

CHAPTER II:

LITERATURE REVIEW

2.0 Introduction

This chapter presents a discussion on previous studies related to the main items of this research. This chapter begins with a television overview and then goes deep to be acquainted with the types of television channels to select the best or most appropriate foreign (Arabic) channels to choose the MBC2 channel in which this research focuses. MBC2, as a well-known movies channel, provides to its audience lots of daily action movies.

The study focuses on four elements in movies that play an essential role in this research as independent variables: Martial Arts, Weapons, Physical Abuse and Verbal Abuse. The dependent variable of increased violence among students is explained explicitly in this chapter. This study reveals the trend of violence among students at Jordanian universities.

Given issues on violence among students, the analysis unsurprisingly finds it pertinent to address in Chapter five and reduce the level of violence in the end by research recommendations. Therefore, the numerous efforts extended thus far have drawn from prior studies and appeared necessary to reduce the level of violence among students to stop obstructing and threatening education in Jordan. However, violence

among students is still apparent, as evidenced by the cases highlighted in the problem statement, leading to this work's aim to investigate novel factors affecting Jordanian universities students.

This thesis provides an in-depth analysis of three movies and measures the violence on the Jordanian students by implementing new a unique technique in Chapter Three. It is due to the significant contribution yielded by action movies and their representations to the masses of violent portrayals among the people of Jordan. It is true in the context of their role in constructing the specific frameworks of thinking in raising violence and other forms of gender-based violence. Prior works have revealed the critical role of movies in changing the ethics and work motivation of the standard population towards engaging in evil actions and teaching bad habits. For example, Haygarth's study has served as an excellent example of movies and their role in the rape and other specific forms of violence (Haygarth, 2018).

2.1 Foreign Movies and Television.

Movies are powerful and appreciated media and have played a significant role by producing action and response among spectators around the globe. This piece of art is a developing Media and has become valuable as the commercial profession across the world. Whatever violence practices its types have been circulating through media by different methods, and the significance of this study. A great number of psychological and experimental research on the popularity of media violence among

young audiences was compelled by the theory that children cannot discriminate reality from unreal (Davie, 1997). While considering the violence as fake for amusing viewers, it eventually harms them. The psychological theory usually used to clarify the hazards of media violence was through learning theory, which is built on a simulation approach (Bandura, Ross and Ross 1963). The theory proposed that young audiences obtain “cognitive aggressive scripts”; consecutively. The scripts are behaviorally endorsed in social conditions by inspecting pictures of violent prototypes (Huesmann & Eron, 1986). It may lead to emotionally violent feelings for those subjected to watch videotape conditions (Bushman & Geen, 1990).

Igreja (2015) has transcribed a captivating article that presented a thought-stimulating challenge to some ordinary popular and intellectual expectations about the relationship between media and violence. He assumed that the inspecting of media violence led without a doubt to a simple imitation or restoration of that violence. The young audience of this violent movie experienced it passively as a practice of amusement. Hence, how can we evaluate amusement between American and Jordanian youth where each country has different culture? This paper investigates the use of light weapons among students significantly who are affected by movies.

The UNESCO Global Study on Media Violence (Groebel, 2000) also suggested that the impacts of media violence had to be reflected in dealing with actual violent experience, likewise between one’s surroundings and Television images of the globe, and social controls inside the culture. Table 2.1 shows variances between television and related factors in a representative sample of five (out of 25) countries. The data shows

several analyses that media violence impacts aggression and fear were the highest when they interrelate with an actual violent situation, availability of weapons, and a comparatively low social-control value structure.

Table 2.1: UNESCO Global Study on Violence (Groebel, 2000)

Variable	Germany	Japan	Brazil	Angola	Fiji
TV access violent TV	97	99	97	65	66
Preference	32	35	42	11	29
Owning arms	16	24	40	10	9
Aggressive TV Model	14	9	34	8	50
High fear Death (Murder)	69	62	61	86	69
(in own country)	17	11	45	16	5
New York	75	000	49	25	59
Man is evil	23	42	68	35	53

Regardless of comparable violent Television, Japan and Brazil are different. The children were much more violent—looking at the man as primarily wicked, having had a more deadly world-outlook than in Japan. Following this thread, movies descriptions that deliver alternative worlds to different forms of local customary life have been presented in anthropological studies of media consumption (Larkin 2008; Masquelier, 2009). Media violence was related to new values of masculinity among young people (High, 2010). Well-known filmmakers or directors are typically involved in Hollywood corporations which are world leaders in the manufacture of movies. Consequently, earlier studies declared several associations among the consequences of film on the viewers, and frameworks of theories to back up the relations among movies and viewers have also been evidenced. The study focuses on the category in the community, which are the students at Jordanian universities and the MBC2 channel.

In response to one or two critics of the research community and perhaps to stress on other groups, the American Psychological Association generated a new media violence assessment board in 2013 to take a very unusual step to avoid any appearance of bias by eliminating all significant mainstream media violence researchers from the board. As a substitute, the panel contained trustworthy psychological science researchers with expertise in developmental, social and related psychology fields, along with leading meta-analysis statistical specialists. In 2015, the report confirmed that the mainstream media violence research community has been speaking up for years. There are actual and damaging consequences of violent media. Violent media are neither the innocent fun that the media businesses and their defenders would be trusted, nor are they the reason for the collapse of the community that some pessimists declare (Public Psychiatry State, 2017).

The American movie business depends heavily on agreed-upon patterns of cinematic categories called “genres”. Principal American movies were disseminated across 11 separate genres: action, adventure, animation, comedy, drama, family, horror, romance, science fiction, thriller, and western (Murphy, 1994). Furthermore, in 1994, only 100 of these movies were recognized as 89% of the national box office earnings of 4.5 billion US dollars (a number that did not consist of incomes from video, cable, and international markets). Violence had extensively been elementary to the description of the action and western genres, but other genres such as comedy and drama have also enlarged the volume and brutality of violence represented. Therefore, representations of violence were seen by millions of US consumers in cinematic publications and by added millions in their international accounts, on videotape, and in television replays.

A study by McArthur and his colleagues (2000) assessed the significance and incidence of violence and the point of accompanying injury illustrated in the 100 top-grossing American movies of 1994. It revealed nearly 90% of violent activities displayed no consequences to the receiver's body, while more than 80% of the violent activities were performed with deadly or modest force. Less than 1% of violent activities went together with wounds that were then therapeutically attended. Violent force in American movies of 1994 was overpoweringly deliberate and was performed at levels about to cause significant bodily wounds in four of five cases. Action movies and movies of all genres enclosed scenes in which the action was not in time by similarly severe wound consequences. Many American movies, irrespective of genre, were liable to reduce the effects of violence on people. Theories were found to have verified support indirectly for this phenomenon. Social Cognitive Theory is, thus, adopted in this research.

Nevertheless, in this chapter, there are more denotations as regard to the theory. Cultivation theory and Problem Behavior Theory have harmony to portraiture one purpose eventually: the first theory delivers the answer to this question (How Children can shape their behaviors?) In this respect, children's' behaviours are created through his/her home, family, school friends, and television. Either positive or negative resources or techniques, particularly the misconduct and violent activities that rely on specific genres in one program type (Morgan & Shanahan, 2010).

On the other hand, problematic behaviours demonstrated by children have been related to music videos. The consequences on audiences in the long run among children straightforwardly also assisted them to shape their responses, behaviours, and purposes

(Beullens & Bulck, 2012). Determining that is communicates understanding on the degree of television success deep into the society efficiently where is that outcome was witnessed by eyes and heard by ears. To utilize this theory, the sample outline in the chapter is not representative, and the study is required to use a more appropriate theory to support this research.

In a somewhat responsible but straightforward, logical, and devoted way, Freedman (2002) revised all-around 200 or so essential studies of the existing systematic observed evidence on the relationship between watching television and movie violence and their consequent effects in triggering violence, criminal conduct, and a felony in participants. He challenged the universal belief that children and adults—mainly children—who observed violence on television and in the movies were vulnerable to develop more violence and commit misconduct. Watching thousands of murders, fistfights, martial arts combats, knifings, shootings, bombing, and exploding cars happened between the powers of good and evil in the study research caused a correlation from 1-9%.

Previously, numerous media studies have resulted in frameworks that can be utilized in media context to shape complex issues in “interpretative packages,” allowing the audience to understand the issues (Mulligan & Habel 2011). However, as framing is an inherent part of people’s ongoing everyday sense-making, it does not certainly suggest the media's involvement. Authors such as Tulloch (1992), Hill (2001), and Boyle (2005) confirmed that audiences read media pictures in various means and, therefore, were subject to their influence otherwise according to their perceptions,

characteristics, or conditions in life. Hence, both photographs and how they are outlined and understood were significant (Gosselt, Van Hoof & Fox 2015). When people were looking to understand a condition, the definitions happen based on their experiences and allocate significant denotation (Brummans et al., 2008). Regarding movies, the movies have a message, or more represent the specific culture or mix cultures depending on implicating of a message and that lead to a difference of cultural conceptions and its Implications and society (Baldó 2019).

2.1.1 Television

A number of scholars have revealed two of the most substantial inventors of the time, namely Vladimir Zworykin (1889-1982) and Philo Farnsworth (1906-1971). In 1919, Vladimir Zworykin arrived in the United States and was a professor responsible for laboratory projects at the Imperial Institute of Technology. At first, Zworyk's study was rejected for having many errors. In 1939, he was approved to carry on his investigation, and since that time, there were several discoveries and improvements by other researchers who tried to build the reputation for themselves (Uricchio, 2008). The television was not invented, but the idea was brought together and resulted in its invention (Copeland, 2006).

Later, in 1939 in the New York exhibition, David Sarnoff, a marketing brain, created television for the world. On December 12, 1944, the first annual conference of the Television Broadcasters Association was presented. Then, Radio Corporation of

America (RCA) represented the television to the world and sold the first collection of ten-inch television for \$ 375.00 per piece. Shortly after this business revelation, television stations initiated establishing, and television broadcasting was introduced to the media industry (Uricchio, 2008).

In 1946, RCA provided television with colours; even with poor resolution and colours, then Colombia Broadcasting System (CBS) started to improve its colour system, which was generally consisted of mechanical techniques. Two corporations took their tasks to Federal Communications Commission (FCC) to choose the universal technique to be utilized. In May 1950, the FCC led the use of the CBS system because it presented better resolution than RCA. Nonetheless, neither CBS nor RCA advertised these colour sets as they were not seen to be cost-effective. In late 1953, FCC inverted its choice and permitted the all-electronic system of broadcasting colour. RCA marketed its first colour set in 1954, and five years afterwards, it was the only company in the field (Copeland, 2006).

Broadcasting took place at various times in many areas of the world. For example, the 1950s noticed the appearance of the Golden age in the US, which was a period called Revolution Televised (Spigel et al., 1997). Television was popular to integrate a great deal of messages to the people and inspired them. Public and private corporations have taken giant leaps in shaping their business on this ground and earned good incomes. Moreover, the era stepped in a great deal in altering the events in the US, for example, the political actions as Spigel and his colleagues (1997) pointed out: "that mass media are simply opium for the masses".

Television is unlike other Media since viewer needs to use their sense of vision and hearing to view it. Therefore it requires a high level of concentration, denoting that reaction from the audience were also increased. One way or another, television has been revealed to have equally negative and positive consequences after a period. Even so, the level of potency communicated by television on the general public in society has not been sufficiently assessed (Heins, 2011). It encourages the current study to discover the topic more clearly in the framework of the community.

The utmost summary of hundreds of scientific articles can be pertinent to two key points. First, exhibiting media violence is a contributing risk factor for physical aggression, equally instantly after the exposure or after months, even years, far along. Second, in the lack of other identified risk factors for violence, a high exhibition of media violence do not develop an ordinary well-balanced child or adolescent into a mass killer.

Television programming in the United States contained a more violent scenes daily. However, such violence was not alleged as severe, while British and Australian viewers took more immunity to those scenes. Upper-class parents, for instance, were likely to be more anti-violence when carrying out as "worried parents" for researchers' even when they have little control over what their youngsters viewed on television or the video games they played (Buckingham, 1993).

Many external stimuli or innovative approaches can inspire people to discover movies on television. Nielsen and Sambrook (2016) research provided television

movies and other videos through third-party digital websites like Vine and YouTube, social media sites such as Twitter and Facebook, and even texting applications like Snapchat. Videos can be uploaded, sponsored, and shared by makers or by users. These videos' programmers can market the new movies by showing the trailer and then interest people to watch movies afterwards on television.

Formerly, particularly social media sites and texting applications mainly helped share links to videos presented and watched somewhere else, but gradually, like these kinds of tools host and display movies within websites or applications as the announcement of movies. Television movies encompass. It is challenging for television movies to recreate their essential social and political mission in a creative atmosphere and find means of resourcing it. Countless movies objective has preconception or is likely to back up a product or acquire new behaviours focused on one or more groups in society.

Nowadays, television is one of the most influential media that disseminate news, commercials, marketing, and many others to the public, and sharing such competition with Radio and the Internet. The recent spread of television channels and sites through the Internet managed to create impacts upon television audiences that led eventually to audience division and make it divergent sides of the audience and created what is called media clutter. These produced assumptions that the effect of television is weakening. The arguments today about the main request in the Third World Countries, where is Jordan included in this category, need to change the current pattern within the stream (Angela & Stella, 2010).

Innovative commercials could also influence the viewers and get close in the long run on the number of smokers who were the target audience in a recent study (Thomas. 2019). Television has many missions to deliver commercials through movies and even independent commercials. To indicate the benefits of commercials or maybe the goal of corporations is another research. However, the point is similar to the current study; it aims to change some perceptions and habits among target populations that could redirect negative or positive sides to their behaviour.

The following study wishes to evaluate the prevalence and background of violence in various times and television broadcasting by studying the MBC2 channel, a specialist in the movies. This study adopts social cognitive theory to explain the phenomenon in this research which involves movies types that articulate possibly harmful illustrations of violence across times. Precisely, television was the most problematic type. Outcomes were concise and focused on the day times, channels, and categories that were most probable to lead to negative consequences from prime time watching (Anderson, 2016).

Media violence academics have acknowledged numerous basic psychological progressions elaborate the media violence experience leads to increased violent behaviours. They vary slightly for short-term against long-term consequences, but they all contain many types of learning. Short-term effects occur directly after exposure. The main ways that media violence exposure increases aggression in the short term are:

1. Immediate imitation of the perceived behaviour.

2. Observational learning of attitudes, values and expected profits of violence, increased stimulation, and
3. Preparation for aggression-related methods of thinking and sensation.

In essence, for a short minimum period after watching or playing violent media, the exposed individual reflects in more negative ways, feels more violent, recognizes that others are aggressive towards them and perceives violent resolutions as more satisfactory and helpful. The short-term consequences usually dissolve quickly. However, with recurrent experience of violent media, the child or adolescent "acquires" these short-term instructions in a more enduring way, just as playing chess or practising multiplication tables advances performance on those skills. The individual moves toward owning more positive views about violent solutions to fight to grow what is occasionally called a "hostile attribution bias" (a preparedness to see vague adverse proceedings aggressively) and becomes more assertive than a violent act on their share work.

There also are increasing suggestions that frequent exposure to blood, killing, and other features of extremely aggressive media can lead to emotional desensitization to harming and suffering from others. Sequentially, such desensitization can lead to more violence by removing one of the built-in elements that habitually prevent hostility and aggression. Additionally, this desensitization impact decreases the possibility of pro-social, compassionate, assisting behaviour when watching a victim of violence. Remarkably, these same essential learning and priming impacts represent that exposure to peaceful, pro-social media can improve pro-social behaviour (Anderson, 2016).

News bulletins frequently report inflated titles about the origins of the most recent violent disaster, whether it is school gunfire or another mass murder. Occasionally, these stories are overestimated by aggressive video games; on other occasions, it is a mental disorder, or gun control, or lack of gun control. Behavioural researchers and rationally considerate personnel, in general, recognize that peoples' behaviour is multifaceted, and it is impacted by many factors (American Psychological Association, 2015). One significant alteration from known risk factors for future hostility and violence is that parents and caregivers can quickly and reasonably decrease a child's exposure to media violence.

2.1.2 Movies

The media had extensive changes in the technologies that led people to incorporate the cinema, television, radio, and other means of media with methods eventually managed to form competition among expertise sectors in the media (Zhang et al., 2016). Though current studies clarified some cases to demonstrate the role of movies as cited in the study of video retrieval by video subtitles (Mocanu et al., 2016), this appeared to propose the significance of movies in people's lives. Another example was when the students were taught a new language through studying the impact of movies on them (Azlan, & Rahmat, 2018).

It seems that the role of movies does not show only between two parts. For instance, the influence of movies on target viewers' studies showed the third part in

modern studies, such as Fortunato and Schwartz (2019). They generated a triple relationship between cinema, flexibility and positive psychology. This study proved that cinema's mission helped people be resilient for self, self-determination, and decision making. It was worth mention that the previous study used the movie as a trial on the target viewers, which was close to the current research and the sharing point is to study the influence of movies on the target viewers. The study believes that corporations can custom this point by giving positive points to interest more viewers.

It is exciting to study Movies as a media subject of interest, as television paybacks in this area were many for both corporations and governments who are doing their businesses by television. On the other hand, many systems and technologies contributed to drawing people's attention to watch movies on television such as HBBTV (Hybrid Broadcast Broadband Television) and demonstrated support in their business (Gavrilă et al., n.d). Studies have played diverse roles in services like the OFDM system (Murata et al., 2008). Irrespective of the drives of these studies or even the objective achieved, all of them attempted to enhance something in the media.

The earlier studies stressed that the effect of movies could be dynamic depending on many ingredients, such as animals, and humans only practice violence when the animals were pictured as aggressive (Mohan, R. 2019). Nowadays, widespread exceptional studies are in progress to provide the influence of movies on people, which could help them generate awareness to avoid the negative side of movies such as violent actions.

In the year 2000, McArthur and his colleagues reported that numerous American movies, irrespective of genre, were likely to minimize the impact of violence on people's estimated seriousness and frequency of violence and the extent of related injuries shown in the 100 top-grossing American movies of 1994. Every scene in each movie was scanned and coded for the exhibition of violent scenes upon individuals, and particular levels of violence and keys of injury severity were tracked. Deliberate violence exceeded indeliberate violence by a factor of 10. Nearly 90% of violent scenes displayed no harm to the receiver's body, even though more than 80% of the violent scenes were performed with deadly or moderate potency. Less than 1% of violent scenes ended with injuries that were then medically cured. It was concluded that violent potency in American movies of 1994 was tremendously deliberate, and in four of five scenes were performed at levels possibly to make significant bodily injury. Movies of all genres, not only action movies, confined cases in which the force of the act was not corresponding to severe injury impact.

2.1.3 Foreign Movies

The effects of movies on people in the community, typically by directors, had precise messages to generate those effects by one or more classifications in the community. The movies as a whole or even as a little fragment impacts can aid to change behaviors and standards by using diverse materials as mentioned in the previous section, irrespective of negative or positive results. Successful messages were showed through a strong impact on the target viewers and then hit their goals. Generally, people

have diverse cultures and different outcomes that might clarify why some movies attained their goals through altered communities depending on the culture of one society next to the movie background. The researcher believes that is the power of efficacy.

To attain these goals from movies on a community, it is not necessarily have to be negative, where some studies showed them to be positive in some movies such as in Bray studies, and later on, it has been evidenced by generated tasks to help students explore various cultural contexts found in movies in foreign languages (Bray, 2019). Along these lines, Indian movies (melodrama, music, romance) have given young audiences in Nigeria the possibility to imagine substitute worlds to home-town customary life (Larkin, 2003); subsequent comparable fields in Niger, foreign television dramas have been occupied in the appearance of "a philosophy of love," whereby young women look at melodramas to acquire feminine simulations of behavior and young men follow them to acquire masculine ones (Masquelier, 2009). In Egypt, television programs have engaged a role in creating national feelings and in modeling national fancies (Abu- Lughod, 2005).

Additional studies have observed the way Nigerian and Ghanaian movies (Pentecostal Christian genres) provided escalation to novel performances of religious mediation (Meyer, 2003). Other studies have donated to re-plotting the variety of media internationally (Saul & Austen, 2010). The current focus on mass media technologies and their nearby universal visualizations; however, was accompanied by a definite anxiety that pushed some anthropologists to entitle that the analytical association of the

visualization to practices of globalization has recurrently enclosed the ways that artistic presentations are in fact considerably grounded in social behaviors (Weiss, 2002).

It has been shown in some areas that as the influence of media technologies with current cultural organizations of media became significant, the media technologies were reserved in check, while countless local services and life changes became greater (Pyper, 2012). Moreover, the uniqueness of the body in performances of media and in the complexities of imitation turned the body into a volatile spot. It was pictured into an unknown progression, accordingly stressed that mass media messages were not easily spread and immersed into people's imagination. Hence, the contributions with mass media technologies challenged the primary cause-effect rationale (Spitulnik, 1993).

Nonetheless, popular anthropology of media is remarkably deficient in relation to inclusive studies attentive to children and young people. Still, some anthropologists have accepted the rising significance of young people's feeding of media technologies (Schwartzman 2001). The subject stays mostly unexplored, left alone when linked to the attractiveness of media violence among young people in non-Western communities. There is no arguing that disputes about media violence in the twentieth century have been primarily American/Anglo-Saxon originated (Groebel, 2001). Electronic media were by now far advanced when those experimental studies started. The exciting exclusion was a rural Canadian district, where it was likely to collect behavioural information before and after television. There, violent trends among children were displayed to rise (Igreja, 2015).

The few anthropological analyses of the popularity of media violence among young people have tended to assume a linear approach, whereby young people appropriate movie violence “to create new cultures of masculinity and violence”. For instance, in the former war-affected Sierra Leone, rebel leaders used movie violence as recruitment and training aids for young recruits. At the same time, the youths themselves interpreted their experiences of movie violence as offering positive “learning” opportunities (Masquelier, 2009). Moreover, a study among the Waorani societies in the Amazon submitted that movie violence developed new masculine imaginations. These forms of submissions have exposed several biases of youths (men and women) and the many consequences of masculinity and femininity (High, 2010).

Maybe the most apparent limit in the anthropology of media violence and the youth is the absence of inclusive commitment with the community practices of young people, as culturally and historically cleared and appropriate delivery of the complexity of violence. Violence is embedded in the native and international situations of life (Whitehead, 2007). It is involved in modelling undefined expectations, as violence also deposits expressive native experiences, hence that, as proposed through the analysis of recent conflicts, people can “openly call the culture as a significant part of their violent actions” (Whitehead 2004).

This study found that successful messages emanate by creating movies that focus on criteria fitting with the target audience and that by decision-makers, such as directors, producers and certain other. So forth, Jordan is one of the Arab countries that have its own culture, habits and traditions, which are different from other countries that

produce movies. The study focuses on the MBC2 channel, which presents action movies, and most of them are by Hollywood companies in the United States of America. The target audience is students at Jordanian Universities.

2.2 Violence

Arguments among educated people, health care specialists and even some researchers are that when media violence scholars use definite expressions and concepts, they have somewhat various implications than when the civilians utilize the same terms. Via “aggression,” academics refer to “behaviour that is proposed to injury another individual who does not desire to be injured.” Therefore, beating, kicking, pinching, wounding and shooting are forms of physical violence, and some of them could be to classify martial arts.

Playing football or basketball or even volleyball with vigour and assurance are not typically regarded as acts of aggression, even though it is what most trainers refer to when they urge their players to “play aggressively.” In some way, the expression “play assertively” doesn’t have the same meaning. By “media violence”, we refer to scenes and story plots in which no less than one character acts violently towards at least another nature, using the above definition of “aggression,” not the purpose of “violence.” (Stacy, Smith, Nathanson, & Wilson, 2002).

Violence between adolescents and adults has established significant consideration in the media, election politics, and academic writings. Trauma and injury have been recognized as substantial health and the public dilemma of adolescents fifteen to twenty-four African-American and Latino in the USA. Homicide is the leading cause of death and the leading cause of death (Centers for Disease Control, 2018). Young people and adults encounter a significant threat of becoming several violent—casualty, committer, and observer. Violence anticipation campaigners are reacting with worry and firmness to this prevalent epidemic.

Defining violence and aggression is challenging in most “scientific” studies; quantifying it in laboratory or clinical conditions becomes even more questionable, although requesting a “connection” for violence appears to be entirely impossible. It is essential to focus on the language used in research and the definitions we assign to seeming unbiased terms. It is required to be pioneering and present at how adolescents express the core and spirit of the violence close to their lives, even if this surpasses our existing measures.

As researchers, we must recognize and point out definitions while keeping open to the diversity of meanings adolescents offer for their experiences, actions, and selections. The mission of public health is to attract and add to the efforts of various groups, societies and academic disciplines, and highlight the prevention and control of violence, which can take advantage of a systematic narrative of how what and who in “youth violence” is studied (Châviz, 1999).

Studies in peer-reviewed journals present different, numerous, and occasionally inconsistent underlying presentations of violence, with various approximations of the extent of the subject, populations affected, expenses related, forms, definitions, concerns, and results to violence. Descriptions of what “violence” means are as theoretical and as different as the results under study. Despite the increased studies investigating “youth violence,” there has not been a systematic analysis of the literature unfolding the complete variety of definitions, as definitions are essential to identify the problem requiring public attention, the standards for implementation, research hypotheses, and samples (Bell & Jenkins, 1993).

A unique way made Bell and Jenkins (1993) examine these definitions of “youth violence” was to analyze how the topic of violence as a social issue was operationalized in the texts. Coding was the highly subjective task to several definitions of violence. These definitions were not clear or direct and with some exceptions. Definitions were even like explanations of the assumptions and hypotheses made by the authors of the collected studies. The definitions of “youth violence” relied on the researchers' background, present measures, and finance associated with the research involved.

In the current research, researchers are presenting a persistent willingness to participate in violence, whether in terrorism studies, social movement theory, sociology, feminism, literary studies, or even philosophy. What is less mutual is an effort to recognize violence in its conceptual measurements, which would transfer us in a direction to more suitably evaluate it in meaning (Maze, 2018). The term “youth violence” is used to state violence in the lives of young people that leads to or has a

great possibility of causing injury or death or indicates to violence adolescents observe and experience at the hands of others and the violence they return with in the community.

In Oksala's (2012) writing precisely, she intended to create a framework for violence over the effort of Michel Foucault, in dispute for a constricted definition of "intentional bodily harm that reflects the sense in which violence is generally held to be categorically objectionable." Oksala declared that any extensive definition prevents scholarly research and makes other specific politically disputed actions illegal. For example, protests or property damage, as well as "their political meaning or justification"; also, it dangers creating violence seems like a compulsory element of the politics (Avelar, 2004).

A significant number of the research described the violence as harm or abuse, whereby it is a compound form of human behaviour that initiates extreme reactions (part of the theory used). A likewise description is declared for secondhand violence, in which it is violence experienced in an individual's mind through an external factor, for instance, movies. The experience of secondary violence is a well-established concept in the cultivated world, therefore demonstrating a genuine subject of inquiry from the psychological viewpoint that makes the social cognitive theory suitable.

Moreover, the opposing characteristics related to facing violence in this manner validate the need for further exploration. The consequences of real-life violence can be disturbing as it has the power to change lives and even murder. Still, within literature,

art, theatre, and cinema, it is recognized as an entertaining method regardless of the messages hidden or obvious that have been achieved. However, this study concentrates on only one type of secondhand violence; the scope of inquiry can be extended to include television violence, focusing on the MBC2 channel.

As mentioned in the preceding chapter, defining 'violence' is a difficult task. It is also challenging to outline the concept of 'aggression' and 'real-life violence'. Often, in the theoretical frameworks of violent behaviour, discussion violence and aggression are conceptualized as the feelings that lead to violent behaviour. Violence is not a novel form of manifestation in today's civilization, as evidenced by the incidences of wars all through history. Similarly, the practice of secondhand violence through several forms of entertainment has happened concurrently with human history.

For instance, the prevalence of violence in human literature has been demonstrated in children's stories, myths, drama, folklore, and writings throughout the early eras to the present era. The sign of violence among students has been reported in the news channels, newspapers and other forms of media. Nevertheless, the types of violence shown throughout the centuries were changed depending on the tools and insights among people. Thus, upcoming studies investigating these types of violence should be conducted and related between the past and the present periods.

Budd (1999) explained that a person does not need to receive physical harm from violence to grow negative emotional responses as exposure to the hazard of

violence. Therefore, a violent incident is defined as harm, in addition to the definition mentioned in the previous chapter.

Violence is a long-term state in humans, and thus, the nature and reasons of violence have always been a topic of psychological research concerning human behaviour and experience. However, the study of violence can be most puzzling for the researcher and debated about the reactions towards violence. The analysis of violence is complex as researchers, through their findings on human violence, also learn specific features of themselves as people who may be discomforting or hostile. Additionally, it is provocative as violence is regarded as an anti-social and illegal behaviour that should be eliminated in modern culture, as disparate to being agreed.

Short- and long-term consequences of violent media that showed aggressive behaviours have been proved by numerous studies about age, culture, gender, even personality types. Generally, the research literature suggested that media violence consequences were not significant. Still, they mount up over time to create substantial changes in behaviours that can ominously affect both persons and the community. For instance, one of the most extended duration studies of the same shows at age eight later became more violent adults at age 30, even after statistically controlling for how damaging they were at the age of eight (Huesmann, 2007).

Similar long-term consequences (up to three years, so far) on aggressive and violent behaviours have been exhibited after frequent exposure to violent video games. One six-month longitudinal study found that regular violent video game at the beginning of a school year was associated with a 25% increase in the probability of

being in a physical fight during that year, even after controlling for whether or not the child had been in a fight the previous year. That is a simple reason why the universal marketing industry was worth more than half a trillion dollars in 2016 (eMarketer 2016). Marketing can both clearly and indirectly alter the way persons think, feel and act (Fine, 2012). It is even true of other multi-billion-dollar media-based productions such as Hollywood, commercial television, training simulators (Korndorffer et al. 2005) and educational media (Schmidt & Anderson 2007). It is not necessarily debated; media producers depend on such consequences as money-making, and the original psychological mechanisms are well agreed (Warburton & Braunstein 2012).

The distributive representation of interpersonal violence in public-private space attracted attention for different categories. It uses violence and law and communal reactions throughout the century preceding the First World War. Men were recorded to be the victims of an overwhelmingly large amount of male violent crimes in the streets and public houses; they would also star as the primary protagonist in systematic assaults against their female and juvenile kin and associates within a familial space. One may note stark determinants in detecting violent crimes and the resulting punishment carried out by the judicial machine, namely the site of an incident where an event occurs and the previous correlation between the protagonist and his victim (Phillips, 1998). However, Victorian society did not regard all acts of violence against a person as a criminal offence; in certain situations, it would be condoned and even encouraged.

In contrast, Robson's study has emphasised workplace violence, specifically focusing on healthcare professionals or social workers employed in adult or mental

health services (Robson, 2013). It intends to generate an improved understanding of the prevalence of violence and aggression towards professionals working in the child and family social landscape and the effect of such encounters on their work practices, personal well-being, and home life. Therefore, the current study is an excellent match to the previous work, wherein it aims to detail the impact of violence observed from movies by measuring four items. It assesses the prevalence of aggression among students through a questionnaire in the context of Jordanian universities. It also examines the impact of their imitations of star movies on their behaviours and habits in-campus.

University violence is a social phenomenon that cannot be accepted anywhere, especially in Islamic societies. Social violence existed and continued to exist up to this day. The progress of life in its different materialistic aspects, the methods, causes, and consequences of violence may vary. Islam urged to save human dignity, spread the peace among people, use spoken words warm and not verbal violence style, and forbidden abuse people with all types through kill or harm (Ghoneem, 2012).

University violence has been a challenge for public and private universities. Violence in the university often results in injury to students' parents, students, and university staff concerned about violence on college campuses. While mass shootings are particularly horrifying and fortunately rare, other forms of campus violence are much more prevalent and warrant our concern and consideration. These violent acts include harassment, stalking, vandalism, physical assault, sexual assault, other forms of interpersonal violence, and suicide (Hassan & Ageed, 2015).

In one perspective, university education is viewed as having poor quality, lack of university activities, imbalance workloads and adverse effects of new bad companions may also play a significant factor in stirring violence on university campuses. Al-Shudaifat's study (2020) revealed three types of violence: physical violence like beating, pushing, and using sharp instruments; psychological violence such as intimidation and imposing views on others; the third type of violence is verbal like shouting, screaming and insulting. And some studies have attempted a classification of violent acts at Jordanian universities. And there are some other reasons that are commonly associated with the university environments, such as insufficient orientation, the lack of proper students' advising, inactive faculty involvement in raising students' awareness, poverty and inadequate genuine research of the phenomenon.

Many accidents of this wave of violence led to four victims at Al-Hussein Bin Talal University in Ma'an city and the killing of a student at Al-Balqa' Applied University over the past ten years. Up to 2010 number of fights had accelerated to reach 776 fights with 64 fights a year. Al-Shudaifat's suggest that insufficient reinforcement of law against the perpetrators of violence is also a reason for the widespread of the phenomenon (Al-Shudaifat, 2020).

Personal violence has assumed a heterogeneous form throughout history and across different cultures worldwide. Regardless of its organization being rooted in states or societal communities, or whether it is the result of an isolated perpetrator, only a few would be able to deny the 'act of violence' as a predominantly male enterprise. Echoing

this, Spierenburg's historical research into the social construction of gender in the context of western culture has revealed the instance in which the articulation and celebration of certain masculinities via physical prowess and violent conduct. The definition of other masculinities further implicates the complex nature of such a process following an abstention from violence (Spierenburg, 1998).

Despite everything, records have indicated that women in past societies could be aggressive and comparably capable of wielding violence towards others. However, particularly the young ones, the men were overwhelmingly engaged in various pursuits of this nature, such as warfare, ritualistic gang violence, violent street crimes, and physical and sexual abuse towards women and children. Throughout the tail-end of the 19th century, the Victorians would not hesitate to pronounce wife-beating and child abuse as some of the problems rampant and rife among the urban poor (Hammerton, 1990). In particular, Margaret May's exploration of state intervention in child and wife abuse and the underlying trends in public attitudes towards these social problems in the British society before the First World War has demonstrated the frequent depiction of domestic violence as merely another brutish pastime rooted in the plebeian culture (May 1978). Every country in the world has a unique culture that could affect many sides. Jordan is one of these countries which has a unique cultural advantage over others. The research is not focused on the culture only. Many factors contribute to the acceptance of violence among people and, more profound through this research focus on students in the Jordanian universities.

In line with this, scholars such as Galtung, Imbusch, and Pierre Bourdieu have referred to the different types of violence and varying sides of culture as attributable and exemplified by language, religion, art, ideology, and formal and empirical science collectively (Brockhill, 2016). However, one must underline the fact that this does not mean that an entire culture is violent. Instead, certain aspects embedded and inherent within it can be employed to justify the use of structural or direct violence, or both concurrently. For example, aspiring researchers may observe the different cultures present in the regions located between Jordan and Syria, specifically those on the border of Jordan. Regardless, the researcher does not consider different cultures as a current topic despite the potential of varying cultural types capable of affecting people, such as cultural violence.

It must be noted that violence is not simply an instrument of crisis management utilized by the State or an individual acting outside the authority of the State. In extension, it is also a material-discursive system wherein its different reiterations generate social meaning. Due to the inevitability of its failure, as violence cannot sustain any democratic notions of a community, people are addicted to addressing, viewing, reading, and watching the violent representations for the momentary foundation it provides as an alternative measure. In effect, a profound historical link is present linking the demand for violent imagery and the failures observed in the subjective practice of democracy. The more failures utilized instead of the alternative organizational principles of the organization, the more it should be reproduced to achieve common ground.

Therefore, this study wishes to seek an understanding of this work by presenting an analysis of violence as a force of subjectivities. The notion here dictates that if discursive regimes produce modern subjectivity through dispersed violence, violence itself is not a mere instrumental force available for the state disposal. Regardless of how it is effaced or mitigated, violence is undoubtedly at the heart of subjectivity. If one wishes to describe it in a public-friendly way, it is the core concept resonating in the streets, campuses, or elsewhere.

2.2.1 Circulating Violence

Young people are more likely to experience violence in their community, either as direct victims or by witnessing or hearing about others' victimization than in their homes, thereby elevating the need to focus on risk and protective factors of ETV-C among youth (Antunes & Ahlinb, 2017). Moreover, even though such direct violence is unquestionably damaging to young peoples' health and psychological health, there are similarly significant risks that outbreak the considerable number of youths who eyewitness violence.

Additionally, indications also point out that experiencing violence in the community (ETV-C), explicit and implicit abuse outside the house can have overwhelming effects (Salzinger, Feldman, Stockhammer, & Hood, 2002). ETV-C's prevalence for 14–17-year olds, especially among city minority males, is more than

single experiences with direct abuse (Finkelhor, Turner, Shattuck, Hamby, & Kracke, 2015).

The concept of exposure to violence can have a variety of interpretations and meanings depending on the experience under scrutiny (Antunes & Ahlinb 2017). Guterman et al. (2000) stated topics of definition and counted in a discussion of what creates "community" and "violence". For his review, exposure to violence in the community encompassed violent events that precisely positioned victimization, witnessing or hearing such dealings within this exact framework.

In principle, community violence is violent victimization or aggression that happens in the neighbourhood (Selner-O'Hagan, Kindlon, Buka, Raudenbush, & Earls, 1998; Gibson, Morris, and Beaver, 2009). We pulled from Gibson et al. (2009) to take in the "hearing of violence" in the neighbourhood as a method of secondary experiencing violence in the community. Though dissimilar to others who have analyzed ETV-C, Sellner-O'Hagan and his colleagues (1998) did not include committing violence or theft. However, a crucial element of ETV-C is that it happens outside of the house.

As previous studies explained that violence is harmful and could harm people, public properties, or others, it is clear enough that violence negatively affects people and threatens education in Jordan. Violence has become more widespread since the introduction of television in Arab countries, whereby it is observed that television programs containing representations of violence have affected people's behaviours in

real life. This observation is concerned with both the public and psychologists as well, particularly in children who are perceived as vulnerable individuals and who may, due to their attempts to make an impression, imitate the acts of violence observed on the screen as previously described in the Cultivation theory.

For comparison, other types of violence such as intimate partner violence, family violence, and child abuse are more confined mainly behind locked doors and less reachable to open. Whereas these violence cases are valued by scientific research, youth exposure to violence in the community is most dominant. The neighbourhood is a significant factor that outlines young peoples' growth and immersing in the society rises that forms solid bonds with their peers. Quick movements to their neighbourhood and contact with their societies escalate the possibility that youth meet surroundings, especially when they are absent of adequate supervision to guard them against violence or have risk factors that expand their vulnerability for such destructive experiences (Wilcox et al., 2003).

In response to the possible imitations of violence, several psychological studies have been pursued to determine if exposure to violence through visual media will increase violent behaviour in real life. Hence, this study provides practical life experiences to determine the effects of violence on Jordanian university students. The messages in movies perhaps are helpful or not useful, and that could discover by results such as behaviors. Many aspects would be not apparent to the target audience and not unknown to the public; for example, a study by Tripathy (2015) mentioned that the

absence of the Central Board of Movie Censors and the extent of corruption among its members.

On the one hand, movies are widespread in theatres on the first side, leading the youth to absorb violent approaches. On the other hand, the absence of some virtues that ultimately produce a new generation tends to deal with life events through violent manners more than anything else, which could be escalating over time. By this study, there are four elements under the violence theme, such as martial arts, which are the most important in this case. Using martial arts among students will dismiss students from their studies, as mentioned in Tripathy study, which causes violence in Actions. Accordingly, violence can be provoked by imitating violent action stars on cinema screens and television, possibly transferring force to the Jordanian streets.

The circulating violence by weapons may open the youth eyes and encourage them towards these behaviours in one way or another. One of the negative behaviours acquired from movies is when students learn how to use weapons of all kinds and fire them from each other. This kind of knowledge will mount up and spread among students like the virus in the air, which will be evident after measuring the tendency of students to watch the movies in the fourth chapter.

Studies emphasized that the amount of violence in movies has increased by more than triple since 1985 (Bushman, 2005; Bushman et al., 2013). In Jordan, the universities face challenges from youths where some look for the reputation to be a hero by using guns in fights against each other. In Jordanian universities, fights have been recorded, as mentioned in chapter one, and violent scenes would promote using firearms

among students. Thus, the violence level goes even more up in Jordanian universities. That would motivate others to practice shooting weapons in other circles, which is the aspect of this research: The circulating violence by physical and verbal abuse.

It was concluded that violence in movies would indirectly promote violence among youths, and that is one of the aims of the filmmakers when the young can imitate violent acts of actors and actresses from movies. It is considered one of the direct methods to acquire violence (Tripathy, 2015). Still, many deeds are to be learned, such as romance and arrogance, but to imitate the stars of the screen is not under control. Depending on the background of audiences who sometimes copy stars actions even not considering whether they are right or wrong. They usually do not care for results such as murders that lead to jail or execution in some countries. As a result, this phenomenon has been chosen as the focal point of this research.

It is notably crucial for one to understand the correlation between a viewer and a movie to gauge the capacity for the moving image to generate tangible forms of violence from their past. Movies can detach the viewer from their normal-paced life and reality and unlink them from their inherent rhythm. It allows them a new model of temporal accessibility; without this element, they will find it difficult to watch and embody the movie. Accordingly, the movies create new routines, whether physical or mental or evil or good; regardless, the viewers must consider this spectrum when watching such action movies. One may argue that gestures depicted in a movie can be habituated and embodied in the characters portrayed and viewers.

Furthermore, the transformation of violence into imageries and stories led to viewers' application of such actions in real life. However, it must be noted that this research work is only focused on the movie aspect, not the cultures. Despite this, the movies observed in this work are well-produced and released recently, thereby rendering the technologies and equipment included in them to be fresh in the viewers' minds and thus capable of shaping their desires.

Such extremity in terms of extremes and exter can place boundaries in question, challenge the rationale for their existence, and provoke further debate about these elements. In question, the reconsideration of legal boundaries can be seen after the release of a new extreme movie (Hemmens et al., 2012).

Violence swept many world universities, colleges and schools, to the extent that the university environment in many cases became disharmony, dangerous, and unsecure. For instance, in the United States of America, most aspects of violence spread on the campuses of its universities. University violence has negative and grave consequences. It undermines universities' educational mission, which makes students and instructors live in an atmosphere of anxiety, tension, and fear, hindering the natural and sound students' development and growth. It leaves harmful effects on individuals, universities, and societies because it endangers campus safety, weakens national unity, distorts the reputation of higher education institutions, causes casualties and injuries, or perhaps death, and damages the facilities of universities (Alshoraty, 2015).

The university violence has hit most campuses of Jordanian public and private universities, taking mainly the form of students' fights and resulting in severe human and material losses. The students implicated in fights through different levels (individual, group) led to took family, or tribal dimensions, leading to fanaticism and tribalism among students. The university violence in Jordan has recently escalated quantitatively and qualitatively (Alshoraty, 2015).

Today, violent incidents are often experienced among adolescents, especially in schools, and they increasingly reach worrisome dimensions. For this reason, there is a need for studies directed to solving the violence problem in society, particularly in the schools where our children receive an education. It is well-known that violence is increasing both globally and in our country, and this increase becomes disconcerting. It is also highlighted in many resources that special effort should be put forth in this matter. It is assumed that university students are an essential group to increase their awareness of violence and its prevention methods as they are the future parents who will generate a healthy family and healthy society (Yagiz et al., 2020).

Violence impacts individuals, families, communities, and community institutions, schools, and universities that disrupt educational skills acquisition, thereby impeding success in the academic arena. The proliferation of violence within the community further exacerbates the educational dilemma that permeates the world. Numerous theories that psychologists and educational researchers have proffered may be comprehensive enough to encompass the academic development of college students. However, fundamental differences exist in the manner students teaching (Kelly, 2012).

The phenomenon of student violence spread dramatically, whether among the faculty staff, students and teachers, and other actors like family members, administration staff, and others; the university is one of the institutions in which interpersonal relationships are observed. Every single type of relationship has specific characteristics and interactions. In this way, in the last years, the relationships among this community group have been researched and analyzed. Violence involves the use of physical power to control a relation and in which there are no similar conditions or balance in power. It is controlled by the strong over the weak. This unbalanced relationship is characterized by situations of control and power of one subject over another in a disadvantage (Hassan & Ageed, 2015).

Despite the popularity and pervasiveness of violence in real and imaginary forms alike, the general idea has persisted: it is possible to consider it an ancillary and residual of people's thought, cultural and social technology. Some of the more sophisticated embodiments are referenced or discussed to engage with violence's complex signification. Concurrently, they also respect the inherent rules of its instrumentality. In these readings, violence is perceived as a tool wielded in the context of several operative signifiers in an individual manner, such as class, gender, race and ethnicity. Therefore, they seem to force an undeniable question of why is violence featured in many different forms of identity.

2.3 Jordanian Universities Students

Students at Jordanian Universities who are doing Diploma, Bachelor, Master and Philosophy of Doctorate at the age of 18 and above are the chosen population in this study. Most of them are in an adolescent stage where they like to appear like a star in front of the community by bright appearance, strong, attractive, and even high reputation among youths. Violence conduct is one of these ways to attain a good or bad status. However, students face the impediments and challenges to be stars between friends, university, and the community, which is their objective.

2.3.1 Jordan Community

Jordanian is a small country in the Middle East, and the country's Official Name is the Hashemite Kingdom of Jordan (2018). The Head of State is King Abdullah ibn Hussein II, and his Majesty took the throne on the 7th of February in 1999. The majority of ethnographic structure in Jordan is composed of Arabs (98%) and a minority (2%) of Cherks, Chesham, Akrad, Armin, and Syrians. Most of the Jordanians belonged to the Caucasian race (Sematic race), the branch of the Mediterranean Sea, so there are no racial conflicts is due to the similarity of marriage mixing, wedding ceremonies, religious and social rituals among the populations. Muslims composes about 94% of Jordanians, and 6% are Christians. Nevertheless, despite modern evolution in the Jordanian community, the soul of the tribe is still the dominant value of people, which

was eminent in strong bonds between family members in consolidation, connection, crowding and social join obligations (Gharaybeh, 2014).

Jordan cultures are community-acquired or strongly practised, and it has been frequently said: "We have our traditions" as meant to be hard to change. Some of these traditions are trends, dimensions and aggressive words, which delineates the firmness of different Jordanian Classes. Jordanian community earned its values from the systems of Humanity, Islam and Arab values and amended the relationships among its citizens nationwide. A number of dominant values in the Jordanian community are scattered all over the country and beyond. One may say that values are considered a value when it is beneficial and consider religious moralities but considered not if it is damaging and contradicts the community's nature (Obeidat, 1997).

Jordanian community was exposed, as other communities, too many changes in its versatile social due to two factors: a) External factors, such as technology advancing, connecting with developed countries, cultural spread and globalization; and b) Internal factors, such as developed transporting, environmental factor, demographic factor and essential political leaders. Many social modifications have occurred since the establishment of the Jordanian Emirate (1921). They crawled in very slowly initially and then evolved rapidly in 1950s and made a big leap in 1973. Once then, the Jordanian community was recognized as open-minded, allowing their individuals to change their positions and social roles (Al-Rabayieh, 1993).

That university violence is a form of community violence and is becoming an irritating phenomenon in Jordanian Universities. University students' age, difficulty to adapt to the university environment, new challenges at the academic and personal levels could be among the reasons to provoke students exaggerated reactions that lead to violence. The various interpretations have been presented by social analysts, columnists, and university activists. Some have touched on the deteriorating tribal solidarity as a major cause for violence among the youth; others saw the arduous economic difficulties and unhealthy family environments as reasons for violence. And even though this phenomenon is new and strange to the Jordanian community, it is becoming an alert. Recent incidents where some students attempted to use blades and firearms are red flags for real danger (Al-Shudaifat, 2020).

2.3.2 Jordanian Universities

Higher education in Jordan began with establishing Teachers House 'Dar Al-Mu'lemeen' in 1958, with a period of two years, to prepare skilled teachers to work at the Higher Education colleges. Later in the seventies, housings were launched for teachers who passed known as 'Teachers Institution'. As for university education, it was first started by the launching of the University of Jordan in 1962 and followed by Al-Ahliyya Amman University in 1989 as the first private university in Jordan. In 1985, the Ministry of Higher Education & Scientific Research was established in The Hashemite Kingdom of Jordan.

The sector of higher education in Jordan perceived a noticeable development and essential advancement in terms of the variety of study specialities and methods of teaching due to the increasing number of universities and colleges, enrolled students, faculty members, administrative and academic members; the size of expenditures and the financial government support to this significant educational sector. Despite financial shortage and human resources deficiency in the kingdom, higher education acts upon the country's priorities as it plays in enhancing the economic, social and education level of the Jordanian civilians.

This progress in the number of universities came up with a significant rise in students enrolled to study in these universities. The number of enrolled students in both public and private universities is estimated at nearly 236 thousand. Jordan's educational starring role in the Middle East region became influential in terms of the high-quality educational system. It was reflected in the number of international students who study at the Jordanian universities near to 28.000 students from around the world (Ministry of Higher Education & Scientific Research, 2017). As shown in Table 2.2, there are ten Public universities and twenty private universities (Ministry of Higher Education & Scientific Research [MOHE], 2018).

Based on Table 2.2, this study focuses on the universities with the highest enrolment of students to obtain more accurate results. Thus, Al-Zaytoonah University of Jordan represents private universities, and Yarmouk University is for the public universities. Even though the University of Jordan has the highest enrollment of

students, this research chooses Yarmouk University and Al-Zaytoonah University, which is situated in the same location, Amman, the capital of Jordan.

Table 2.2: List of Public and Private Jordanian Universities

No.	Public	Private
1	The University of Jordan	Amman Arab University
2	Yarmouk University	Middle East University
3	Mutah University	Jadara University
4	Jordan University of Science & Technology	Al - Ahliyya Amman University
5	The Hashemite University	Applied Science University
6	Al albayt University	Philadelphia University
7	AL-Balqa Applied University	Isra University
8	AL-Hussein Bin Talal University	Petra University
9	Tafila Technical University	Al-Zaytoonah University of Jordan
10	German Jordanian University	Zarqa University
11	-	Irbid National University
12	-	Jerash University
13	-	Princess Sumaya University for Technology
14	-	Jordan Academy of Music
15	-	Ammon Applied University College
16	-	American University of Madaba
17	-	Ajloun National University
18	-	Faculty of Educational Sciences and Arts /UNRWA
19	-	Aqaba university of technology
20	-	Al Hussein Technical University

2.3.3 Jordanian University Students

Students are accepted in public universities based on their grades in the Tawjihi (The General Secondary School Certificate Examination or CSSC) or its equivalent. Admissions are highly competitive, but students from the less advantaged areas in the kingdom are accepted based on a quota system, which permits the most competitive of them to be accepted relatively easy. A number of seats are allocated to the sons and daughters of those working in the armed forces, the Ministry of Education, and the national universities (Ministry of Higher Education & Scientific Research, 2017).

Jordanian higher education has a distinguished structure that provides quality education, an option that is not always accessible in developing countries. There are two main study programs in the Jordanian universities, which include Undergraduate and postgraduate. Undergraduate students are planned to complete their studies in four years. Each faculty previously set, while other study majors have five or six-year plans, namely Engineering and Medicine. Postgraduate students earn their Master and PhD degrees in two years and three to five years, respectively, as specified by the Ministry of Higher Education & Scientific Research (Jordan Higher Education, 2020).

Valuation of students' psychological well-being and mental health is an imperative feature, and psychological well-being insights are significant for university students' health. Research (Hamdan-Mansour & Marmash, 2007) tested the relationship between awareness of psychological well-being and general health report among Jordanian university students. Psychological well-being and available health survey were distributed in six universities in Jordan among 1108 students. It was shown that students viewed their psychological well-being as moderate. Male and female

university students were alike in their awareness of psychological well-being, but they varied in their general health results. Psychological well-being subscales were negatively correlated with physical pain, chronic infections, and earlier or existing psychiatric disorder treatment.

The students in Jordanian universities represented a special category in the community based on the violent cases reported in the analysis and news. Significant changes in the awareness level of Jordanian university students were regarded towards aspects of violence against women. It was suggested that there was a need to determine how Jordanian university students recognize violent practices against women. Baibers (2018) studied a sample of 394 students from Yarmouk University, Science and Technology and Hashemite University in 2015-2016. It was revealed that there was an average level of consideration of violence against women among Jordanian university students. There was no statistically significant variation of the degree to which Jordanian university students are attentive to forms of violence against women because of some personal variables such as age, marital status, parents' level of education, and parents' occupation at work.

Some of the characters in the movies, which were played, are ranged from moderate to highly violent roles, which could create tensions among viewers. American movies showed in the MBC2 channel reflect mostly Hollywood movies. However, it is hard to count all aggressive scenes among them. The researcher explores the relationship between four important elements of violence in the film among Jordanian students. While the Arabic language is the formal tongue used in Jordan, the English

language was used in this research to indicate that this assumption was not exclusively expressed in the Anglo-Saxons communities. However, the research focuses on the Undergraduate category where it's the biggest in Jordanian universities.

2.4 MBC2 Channel

Nowadays, thousands of channels worldwide are active, containing various subjects such as news, movies, documentaries, learning programs, etc. However, this study highlights movies channels and looks into their impact on people. More specifically, the channel under investigation in this study is Middle East Broadcasting Center 2 (MBC2). MBC2 presents movies from Hollywood, which is considered the prime channel in the world in cinema production, combined with advertisements, and it has the lowest shared rate of programs. Hollywood company is the most influential company in producing different movies.

2.4.1 Channels Movies

Several studies exhibited the influence of foreign television channels, such as Tan (1985), who explained the impact of American Television in the Philippines AS, *"In general, American television presents a conflicting cultural picture."* Overall, the conflict of culture is an essential point in this research. The foreign movies in the MBC2 channel affect the target audience by displaying foreign cultures in Jordan, which

perhaps do not match the local culture. It has also become a new challenge in this field. These challenges are relevant to acquiring negative or positive habits and could be new topic research in the future.

The impact of movies could be direct, in micro-level audience behaviours, by more frequent access to movies (Gong et al., 2015). However, the studies proved that the influence on people has negative results, such as cross-channel effects in real-world settings (Chen, Griffith, & Shen, 2005; Abe, Verma, Apté, & Schroko, 2004; and Nuara et al., 2019). Movies can inspire people to modify behaviours through those influences, and then ways of showing those movies also can increase those influences. A new movie could have a great spread in different shows by one or more methods such as box office in cinema, television channels, advertisements and many others. By this research, these methods will be considered external stimuli, and this research focuses on television channels only by selecting one movie channel to achieve the expected objectives.

2.4.2 MBC2 Channel

MBC is an acronym of (Middle-East Broadcasting Center). The MBC2 channel is among the 18 channels of MBC Group broadcasted in Dubai Media City in the United Arab Emirates. MBC Group not only contains television channels but also comprises online platforms and radio channels. The MBC group advertise the movies via television and other media. In particular, this research focuses on television and specifically MBC 2 channel.

Table 2.3 summarizes each MBC Group channel with its aims and target audiences. It was obtained from the MBC group site www.mbc.net in 2018 through 24 companies and associations under the MBC group. They are addressed to several specific communities (Arab countries), including television and radio stations and websites. MBC2 was established in 2003, and it was a movie channel and a channel with programs such as Drama Series and others. However, the movies achieved huge benefits through television channels through advertisement such as "non-stop movies." MBC2 channel broadcasts movies mainly from Hollywood.

There are 22 Arab countries which are located in the Middle East region, and Jordan is one of them, and it broadcasts MBC channels via satellites. MBC2 channel presents American culture via contained movies. It is addressed to the Arab audience, including the target population in Jordan. MBC2 channel has a unique, different culture and was presented to Arab countries with different cultures and perspectives.

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Table 2.3: List of MBC Group Channels

No.	List of Channels	Aims	Target audience
1	MBC1	Entertainment programming	Family
2	MBC MASR	Entertainment	Variety
3	MBC MASR 2	Superior quality entertainment.	Variety
4	MBC DRAMA	Entertainment	Family
5	MBC4	Entertainment (Western)	Young Arab families
6	MBC2	Movies	Youth
7	MBC MAX	Movies	Family
8	MBC Bollywood	Entertainment	Arab audiences (Public)
9	MBC Action	Programs and Movies	Youth
10	MBC3	Edutainment, Games	Arab kids
11	MBC FM Radio	Gulf music, Entertainment	Saudi society (Public)
12	Panorama FM	Music, Programs and Talk shows	Modern Arab youth.
13	MBC PRO SPORTS	Saudi Premier League	Football fans
14	Al Arabiya News	News	Viewers of Television
15	Al Hadath	News	Viewers of Television
16	Wanasah	Music	Arab youth.
17	MBC Variety	General Entertainment	Family
18	MBC.net	Variety	Public
19	Alarabiya.net	News	Viewers of Television
20	Shahid.net	Programs	Viewers of Television
21	O3 Productions	Variety	Viewers of Television
22	MBC Facilities	Support the Broadcast and production industry	-
23	Platinum Records	Creating Stars in the Music	Youth
24	MBC+ POWER	Entertainment	Public (Sports)

Hollywood is the largest movie producer globally, and its movies combined American culture with the English language as the medium. It is worth mentioning that MBC Bollywood also achieved high benefits, and these channel shows are all originated from Indian culture. Bollywood Company is the second-largest movie producer in the world. The study focuses on the MBC2 channel only, and because it has the highest viewer numbers in Jordan through the target audience, namely young students at Jordanian universities (see Table 2.4).

Table 2.4: List of MBC2 Channels

Channels Differences	MBC2
Content	American movies and Series
Culture	American
Language	English (Translated into Arabic (writing))
Companies	Hollywood

2.5 Violence

In this research, all variables have been chosen carefully depending on previous studies. All of the variables used in this study have been measured in different positions in the earlier studies. There are four Independent variables, and this research measure the impact of violent elements on the acceptance of violence among Jordanian university students. There are four elements of violence: martial arts, weapons, physical abuse, and verbal abuse, respectively.

2.5.1 Martial Arts

Martial arts are one of the famous arts in the globe that enclose many sports. It is used to reach a high score in the game leading the winner to be honoured, privileged and made proud to be the best in the world, particularly in world competitions, i.e., the Olympics. There are various moves and actions performed in martial arts, and all of them eventually participate in harming either side of the fight. Based on shocking

advertising of the Ultimate Fighting Championship (UFC) competition, challengers would match till they are unconscious, the referee seized the combat, and a wrestler waved surrender, or one of the wrestlers was dead.

Two men are fighting in a single battle facing thousands of viewers. Now and then, their intense performance shows blood flowing liberally. The defeated can gesture loss with a simple sign of his hand. The fighters have frightening nicknames (Dunkle, 2008). And like the majority of other soldiers, they are perceived as sex symbols, ultimate examples of alpha males and the items of obsessive cravings among female audiences, and probably among many males in addition (Shadrake, 2005). It might be easy to presume that the men we are talking about were early Roman fighters since they suit all of the previous descriptions. It looks real for contestants in the modern combat sport of Mixed Martial Arts (MMA).

In the beginning, fight promoters forbid many movements; even at its most tolerant, rules banned biting, eye-squeezing, and 'fish hooking, reaching a finger into the cheek, nose, or ears shredding off the flesh. Attacks to the groin were only temporarily allowed. The lenient rules of the sport, on the other hand, permitted players trained in many sports to contest.).

Downey (2014), in his later research, stated that one of the most challenging claims made by fans of mixed martial arts (MMA) is that the battles are more realistic than other kinds of combat sports or, in the words of one commercial, 'as real as it gets'.

When the start of the Ultimate Fighting Championship (UFC) in the United States in

1993, the show has developed to be one of the most promptly rising sports in the world, especially since the take-over of the UFC by Zuffa LLC. After 20 years, the UFC and its rivals have changed the international recognition of martial arts and proven a successful industry model for sponsoring military arts-based trophy combat.

On the other hand, on closer inspection, the progress of the guidelines for 'no holds barred' combat reveal an aspiration on the part of the sponsors to stage matches that meet viewers expectations, including mainly theatrical forms of violence and crucial outcomes. Instead of combating in some kind of 'decontrolled area, the UFC and other MMA seem to be hyper-violent. It is a type of schematic weaponless battle that confuses the actual impact of that violence on fighters, even as it centres the camera almost fanatically on mostly dramatic violent instants. Ironically, the rules of 'as real as it gets' combat pursue to create a battle that meets viewers' outlooks, designed exclusively by designed violence in movies and video games (Downey, 2014).

However, martial arts are witnessed in the movies. Some movie corporations worldwide contracted with wrestlers to broadcast their talents and earn as many customers as they can. They sell their movies, as the interactive learning of Jean-Claude Van Damme, Jackie Chan, and other movie stars are processed through the values of the young movie users (Green-Burg, 2015). According to Igreja's (2015) social grounded, those young movie viewers, Van Damme and Jackie Chan, were found as symbols of power and guidance.

Another example is Chinese Martial Arts, which affects the audience through performers who are applying martial arts in real life, and the most powerful influence of martial arts on societies has diverse levels based on classes and ages. For instance, the powerful impact of martial arts on young people might exceed its effect on older women. Consequently, to measure the influence impact, it needs new literature which can be achieved by novel research (Liu et al., 2015).

2.5.2 Weapons

In 2013, Professor Leonard Berkowitz in the Psychology department at the University of Wisconsin stated that guns authorise violence and rouse it when the finger presses the trigger, but the trigger may likewise be pressing. Violence has a lot of forms in use. Movies and Television have significant advantages for each of them or as others as autonomous weapons (Horowitz 2016). Through these means of communication, they can send countless messages to the viewers. Qualitative research suggested that carrying weapons could be both motivated by aggression and a need to protect from aggression (Carter et al., 2013; Thaler, 2011). In the same way, it was found that watching weapons (versus countryside scenes) increased the availability of violent thoughts but had no influence on aggressive feelings (Anderson, Deuser & Anderson 1996).

People can recognize possibly threatening, dangerous stimuli such as spiders and snakes very fast, making sense from an evolutionary viewpoint .

Some spiders and snakes are poisonous, and our early ancestors who could recognize them swiftly were more likely to avoid them and live to transmit their genes. The latest research indicated that people could realise guns as fast as they can recognize spiders and snakes (Blanchette 2006; Carlson, Fee & Reinke 2009; Fox, Griggs & Mouchlianitis 2007). These results are found fascinating because guns present threats that cannot be clarified by using evolutionary principles. However, guns are extremely more dangerous to human beings today than spiders or snakes. Poisonous spiders (e.g. Black Widows) kill about six Americans each year, and poisonous snakes (e.g. rattlesnakes) kill about five Americans each year (Wordpress, 2008). In comparison, guns kill about 31,000 Americans each year (Centers for Disease Control [CDC], 2010).

In 1967, Berkowitz and LePage led an exciting study, that subjects were annoyed by somebody acting to be another subject (called a confederate). Subjects in the experimental group were placed at a table with a shotgun and a revolver on it, and in the control group, they placed badminton racquets and shuttlecocks. The subject was supposed to choose what level of electric shock to deliver to the confederate who had annoyed them, and the electric shocks were used to measure violence. The experimenter informed subjects to ignore the objects on the table, but seemingly they could not. Subjects' who noticed the shotguns were more violent than were subjects who noticed the sports tools. This outcome was called the "weapons effect."

Quite a few studies have replicated the weapons effect. An analysis of 56 published studies conveyed that the straightforward eyesight of weapons escalates

violence in both angry and non-angry individuals (Carlson, Marcus-Newhall & Miller, 1990). A new meta-analysis of a larger sample involving 7,668 subjects from 78 independent studies discovered strong backup for the impression that weapons raise the availability of violent thoughts and aggressive judgments (Benjamin, Kepes & Bushman, 2018). Possibly the weapons effect happens because weapons are strictly connected to violence in our minds.

Studies also demonstrated that car drivers with weapons in their cars could drive violently (Hemenway, Vrinotis, & Miller, 2006). 2,000 American drivers demonstrated that even after controlling other factors related to violent driving (e.g. Gender, Age, Driving frequency, Survey region, Urbanization). Those who had a gun in the car were considerably more likely to create offensive signs at other drivers (23% vs 16%), violently shadow another vehicle too closely (14% vs 8%), or together (6.3% vs 2.8%). Another study replicated this conclusion in a driving simulation experiment (Bushman, Kerwin, Whitlock, & Weisenberger, 2017).

A study observing mass shooting reporting in the New York Times found that among 90 mass shootings, an average of 6 articles was written per mass shooting incident between 2000 and 2012 (Schildkraut et al., 2018). Statistics concerning the frequency of mass shootings were recurrently included in news bulletins, aside from the average numbers of persons killed per mass shooting for that year and numbers of total mass shooting victims for the year accordingly. Mass shootings are a particular subtype of a weapon during the incident (Booty et al., 2019).

This research aims to measure the experience of using weapons among students in Jordanian universities and ultimately to decrease this phenomenon in the universities. The weapons have many uses and perhaps to be beneficial or harmful depending on the purpose used. When looked at in-depth and through this paper, using weapons of all kinds in the movies promotes violence by imitation that in real life is a dilemma where the movies have many objectives to display these scenes such as supporting the War on Terror (Andersen, 2017).

2.5.3 Physical Abuse

Physical abuse has many shapes, but all of them lead to injury for individuals or groups, as the definition of violence in Chapter one. Physical aggression is defined as a behaviour or urges to harm others physically. In contrast, relational aggression is defined as a behaviour perpetrated to harm others' social standing, such as public embarrassment, social exclusion, or rumour spreading (Griffin & Gross, 2004). Aggressive behaviour is exhibited by individuals of all ages, with literature investigating aggression in childhood (e.g. Card, Stucky, Sawalani, & Little, 2008), adolescence (e.g. Hudley, Graham, & Taylor, 2007; Voulgaridou & Kokkinos, 2015), and adulthood (e.g. Bailey & Ostrov, 2008; Chen, Coccaro, & Jacobson, 2012).

Scholar research (Schneider, 2020) studied whether physical abuse and community violence exposure (CVE) at age five were independently related to academic performance at age nine, whether internal and external behaviours mediated

these impacts. Physical abuse at age five was not independently associated with academic performance at age nine. The results confirmed that community violence negatively influences school performance exceeding the influences of interpersonal violence. These findings support the need for nationwide prevention programs that decrease violence and that more devotion needs to be paid to how younger children are influenced by CVE and physical abuse, both through their own experiences or the capabilities of their caregivers.

A generous amount of research on violent behaviour in adulthood has concentrated on hostility in intimate relationships, with less in non-romantic peer relationships such as friendships. Though investigations on violence in adult peer relationships are beneficial because adults can sustain peer relationships, these relationships can be outcome factors such as professional development (Kram & Isabella, 1985) and adult student education (Lundberg, 2003).

Peer relationships in university student populations can be of precise significance. Conventionally, the age of university students (between 18 and 29) are changing from adolescence to adulthood when peer relationships are essential (Arnett, 2000; Arnett, 2014). These relationships in university settings can either positively or negatively influence university adaptation and academic achievement (Dennis, Phinney, & Chuateco, 2005; Hurtado, Carter, & Spuler, 1996).

Similarly, physical and relational aggression can be either responsive or proactive. Reactive aggression defines aggressive conduct in response to an instant aggravation or threat. In contrast, proactive aggression defines violent behaviour that is intentional with the expectation of a satisfactory outcome for the committer. On the one

hand, the subsequent studies have distinguished between reactive and proactive aggression. On the other hand, studies have found that the variances between the two forms can be valuable (e.g. Miller & Lynam, 2006; Murray-Close, Ostrov, Nelson, Crick, & Coccaro, 2010).

Females are likely to show lower levels of physical aggression on average (Burton, Hafetz, & Henninger, 2007). relational aggression often correlates with physical aggression (Bailey & Ostrov, 2008; Murray-Close et al., 2010). Both genders in university are likely to report higher levels of relational aggression than physical aggression (Bailey & Ostrov, 2008; Lento-Zwolinski, 2007). It points out that relational aggression conduct is common for individuals in colleges and universities. Studies exploring aggressive behaviour in university environments should deliberate both physical and relational aggression in both genders.

Earlier studies declared that physical abuse is evil, and they delivered many solutions to reduce this problem in the community. Prichard et al. (2013) study mentioned sexual assaults and many reports recorded in Jordan that contained fights among students in Jordanian universities as mentioned in the problem statement. The researcher investigated the relationship between four characteristics in the movies and aggressive behaviour among students using university samples and indicated that lower levels of agreeableness are steadily related to both physical and relational aggression. Neuroticism also appeared to be related to reactive physical aggression and relational aggression in female samples. In contrast, extraversion and conscientiousness were associated with aggressive behaviour.

The behaviours are essential in this research. Although students can learn violent conduct from movies, imitating violence like movie stars on campuses is unnecessary. Elsner and Isphording (2016) study declared that students from different levels exposed to movies violence showed significant misconduct behaviours such as participation in physical fights. It can be concluded that the level of violence among students could be decreased.

Parents and teachers have an essential role in controlling violence. Islamic values encouraged people to be peaceful and circulating this value with each other. Besides, various studies have shown that across South Asia, women and men often agree that a husband is justified for beating his wife in common conditions, such as perceptions of child neglect, back-arguing, or going out without informing him (Rani & Bonu, 2009).

However, their justification includes how women can distinguish between the less severe forms of physical violence, such as being slapped and severe acts, wherein the former is accepted, but the latter is rejected. Nonetheless, the violence may be a form of punishment meted out for wrongful actions that have been done, whereby a physical act given out in an unjustified circumstance is attributed to a detrimental impact on human mental health. Therefore, this may sometimes and ultimately lead to abuse and potentially more severe immediate mental health consequences, particularly in the cases wherein the impact of violent beating and physical abuse appears on one's body.

Although the current study is not particularly concerned about male-on-male violence, it may be beneficial to glance at some recent research works emphasizing men, masculinity, and violence (Archer, 2000). This study embraces the relationship between men and violence by drawing upon court proceedings published in Liverpool and Manchester to analyse the ideations behind working-class masculinity and manliness. It has been undertaken in a lucid and sometimes disturbing discourse on male violence towards fellow males in the context of a Victorian community.

The scholar above has highlighted how working-class men would adhere to the codes of honour and the rules of fighting, otherwise termed the “fair fight”. Here, they would engage in one to resolve any injustice or as a form of defense for their honour and their family and friends. The rules are implicit but clear: two combatants would agree to fight one another without the aid of any weapons. Accordingly, much of such combat-related injuries, disabilities and even death would have occurred during an episode of alcohol-fueled socializing. Regardless, it must be noted that not all male-on-male violent acts are a consequence of a fair fight; many would have found themselves assaulted regardless of their racial identity or careers being deemed culturally intolerable. For example, Irish men and local police constables have been identified as two prominent targets for physical and verbal abuse in the working-class community.

2.5.4 Verbal Abuse

There are many types of abuses researchers can study deeply and measure their influence on the community. Social media can increase the level of abuse impact while the audience would visit and follow up in search of product reviews such as Twitter. Previous studies asserted that movies box office revenue could influence through tweets (Rui et al. 2013). However, negative tweets containing verbal abuses, especially the extreme ones, could affect the movie or its products. Many of them are fake accounts. According to Campbell (2004), indirect aggression evolved as a form of aggression. It carried more significant benefits and reduced cost for the aggressor than direct (physical and verbal) aggression. Due to the nature of this type of aggression, the aggressor could destroy a rival's reputation while promoting their reputation, thereby establishing a high position in social dominance hierarchies.

McCabe and Lipscomb (1988) defined verbal abuse as 1) any sentence or phrase standing alone and judged to be a reprimand; 2) harsh command; 3) tattle; 4) tease; 5) insult, 6) rejection; 7) hostile assertion of ownership or priority; 8) callous factual statement; 9) accusation; 10) criticism; 11) obscenity, or other expletives. Infante and Wigley (1986) defined verbal abuse as attacking a self-concept of another person instead of the person's position on a topic of communication.

According to Nishioka, Coe, Burke, Hanita, and Sprague (2011), direct verbal abuse is delivered overtly and directly to the victim with intent to harm. Though some researchers have included indirect forms of aggression (i.e., relational) when measuring verbal abuse (e.g., Peleg- Oren, Cardenas, Comerford, & Galea, 2010), or described verbal abuse as a form of indirect aggression (e.g., Rueger & Jenkins, 2014). Previous

research has mentioned the causal influence of tweeting on Television shows (Gong et al. 2017; Seiler et al. 2015) and many others. On the other hand, Facebook, Twitter, Snapchat or any other application in social media can provide manipulation to achieve specific aims that serve their account owners. Still, they ignore the side effects of this manipulation.

Verbal abuses have some unique features different from other variables in this research. Most of the violent elements used in this research, i.e. martial arts, weapons, physical abuse, are performed and need movements to do any of them. In contrast, verbal abuse contains sentences or words that only make threats. The practice of verbal abuse needs more investigations in the future to study methods of verbal abuse such as Twitter in the previous paragraphs in this section. Furthermore, future studies can, with no hesitance, focus on studying the types of violence in real life, especially most of the doable abuses that need to think about and then act upon it. At the same time, verbal abuse could be faster because it comes with a quick response in anger moments and perhaps could be less than one second.

Verbal abuse can lead to negative feelings for individuals or groups. So on, the sender who uses this type of abuse to achieve certain goals by attacking people, such as Sophie Gilbert, provided negative examples about female journalists on television and in movies (McIntosh & McIntosh, 2018). However, attacking journalists or any category in the community negatively may work on exposure to hatred and ultimately lead to hurt the intended person or group. The results study in chapter four displayed

the level of imitation of movie stars in the target audience: the students at Jordanian universities before and after watching the movies.

2.6 Acceptance of Violence among Students

Several studies focused on violence among people, while Howard (2006) asserted the violence among staff. However, the samples were different, while one and more objectives were matching with the current study. Also, in Howard's study, the model matched the theory used in this research.

Borsky, McDonnell, Turner and Rimal (2018) encouraged bystanders to intervene safely and effectively in situations that could escalate to violence, known as bystander behaviour programs. It is a growing yet mostly untested policy to prevent dating violence. Researchers evaluated low-source, low-focused interventions intended to avoid dating violence among university students using a quasi-experimental design. The Integrated Behavioral Model (IBM) was utilized to guide the evaluation. Subjects were selected from two Virginia colleges that mainly train females in the health profession sciences. No significant alterations were found for bystander intentions, self-efficacy, social standards, or attitudes related to dating violence from pre- to post-intervention. Self-efficacy had a direct relationship with bystander behaviours. Results suggested that higher resource interventions likely are needed for a more significant impact, especially among students who already demonstrated vital standard purposes to intervene and prevent dating violence.

According to Howard (2006), it was mentioned to the hypothetical model that the use of feelings and anxiety could contribute to different emotions and stress. In addition to that, it may exert influence on individual characteristics, psychological characteristics and external factors to create a feedback circle, and all of them can unite to modify behaviours. In the current study, the social cognitive theory is used, which contained thoughts, actions and feelings. Nevertheless, movies may promote violence and contribute to negative behaviours, leading to a higher level of violence on the target audience.

Parents and other caregivers can alleviate the destructive effects of violent media in numerous ways, such as by growing positive or “protective” factors in the child’s environment and by decreasing contact with violent media. It is not a stress-free mission, but it can be done at small or no cost. The paybacks of doing so are healthier, happier, more successful children, adolescents and young adults.

A study examined the role of observed parental psychological control and warmth in university students’ friendship quality and practice of relational aggression with peers. University students ($n = 237$) completed self-report measures measuring their relational aggression, friendship quality, and parents’ perceived use of psychological control and warmth. As predicted, university students’ relational aggression partially facilitated the relation between perceived parental psychological control and friendship quality. Thus, perceived parental psychological control was associated with students raised relational aggression and low friendship quality,

particularly when parents were viewed as warm and tolerant (Baumgardner & Boyatzis, 2018).

2.7 Socioeconomic Background

The socioeconomic background is a variable employed in this research work in a moderating element between the violence and the acceptance of violence, respectively. The media, in particular, have yielded tangible influence in combination with other factors towards generating a cultural acceptance for violence among family members, thereby transforming various familial norms and behaviours. Family violence has been highlighted as a grave issue and attracted global feedback, thus resulting in human rights development. Responses against violence can be observed on the streets and in universities, and other places accordingly.

A significant number of universities and research centres examine antecedents, risk, and protective aspects for violence. Researchers, practitioners, and students access databases and archives every day to explore facts about the nature and degree of “youth violence,” the risk factors, conducts, and expenses related to this phenomenon. Thousands of violence research programs and projects have been developed at local and global levels and disseminate their results, recommendations, and implementations of the increasing violence prevention through peer-reviewed journals.

The degree to which this reflection affected violence and fights within the academic societies is possibly less noticeable. Yet, the alterations detected in the

numerous stages of studies changed the inner interactions within the literary community, decreasing the degree of violence according to their institutional or geographical characteristics.

The prevalence and association of school violence with behavioural disorders among elementary and secondary school students in rural Egypt were also studied. Galal et al. (2019) found a high prevalence of bullying conduct, as it assumed that small groups and rural areas were not threatened by violence. Still, there was an intense rise in reported rural offences throughout the last few years. It was recommended to launch a bullying prevention board at school with all school personnel to pay attention to various causes of violence.

Gelles (1976) analyzed economic security and the incidence of abuse from a woman's viewpoint and noted that women's economic dependency prohibited them from fleeing from violent contacts. Especially, women who were unemployed or had a low educational degree were less likely to seek out help than those employed or who had completed their school education. The researcher also briefed the relationship between the economic factors that influenced the level of violence against women. In this study, students' socioeconomic background was used as a moderator to quantify its effects on the independent and dependent variables identified.

It was found that many explanations appeared to escalate the level of violence among persons, such as racism between men and women. Psychological theorists have debated the connection between financials and the habit of violence from numerous viewpoints. One debate was grounded on the present structure of capitalism, whereby

its importance on the struggle for the class system encouraged greedy behaviour to gain profit and the buildup of property, therefore boosting the abuse of others for single gain. This philosophy was filtered from the public range of work via home, where women have conventionally been labelled as susceptible to men.

In a community that supports individuals based on their prestige, a men's self-esteem was directly connected to their position from a financial outlook. At the same time, those without economic influence might use physical strength to achieve self-esteem. The reserved nature of the family offered a foundation that the use of physical force was less likely to sustain social consent.

Freedman (2002) claimed that socioeconomic status is the leading cause of violence and offence epidemics. Not to state the accessibility of lethal weapons in nations like the United States, where a child whose parents earned less than 15,000 dollars a year were 18 times more likely to be sexually abused at home than from a family with an income of 30,000 dollars. Freedman combined an extended list of sociologists and youth researchers who drew attention to that youth violence had been decreasing gradually in the United States since the early 1990s (Krisberg 1994; Donziger 1996; Katz 2001).

What “violence” refers to youth themselves frequently offers a reasonably diverse representation than what media researchers have preset as violent. Not only are their age variances (between infants, youth, and adults), gender variances (girls more likely to recognize the risk of violence than boys), alterations in the insights of violence

in specific types and their description of observed events (cartoon animations on one side relating to the fictional picture and the news on the other side relating to the real world), nonetheless socioeconomic background and cultural variances.

According to La Grange, Hojnowski, and Nesterova (2007), there was a relationship between alcohol consumption and evident violence, especially for adult males. There was a minor distinction between alcohol and violence among male and female university students regarding the nature and primary factors of drinking and aggression on the same day (called temporal proximity). Hispanic students were found to be drinking and fighting less than expected. The best-anticipated variable for male alcohol consumption was the aspiration to be regarded as “tough”, and “activity” was the primary predictor for female alcohol consumption.

Researchers scanned the relationship between alcohol consumption and violence from a personality trait viewpoint with 92 self-recognized Hispanic university students. Among male subjects, aggressive instincts did not relate to either alcohol consumption or the rate of hostility. At the same time, with females, there was a strong positive correlation between aggressive instincts and alcohol consumption, with a weak positive correlation between aggressive instincts and the rate of hostility.

There was evidence for an independent effect of alcohol consumption on various social outcomes; such as road and work accidents, drunk driving, injury or damage to others, work and school absenteeism, family problems, and problems with the police besides physical aggression (Alvarez, Fierro, & del Rio, 2006; Kraus, Baumeister,

Pabst, & Orth, 2009). Expectations of social problems even exposed a strong relation effect of alcohol consumption, signifying that at a given average daily alcohol consumption, the risk of facing adverse outcomes increases even more with the frequency of heavy drinking (Kraus et al., 2009). The role of complex impacts in the relationship between alcohol and harmful costs has been frequently stressed (Wells et al., 2000).

Alshoraty (2015) assessed the reasons for students' violence at Jordanian Universities from the perspective of Hashemite University students. The sample involved 521 male and female students randomly selected to assemble data and constructed a three-domain questionnaire. The results revealed that the utmost significant reasons for violence were associated with students who were an insufficient obligation to Islamic values, attending psychological and educational counselling, establishing student crowds, regarding affiliation and living areas. The reasons associated with society include protecting the honour of family or clan, forbidden socialization, tribal upkeep for students with violence, the prevalence of the values of tribal commands, the size of the family or clan, leading people to lessen punishments forced on students who act violently.

Lastly, the motives are associated with universities, including the policy of exclusions in university admissions, deficiency of attention on practices of critical thinking and problem solving, flawed principles of dialogue, and absence of attention on the standards of patience and compassion. Moreover, the results displayed no

alterations in the students' awareness of the causes of university violence based on their sex, college, academic year, and grade point average.

In general, society has traditionally attempted to remedy family violence using various preventive and interventional approaches. Here, the preventive approaches include the steps taken to prevent it from materializing altogether and typically prescribe family support in the comfort of their own homes, school-based educational programs, and community-based awareness campaigns. Interventional strategies consist of reactions following its occurrence, reporting, criminal justice responses, family preservation and reunification. The social policies of Jordan show a tendency for underlining prevention as opposed to intervention, and Ahlam is an excellent example where she is killed through uses one brick. The father kills his daughter in Safout city and then sits drinking tea next to her body (Watanserb, 2020). Like the Ahlam case, there is a need to mention family violence in Jordan and socioeconomic background as a variable in this study.

Furthermore, examples of movies and their role in encouraging violence among the people in combination with external stimuli have arisen; in India, this has resulted in high aggression in its community following the emergence of violent movies and conceptualization of "angry young man". Such portrayals were depicted by Bachchan in Bollywood movies released in the 1970s and 1980s such as Deewar, Zanjeer, Coolie, and, Sholay thus typically perceived in paralleling the growing urbanization tendencies, incremental importance of the underworld, and overwhelming dissatisfaction expressed by unemployed Indian male youths (Banerjea, 2009).

In Bollywood movies, intricate fight scenes are included, attributable to the rising violence in metropolitan lives for the impoverished. However, Banerjea's study mentioned that polysomic ideologies presented by then-Bombay cinema produced in response to the tumultuous politics in India in the 1970s have also set the stage for representative approaches in negotiating the mobile aesthetic currency for the current era. Therefore, it can be noted that the socioeconomic background represents the financial states of a person or their family, wherein it triggers their aggression when overwhelmed by a low income.

Likewise, it can be assumed that Hollywood movies can also affect people worldwide due to their global distributive range. In the context of Jordan, it is one of the countries that provide Hollywood and Bollywood movies for national consumption and many television channels, giving movies on other companies such as Bollywood channels. Despite the competition spurred by global production companies, television channels have particular policies and privacy rules in place, which must be followed according to the target audience of each channel.

Henceforth, the socioeconomic background may impact university students as they can be pushed to be more aggressive within the community and universities. Therefore, the researcher attempts to measure the socioeconomic background of Jordanian students by posing many questions as detailed in the questionnaire employed in this study. They include socioeconomic background or household wealth index and financial measures such as income and the inability to buy basics or lack of money. In particular, the lack of funds may be reflected using certain housing-related factors,

including ownership or rental, the standard of living, access to water and electricity, and others.

University violence which is not a new phenomenon, showed a severe problem in the parents' ways of bringing up their children. The children started to behave aggressively towards others or properties. They wish to meet their families' needs fail to meet and other economic, social, and psychological factors. In less civilized and developed societies, students are exposed to violent behaviours starting from domestic violence and expanding to include university violence. Its horrible effect has attracted the attention of different parties and authorities in society (Al-Daheri, 2019).

Al-Daheri's study mentioned reasons for violence at universities: social reasons as lack of faith, inadequate social legislation, and media influence. And spread of exotic values. Second: economic reasons as poverty. Third: psychological reasons such as failure to have healthy social relations, deprivation of compassion and sympathy, and the individuals' high ego. Fourth: friends are the most important cause of violence. Fifth: reasons related to the university and its administration as the university's regulations, the high increase in the student's number in the universities, lack of curricula that motivate students' critical and creative thinking, the students' feeling of inequality, in addition to the absence of justice. Violence has two significant manifestations: the students' simple violence, which is a movement of rebellion. At the same time, the other is the fermented violence that the political parties and organizations do to benefit societies' depression and desperation (Al-Daheri, 2019).

Children should feel safe, protected, and sheltered within their homes. Unfortunately for some children, they do not feel safe at home. Many children suffer physical, sexual and emotional abuse in their homes. Child abuse is a serious problem with far-reaching consequences. Community Violence Like personal violence exposure, community violence exposure has become a devastating phenomenon that exerts dire effects, particularly in urban areas. The problem is compounded because community violence exposure is associated with negative academic outcomes (Kelly, 2012).

2.8 Previous Studies on Violence

Earlier research proposed by Basow, Cahill and Phelan (2007) surveyed males and females views of relational and physical violent behaviours and personal experiences with both forms of aggression. It was found that a total of 314 university students valued the level of tolerance and force of aggression between two conditions, namely type of aggression, relational violence by female movie stars and physical aggression by male movie stars. The study revealed less appropriate and more violent/harmful than the same behaviour by the other gender. Consequently, attitudes concerning the gender-appropriateness of violence seemed to impact perceptions of such behaviours. Regardless of prevalent perceptions that females conduct and are hurt by relational violence more than males, there were no gender differences in involvement with relational violence, nor were females viewed as more abused by such violence than their male colleagues.

A number of recent papers have scanned the influence of television violence on domestic violence in adult relationships using measures such as the Conflict Tactics Scale. One paper reflected the moderating role of television violence experience on the relationship between psychopathy and aggressive behaviour (Coyne, Nelson, Graham-Kevan, Keister, & Grant, 2010). The research surveyed 337 undergraduate students who had been involved in a serious relationship. They measured psychopathy, relationship aggression (using the Conflict Tactics Scale), and exposure to television violence by having subjects grade their favourite shows and watching those shows frequently, with independent raters measuring violence content. They reported a more direct effect of watching physical violence on Television on physical aggression for men and viewing relational violence on Television on violence in romantic relationships for both men and women. Also, they reported that male “secondary” psychopaths were significantly more probably to select watching programs with relational violence.

Short-term experimental studies, in which children are randomly assigned to either a violent or nonviolent media exposure condition for a brief period, conclusively demonstrated that the media violence effects are causal. For example, children who played a child-oriented violent video game (i.e., no blood, gore, screaming) were prone to deliver 47 per cent higher intensity punishments to another child than those who had been randomly assigned to play a nonviolent video game. Even cartoonish media violence increases aggression.

Several intervention studies have been designed to test whether reducing exposure to screen violence over several months or longer can reduce inappropriate aggressive behaviour in recent years. These randomized control experiments have found that, yes, children and adolescents randomly assigned to the media intervention conditions show a decrease in aggression relative to those in the control conditions.

Gelaye and his colleagues (2008) contributed to a relevant study to evaluate the prevalence of violent conduct among male college students in Ethiopia and recognize risk factors related to these behaviours. Researchers used a cross-sectional study and recruited 1294 male college students in Awassa, Ethiopia. A self-administered questionnaire was submitted to collect data about violent actions, anger manifestation, socio-demographics, and lifestyle. It was revealed that almost more than half of the students (54.3%) stated committing at least one act of physical violence during the current academic year. In the academic year of studies, Khat and a natural stimulating herb with amphetamine-like impact, anger likelihood and stressful life occasions were statistically significant covariates related to violent actions.

Students with moderate levels of anger manifestations were 3.40 times more likely to state conducting violent actions than those with low levels of anger expression and 15 times more for students with high levels of anger expression. Compared with first-year students, seniors were less likely to confess violent conduct, while those informed using Khat were even more likely to report conducting violence than those who didn't use Khat. Students who had experienced four times higher negative life events during the current academic year were more likely to state violent conduct than

those with less stressful life occasions. Researchers concluded that screening violence and violence prevention programs, particularly those in educational locations, should contain policies that outline students' stressful life occasions, anger management, and substance use.

In her 2013 doctoral thesis, Hannah Skoda explored the impacts of the true dichotomous stereotypes of research on adolescent self-development and its role in defeating and boosting violent behaviour. Skoda's study showed that the measurement of violence should not be confined to one place alone. That is why the researcher stated this thesis by choosing two cities in Jordan and not submitting questionnaires in a town, thus enabling this study to achieve its research objectives.

Frey (2016) has previously proposed a more fleshed-out definition of extremity in his monograph on 'extreme cinema', thereby generating an industrial perspective into his understanding of the term. Posing criticisms towards representation, Frey has further attempted to move the debate towards industrial systems, regulatory systems, and reception when defining extreme cinema, thus considering elements surrounding the movie artefact themselves as instrumental to a movie labelled as extreme. Therefore, he has suggested a two-tier 'cluster' definition: first, all extreme movies must "explicitly depict and primarily thematise sex, violence, or sexual violence"; second, they must fulfil at least one and as many as possible out of the eight secondary criteria.

The secondary requires specific criteria, which consists of eight, 1) they must deploy an art-movie style; 2) it has to create controversy; 3) it must be played at

‘extreme’ or ‘artsploitation’ festivals; 4) it must be exhibited in art house cinemas; 5) it must be distributed/marketed as art or artsploitation movies; 6) be positioned by the filmmakers as intentionally artistic; 7) it has to be discussed by fans as artistic; and 8) it must be awarded the highest classification rating, banned, or left unclassified. The scholar has noted how most of the secondary criteria are not aesthetic; instead, they relate to “institutional, business, functional, artistic, critical, regulatory, and popular discourses” (Frey, 2016).

Skoda used ‘labelling theory’ to clarify the effect of stereotypes on medieval students’ identities and conducts, although the exact mechanism behind this labelling and the specific factors that encouraged or dissuaded the drift toward delinquency or deviancy were not mentioned. In this study, there is a focus on four elements derived from the movies that have impacted the target audience. Skoda’s analysis has dramatically influenced the direction of this work based on the interplay between stereotypes and actual behaviour. However, her analysis focused on the acquisition of identity and learned behaviour. The current study focuses on four elements in the movies by exploring the effects on the youth and the role of Television movies in encouraging or mitigating the consequences of conflict among the target audience.

Earlier studies on gender, masculinity and life phases have directly affected university society studies and paid some attention to the growth of children into adolescents, their attainment of masculinity, and the associated problems in keeping control triggered by an impulse of adolescents into the city community. Adolescence and the attainment of masculine characteristics were reflected by some historians, such

as Carol Lansing, Marjorie Curry Woods (1996), and Ruth Mazo-Karras, to be the main variable cause in thoughtful academic violence.

In her article, 'Sharing Wine, Women, and Song', Karras indicated that representing student violence was not surprising to anyone who observed groups of male adolescents who were not firmly controlled (Karras, 2000). Subsequently, both these themes, stages of life and masculinities, were combined by Karras in her publication entitled 'From Boys to Men' in 2003 that explained on several earlier studies on masculinity, scholarly identities, and student participation in sexual crimes (Karras, 2003). Karras also elaborated on this behaviour in one of the chapters on clerical masculinity in her publication entitled 'Gender and Christianity in Medieval Europe' in 2008. She stated that clerical celibacy did not constitute a third gender or an emasculate individual, contrary to what other authors have mentioned previously. She also argued that clerical celibacy was, in fact, a heroic, alternative form of masculinity that was subjected to considerably more temptations and, thus, not one that was uniquely favoured by all members of the clergy (Karras, 2008).

In the past decade, there has been cumulative research attention to study gender and level of violence within the societies. These studies provided the framework for this study in perceiving the relationships between violence in the movies and its manifestations among students and the wider population, whereby violent practices are often thought to be an integral aspect of university life and more so in the university town. Enders (1993), Schroder (2001), and Weeda (2010) revealed that both violent and non-violent conflicts were important in solidifying bonds, thus reinforcing the

perceptions of the scholarly communities that helped to redefine this form of violence as a distinct and ‘useful’ phenomenon.

Weber and Robinson (2011) studied a sample of 257 female and 200 male undergraduates aged 18-23 ($M = 19.53$, $SD = 1.41$) at a large southwestern university. Most participants were identified as White ($n = 306$) and Catholic ($n = 160$), while 82 were Protestant/Mormon/Christian, 56 spiritual/not religious, 22 Agnostic, 19 Jewish, 18 Atheist, two other, 87 none, and 11 did not answer this question. Being critical to friends was related to self-esteem and spirituality. Self-esteem was also related to spirituality revealed gender differences. Discriminant analysis revealed that the most influential discriminators were spirituality and been vital to friends. Self-esteem was moderately discriminating, while relational aggression had no discriminating power. Females reported higher spirituality and been vital to friends, and lower self-esteem than did males. For women, committing relational aggression was negatively related to being essential to friends and self-esteem. For men, these three predictors were not related to committing relational aggression in friendships.

There have been several publications since 2012 that challenged the historiography of student violence, particularly relating to conflicts regarding the ‘town and gown’ concept. Cassignes-Broquet’s publication of ‘La violence des étudiants au Moyen Age’ argued that scholars were not as violent as their reputation would suggest. Thus, this study proposes a similar typology of violence that includes analyzing violence between the nations based on their town privileges.

Samuel (2014) publication, *Popular Protest in Late Medieval English Towns*, highlights the analysis of his 'Lust for Liberty' publication in 2014 that focused on continental Europe and provides some long overdue critiques of Cobban's generalizations concerning the political nature of student violence. In 2005, Cecile Fabris criticized the tendencies of Italian historiography to lower the crime rate and violence among students by listing humorous anecdotes to depict the grim reality of the situation. In both Italian and English historiography, there is a prevailing sense that the student's violence is a natural effect of the 'exuberance of youth'. The acceptance of these traditional stereotypes as historical facts has disengaged the research on student communities and their internal and external relationships. However, the concept of 'mindless' students engaged in 'gang' violence suggests that any form of analysis regarding this phenomenon is considered redundant. However, this observation is not true as this study highlights the precise patterns that emerge from the quantitative analysis of student violence and criminality, thus providing essential insights into students' lives in Jordanian universities.

One of Kaukinen's key conclusions (2012), which other scholars have replicated, is that dating violence among college students is not uncommon, and it is often mutual. Both males and females involved in physical aggression (e.g., shoving, threatening, throwing an object, slapping) was not too unexpected, given that university-aged individuals are still learning negotiation and conflict resolution abilities. Also, this is about to be a precise developmental challenge to students whose own family members demonstrated physically aggressive or coercive approaches to manage conflicts.

There are possible diverse risk factors and motivations for physical violence among male and female students with men's violence more likely to be driven by jealousy or concerns about relationship cessation, and women's violence more likely to be driven by a craving to discontinue emotional abuse or react for being emotionally hurt. Those in relationships where dating violence has happened are more expected than students not in violent relationships to involve in other health risk behaviours, including heavy alcohol use, substance use, and unplanned sex.

A Jordanian study (Okour and Hijazi, 2009) investigated the relationship between family dysfunction and domestic violence with violent behaviour of university students in North Jordan. A self-administrated questionnaire was distributed to a random sample ($n = 1560$) of undergraduate students from three universities. The results showed a prevalence rate of 11.9% of students who participated in violence (quarrels) at the three universities during the last three years. It was significantly affected by witnessing and exposure to domestic violence. About 16.5% of students who engaged in the study stated that their families suffered from dysfunction. As factors contributing to violent behaviours, students ranked first the family, followed by the neighbouring community, media, school, and university. Domestic violence and family dysfunction appeared to be significant factors leading to violence among university students.

Goode (1971) argued that unemployment shatters the traditional male provider image, and the ensuing self-doubt causes a need to exert power and control in other

spheres. Similarly, black male violence in the home is often linked to structural factors, particularly unemployment and poverty. Nevertheless, neither case explores why male frustration with the socioeconomic background results in violence, nor why aggression is always directed to the female partner. Anyway, All opinions from experts in several specializations are essential in this case where people can earn the violence in different ways as perceived by the study. Every part of people's lives can influence others, which could be in happiness or misery.

There were a significant number of efforts taken to address the root causes of student violence, which may be due to restrictions of activities and lack of supports that led to an intensification of the violent reaction of students against their classmates, teachers, and the educational institution (Aleid, 2016).

The issue of campus violence is essential in that there are various myths and misconceptions about the actual safety level of universities. No one seems to know fully what the actual violent crime rates are on campus. Students, parents, and administrators seem determined to keep it that way. It illustrates the notion that there is often a culture of naivety on university campuses regarding student safety that makes students less aware of the threats they face. Students and parents want to believe that students are safe on campus and university administrators work hard to support this belief. However, it is complicated to determine just how safe university campuses are today due to inconsistent reporting rates of violence. There is a lack of knowledge regarding violent crime on campus and what to do about it from the perspectives of universities and students and their families (Hollis, 2010).

2.9 Conceptual Framework

There are many available ways in media which are working usefully, regular performance and low costs such as internet and mobile applications. There have been few attempts at creating a relation between sectors, fields with each other like OFDM system (Murata et al., 2008) and how these could be used together to provide excellent service to the human more efficiently.

The primary subject of this research is to understand the connection that may occur between movie channels and the students at Jordanian universities. The target audience contains three levels: bachelor's degree, Master's, and Doctor of Philosophy (PhD). According to previous studies, many reasons for violence impact are under highlight and in considerations. To earn violence through many ways led to focus on this study. Hence, the research will study one of these methods: violence through foreign movie channels on the target audience.

In particular, a related theory needs to connect with this study's main subject, such as Problem Behavior Theory and Cultivation theory. Students in University came from their houses, and they have different levels of violence in themselves. For example, Shannon and Weaver in 1949 were the founders of communicating (Stewart et al., 2001).

There is a significant number of methods have been used to evaluate the theories by scholars. The scholars achieved individual studies such as Heins (2011) when he evaluated the relationship between television and people. As far as this study is concerned, websites have become famous for online shopping (Al Qudah & Kamsuriah, 2014). These studies provide more guidelines about foreign cultures, as shown by television, websites, and radio.

The conceptual framework is the basic structure of the study through drawing the module of the study, linear diagram and the role of theory to support the case. This study believes that any branch of science needs to base on a theory either supports it or not. For instance, Grand Mufti of Jordan sheikh Nuh al-Qudah, God rest his soul, mentioned that Sharia provisions issuing a fatwa based on the Quran and Sunnah are clear cases in issuing a judgment or decision. Still, in the modern case, the Mufti do their best and strive hard to issue a judgment based on one or more branches of the Quran and Sunnah. Thus, the role of theory is essential in the study.

Discussion on the movie's channels would be related to the commercial aspect more than academic where the television channels can do business, for instance, advertisements. The research needs to measure every variable in this research, such as martial arts, and Jordan is the destination of study (See Figure 2.1).

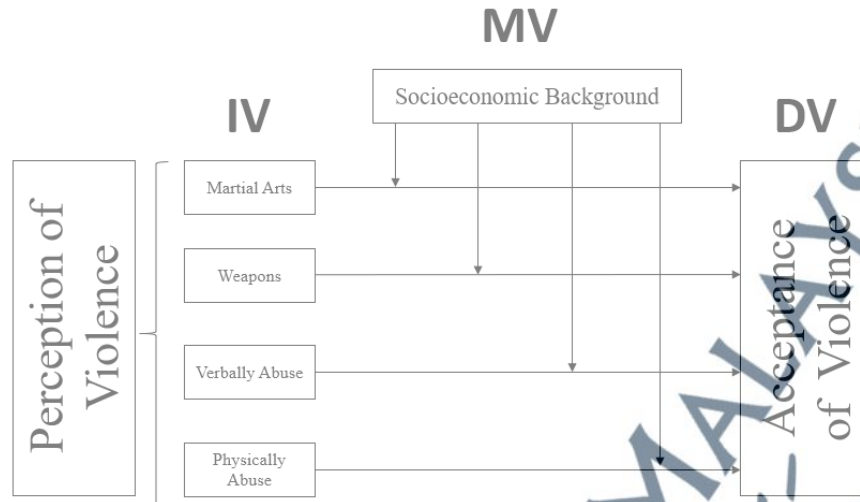


Figure 2.1: Conceptual Framework

There are four independent variables (IV) involved: martial arts, weapons, verbal abuse, and physical abuse. The violence in movies and the aspects of its impact were highlighted among the respondents. The acceptance of violence among university students is the dependent variable (DV). In contrast, the moderating variable refers to the socioeconomic background, which impacts the relationship among independent variables and dependent variables. The list of previous studies examining violence in movies is listed in Table 2.5 below.

Table 2.5: List of Previous Studies Examining Violence in Movies

No.	Variables	Title	Authors	Years
1.	Acceptance of violence	Do Violent Movies Create Violence in Youths? - A Study	Tripathy et al.	2015
2.	Acceptance of violence	Anticipated Violence, Arousal, and Enjoyment of Movies: Viewers' Reactions to Violent Previews Based on Arousal Seeking Tendency	Xie and other	2008
3.	Acceptance of violence	Arts Education as a Strategy for Eradicating Violent Behavior among University Students: A Novel Proposition	Javed Hassaan Chandio and others	2013
4.	Acceptance of violence	Violence Against Women and Household Ownership of Radios, Computers, and Phones in 20 Countries	Lauren et al.	2017

5.	Acceptance violence	of Causes of Students' Violence at AL-Hussein Bin Talal University	Alrawwad et al.	2014
6.	Martial Arts	Some social factor for violence among university students in Jordan: Case study	Husein F. Ramzoun	2013
7.	Weapons	Gun Violence Trends in Movies	Bushman and other	2013
8.	Verbal abuse	Some social factor for violence among university students in Jordan: Case study	Husein F. Ramzoun	2013
9.	Physical abuse	Some social factor for violence among university students in Jordan: Case study	Husein F. Ramzoun	2013
10.	Physical abuse	The Effectiveness of Student Extracurricular Activities in Evaluating Violent Behavior among Students in the Preparatory Year at Hail University	Alkhamsah Saleh Aleid	2016
11.	Socioeconomic Background	Do Violent Movies Create Violence in Youths? - A Study	Tripathy et al.	2015
12.	Socioeconomic Background	Some social factor for violence among university students in Jordan: Case study	Husein F. Ramzoun	2013

Social Cognitive theory is the theory that the researcher uses to explain the phenomenon of the current study through its identity and concepts. This theory views reciprocal causation and reflects the interaction between effect, action, and thought. All of them provide a form to the direction of behaviour and help build self-perceptions, beliefs, intentions and aims. Based on their actions' natural and external effects, they partly determine their thought patterns and emotional reactions. In brief, one should interact with how people feel, belief, and think, affecting their behaviour (Bandura, A. 1989). Figure 2-2 shows the diagram of the theory career, which explains in a linear diagram and how the theory plays an influential role (see Figure 2.3).



Figure 2.2: Linear Diagram of This Study

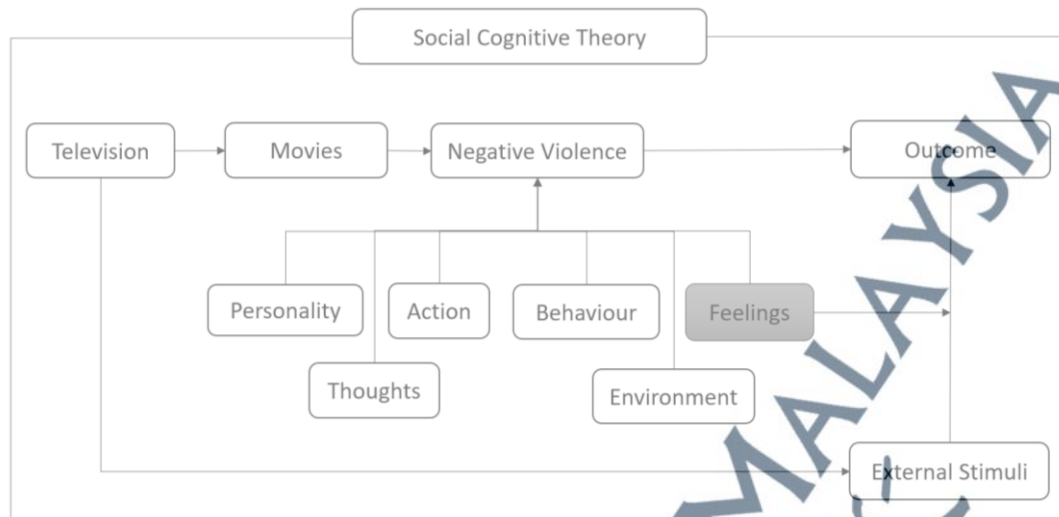


Figure 2.3: Social Cognitive Theory

As mentioned in the previous diagram, Humans' essential personal characteristics and environment are included in the theory. Once people watch television, they could feel and change thoughts or even their actions. Regardless of what they watch on television, they may imitate what they see, whether positive or negative behaviour in reality. Basic behaviour, music, design, and others may work as external stimuli and affect people through television screens. That lead ultimately to raise or lower the new levels of violent behaviour depending on acquired knowledge from television among people. Based on the discussion above, this study involves hypotheses as follows:

H₀: There is no relationship between the martial arts in the movies and the acceptance of violence among the respondents;

H₁: There is a significant relationship between martial arts and the acceptance of violence among the respondents.

H₀: There is no relationship between the weapons in the movies and the acceptance of violence among the respondents;

- H₂: There is a significant relationship between the weapons in the movies and the acceptance of violence among the respondents.
- H₀: There is no relationship between the physical abuse in the movies and the acceptance of violence among the respondents;
- H₃: There is a significant relationship between physical abuse and the acceptance of violence among the respondents.
- H₀: There is no relationship between the verbal abuse in the movies and the acceptance of violence among the respondents;
- H₄: There is a significant relationship between verbal abuse and the acceptance of violence among the respondents.
- H₀: There is no effect of socioeconomic background status of students' on the relationship between martial arts and the acceptance of violence among the respondents;
- H₅: 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.
- H₀: There is no effect of socioeconomic background status of students' on the relationship between weapons and the acceptance of violence among the respondents;
- H₆: There is a significant effect of socioeconomic background status of students' on the relationship between weapons and the acceptance of violence among the respondents.

H₀: There is no effect of socioeconomic background status of students' on the relationship between physical abuse and the acceptance of violence among the respondents;

H₇: 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.

H₀: There is no effect of socioeconomic background status of students' on the relationship between verbal abuse and the acceptance of violence among the respondents;

H₈: There is a significant effect of socioeconomic background status of students' on the relationship between verbal abuse and the acceptance of violence among the respondents.

2.10 Conclusion

This chapter wishes to provide an overview of current research on gendered violence before focusing on students' more specific types of violence. Throughout the discussion, some common themes emerged, which were yet to be mentioned, explained, or examined by prior researchers. Furthermore, many commonalities between the current research and previous studies enhanced the present prominent image of violent movies and their impact on people.

Inspired by the continuous popularity of violent movies, this study aims to explore the experiences of vicarious violence through popular movies. It is often

thought that to achieve success. Violent movies should be appealing to contemporary culture. Hence, this study aims to identify how viewers rationalize the acts of violence on screen. It is envisaged that the identification of these justifications toward the acts of violence through movies will provide meaningful insights into the benefits gained by the viewers from such experiences.

In general, violence has many types like sexual abuse, physical abuse, verbal abuse, mental abuse and others. These types are usually directed to a category or more in the community, such as children, women, youth, etc. In this chapter, the researcher shows many sides of violence combined with previous studies and its worth mentioning that some issues in the community helped to circulate direct and vicarious violence by imitating star movies, and that is what the researcher focuses on, precisely violence in the movies as the topic of this thesis.

This study may relate the vital relationship of television with the target audience by presenting three main subjects, and they are as follows: a) Foreign Movies, television, Middle East Broadcasting (MBC2) channel and their consequences; b) Circulating violence among the target audience and its impacts, and c) The target population which is the Jordanian Universities' Students. Behind each subject, there are basic details discussed to achieve the objectives.

This study highlights violence in Jordan universities, which is originated from television and specifically from movies. Through a study of Konrad-Adenauer-Stiftung Jordan Office (2014) by the second session titled "The Role of Student Affairs

Department in Reducing University Violence", the author mentioned sanctioning violent students inside universities and containing external interventions or what is called 'favouritism'. The author recommended emphasizing extracurricular lectures to guide students to create mutual understanding and friendships among university students (Konrad, 2014). Many reasons led to raising the toll of violence, and most of them were studied in previous research. Favouritism and other causes can play a crucial role by escalating the violence among the target audience. Thus, the researcher focuses on another purpose, like violent television movies in Jordan.

Previous studies provide guidelines and suitable solutions for future problems. Many studies asserted violence among students, and they show a variety of reasons in their research. Additionally, real experience or observations can help researchers to address the problem and treat with case correctly. Thus, the problem statement is formed by this research, and research items selected in the model are carefully based on previous studies.

Definition-related issues are likely a significant obstacle for the interpretation of criminal statistics available to researchers studying crime. For instance, media can play a role in increasing the level of violence in the community. Based on the problematic power of the press to select problems and offer solutions, it is valid to ask the media to assist local security agencies in limiting the circulation of violence among students. The decision on which news articles to publish depends on the editors and journalists themselves.

The news presenters and journalists perform their jobs by disseminating their sentiments or stories based on reality. Hence, the index measurement of violence should not be based on individuals or columns that describe their personal opinions but rather on the sentiments and findings from a governing body or research institution. However, journalists can benefit from the expression of opinions by a reputable organization. Thus, it is evident that media has a certain amount of control over violence and other cases, although the media should monitor the implications of violence on society.

The structural view of domestic violence, as perceived by sociologists, reveals that economic status is a contributing factor of domestic violence, whereby the triggers of domestic violence are due to the man's stress reaction to the problems he is facing. This observation is reflected mainly on the traditional labour market theory that concentrates on the "rational man" model and paid employment, thus ignoring the contribution of women's unpaid work to the economy.

This study raises the question of why only specific students became criminal and abnormal while others did not. It is suggested that the violence among students with various groups will fight and compete for domination and frequently be involved in battles based on their socioeconomic background. Thus, the present technique suggested a better consideration of the multidimensional nature of societies that is present in Jordanian universities.

In Chapter Four, this study provides a wide-encompassing image of violence and the impact of violence through movies, which is geared towards explaining why it

is essential in one's life, rather than an attempt at delineating its causes. Henceforth, the study describes the divided interests in violence seen in humankind and the pull and push behind the concept despite the general discursive repugnance for something that endlessly draws readers' attention in this chapter.

