave				The subtotal of average is 3.53								

Section D contains ten questions measuring after watching the movies. They were coded from IV1 until IV10. All of them were confined to acceptance of violence among students, which is the dependent variable in this research. Following table 4.22 shows the sum and average student answers in section D.

Table 4.12: Subtotal and Average of Section D before Watching the Movies

Item	IV1	IV2	IV3	IV4	IV5	IV6	IV7	IV8	IV9	IV10
Sum	1340	1285	1335	1460	1423	1480	1368	1489	1450	1275
Ave	3.59	3.44	3.57	3.91	3.81	3.96	3.66	3.99	3.88	3.41
Sum Ave					The subtotal of average is 3.72					

Section E contains four questions measuring after watching the movies. They were coded as SEB1, SEB2, SEB3 and SEB4. All of them were confined to socioeconomic background, and this is the moderate in this research. Following Table 4.23 shows the sum and average student answers in section E. The three sections turn out to be 3.75 for the averages overall.

Table 4.23: Subtotal and Average of Section E after Watching the Movies

Item	SEB1	SEB2	SEB3	SEB4
Sum	1548	1499	1463	1484
Ave	4.15	4.01	3.92	3.97
Sum Ave	The subtotal of average is 4.01			

The summary of differences between before watching the movies and after watching the movies and compare them with experts' results

Before watching the movies, the final Subtotal of C, D and E arrived at 2.89 out of 5. By experts' evaluation, their average reached 3.663 out of 5, which means that the primary violence among students is high for various reasons, as recommended by Alshoraty (2015). It could deduce that the particular students have a little higher than middle level of violence, which is 2.5 in this research.

The final Subtotal of C, D and E sections after watching the movies arrived at 3.75 out of 5, higher than the result before watching the movies. To evaluate students' results after watching the movies with experts' evaluation can observe the tendency of students to movies. The experts' evaluation is 3.663, and the results of students after watching the movies is 3.75. Thus, the results are close, and the difference between before and after watching movies is 0.086. By simple mathematical equation can show the difference between results before and after watching movies.

$$3.75 - 2.89 = 0.86$$

The result 0.86 is the difference of level violence between before and after watching movies and approximately is 17.2% and researcher believed that result is very high and should focus on solving a problem and limiting this flow of violence from movies to students.

Finally, the average violence among students between before and after watching the movies is 3.32, while the experts' evaluations are higher than it reached 3.663. The researcher can explain these differences between them through experts' point of view have more accurate details, and they focus on every single part and observe it. In contrast, the viewers cannot focus on every single part of the movie. Thus, it's normal to be experts' results higher than the target audience of the Jordanian universities students in this research.

4.8 Conclusion

In this research, data analysis was conducted in two major phases. The first phase involved a preliminary analysis of the data. This process is crucial to ensure that the data adequately meet the basic assumptions in using SEM. In general, the data set of all items was normally distributed and was free from failure, missing values and univariate outliers. The second phase applied the two stages of SEM. The first stage included the establishment of measurement models for the latent constructs in the research. After confirming the uni-dimensionality, reliability and validity of the constructs in the first stage, the second stage was developed to test the research hypotheses through developing the structural models.

Accordingly, a structural model was developed to examine four hypothesized direct effects (i.e., H1, H2, H3 and H4) and four hypothesized moderation effects of socioeconomic background (i.e., H5, H6, H7 and H8). These were done by conducting the path analysis using SMART-PLS 3.0 and testing the significance of the path coefficients for each hypothesized path.

The results indicated that martial arts, weapons, verbal abuse and physical abuse directly have significant positive effects on acceptance of violence. Therefore, hypotheses H1, H2, H3 and H4 were supported. The results also indicated that physical abuse is the most crucial predictor of acceptance of violence, followed by martial arts and weapons.

Based on the results of moderation analysis, it was found that socioeconomic background positively moderates the relationship between martial arts and physical abuse towards acceptance of violence. It was also found that socioeconomic background negatively moderates the relationship between verbal abuse and weapons use towards acceptance of violence. Therefore, hypotheses H5 and H8 were supported as well as H6 and H7 were not supported.

Finally, the last phase applied Independent Sample T-test and Anova tests, including One Way and Welch tests, to examine the mean differences of Acceptance of violence between the groups of demographical variables, including gender, age, education, working watch_MBC2, violent movie, movie genre and hours_watching the MBC2. The results indicated that the mean value of Acceptance of violence significantly changed between the Working and watch_MBC2. While there is no significant difference in the mean value of Acceptance of violence between the groups of gender, age, education, violent movie, movie genre and hours_MBC2.