

CHAPTER V:

CONCLUSIONS

5.0 Introduction

This chapter summarizes discussions revolving around its findings that explain the perceptions towards different variables of this research. This chapter highlights its implications to the theoretical and methodological aspects. The chapter also explains the relationships of independent variables, including martial art, weapons, physical abuse and verbal abuse on the dependent variable. In addition, the moderation effect of socioeconomic background on the target audience. This chapter discusses the limitations and poses recommendations for further investigation in this area of knowledge.

5.1 Overview of the Study

The primary purpose of the current study is to provide evidence regarding the factors influencing education in Jordan, specifically the universities. The current study addresses the problem that arises due to the changing educational atmosphere from Jordanian university students' behaviors into aggressive or violent campuses that is considered unacceptable.

According to previous studies (discussed in Chapters Three and Four) on the face challenges of reducing violence among target audiences, current experiment results helped depict the proposed testable relationships among the study's constructs. The experiment served to assist in answering the following questions:

- 1) To what extent do Jordanian universities students receive foreign movies?
- 2) What is the level of perception among Jordanian universities students towards violence movies before and after watching the movies?
- 3) Does the socioeconomic background moderate the impact between the foreign movies and acceptance level of violence movies before and after watching the movies?
- 4) What is the level of tendency in violent behaviors among Jordanian Universities Students?
- 5) Are there any differences between Jordanian Universities Students' violence level and the experts' evaluation?

Several research objectives are outlined to examine the level of perceptions of foreign movies among Jordanian universitys students combined with the number of hours spent watching the MBC2 channel, students' opinion and genre. Secondly, this study aims at recognizing the level of acceptance towards violent movies before and after watching the movies. Thirdly, it wishes to identify the moderation aspect of socioeconomic background towards the relationship between the perceptions in the foreign movies and the acceptance level of violent movies before and after watching movies. Forth, this study investigates the tendency of violent behaviours among Jordanian Universities Students with regards to age, work, level of education and

gender. Lastly, this study compares the experts' evaluation of violence level and Jordanian university students' violence level of perception.

This study employs a quantitative approach to measure the violence among students by recording experts' evaluations first and then measuring their results on students' results. This study adopts the measurement unit of violence among students, which is explained explicitly in Chapter Three.

The data were gathered from the students enrolled at the Ministry of Higher Education & Scientific Research (2015). The questionnaires that arrived at 400 were distributed personally by hand. Each questioner contains two parts: before and after watching the movies, and 372 questionnaires were useable, giving an effective response rate of 93%. This study used a new methodology to measure the level of violence among students through watching movies. Data were analyzed using SMART-PLS 3.0 and SPSS 22 software to test the hypothesized relationships in the structural model of the study. This study used a 0.05 level of significant as the critical value for acceptability or rejection of the hypotheses. The finding of the analysis was reported in Chapter Four, to be further discussed in the following section.

5.2 Conclusion of Discussions

In order to discuss the empirical study's findings, the subsections are organized in such a way as to answer the five main research questions and the research objectives, respectively. The first, second and third objectives were achieved through hypothesis development H₁, H₂, H₃, H₄ where the third objective achieved H₅, H₆, H₇ and H₈. Comparison results with experts achieved the fifth objective.

5.2.1 Martial Arts and Acceptance of Violence among Students

To achieve the first, second and fourth objectives where they are sharing to lead to the same aim in this study, regarding the influences of Martial arts to use in the university campus, the researcher had developed the study's first hypothesis. Hypothesis 1 or (H₁) found a significant relationship between martial arts and the acceptance of violence among the respondents. The relationship between martial arts and the acceptance of violence among students was significant and positive. The positive relationship indicates that the increased level of Martial arts in the movies leads to an increase in the level of Acceptance of violence among students.

This result is consistent with previous studies (Tripathy et al., 2015; Bolelli, 2014) by which martial arts in the movies could motivate people to imitate stars to use martial arts in reality. According to the results of this study, martial art played an

essential role in the relationship between martial art and the acceptance of violence among students' to be active with a positive index.

5.2.2 Weapons and Acceptance of violence among Students'

This study develops the second hypothesis of the study, which is to achieve the first, second and fourth objectives. The relationship between weapons and the acceptance of violence among students was found to be significant and positive. The positive relationship indicates that the increased level of Weapons in the movies leads to an increase in the level of Acceptance of violence among students.

This result is consistent with previous studies (Damra & Ghbari, 2014; Chen & Kaur 2007) weapons in the movies could encourage people to imitate each other to use weapons in reality. According to the results of this study, the weapons played a role in the relationship between weapons and acceptance of violence among students' dependent variable to be active with a positive index.

5.2.3 Physical abuse and Acceptance of violence among Students

Regarding the influences of physical abuse on the university campus, this study had developed the third hypothesis of the study. Hypothesis 3 (H₃) states a significant relationship between the physical abuse in the movies and the acceptance of violence among the respondents. The relationship between physical abuse and the acceptance of

violence among students was significant and positive. A positive relationship is found between the perceived level of physical abuse in the movies and the acceptance level of violence among students.

This result is consistent with previous studies (Aleid, 2016), which described the external elements such as the effectiveness of student extracurricular could encourage people to use more physical abuse and imitate each other to use it in reality. According to the results of this study, physical abuse played a role in the relationship between physical abuse and acceptance of violence among students to be active with a positive index.

5.2.4 Verbal abuse and Acceptance of Violence among Students'

Regarding verbal abuse, Hypothesis 4 or (H_4) states a significant relationship between verbal abuse and the acceptance of violence among the respondents. The relationship between verbal abuse and the acceptance of violence among Students was significant and positive. The positive relationship indicates that the increased level of verbal abuse in the movies leads to an increase in the acceptance of violence among students.

This result is consistent with previous studies (Yoon, 2017; Tripathy et al., 2015), which proves the verbal abuses capable of encouraging people to imitate each other or movie stars to use verbal abuse in reality. Whatever by direct from movies to

viewers or any existing moderator available between movies or viewers. According to the findings, verbal abuse played a role in the relationship between verbal abuse and acceptance of violence among students with a positive index.

5.2.5 The Moderating Role of Socioeconomic Background in the Universities between Perception towards Violence (Martial Art, Weapons Physical Abuse and Verbal Abuse) and Acceptance of Violence among Students

As far as this study is concerned, the third objective examines the socioeconomic background's impact on the relationships between independent and dependent variables. The findings reveal that there are influences of socioeconomic background on the target audience in the Jordanian universities. The fifth, sixth, seventh and eighth hypotheses were developed in Chapter three. Hypothesis 5 or H5 states that there is a significant effect of socioeconomic background status of students' on the relationship between martial arts and the acceptance of violence among the respondents.

Hypothesis 6 or H6 states a significant effect of socioeconomic background status of students' on the relationship between weapons and the acceptance of violence among the respondents. Hypothesis 7 or H7 states a significant effect of socioeconomic background status of students' on the relationship between physical abuse and the acceptance of violence among the respondents. Finally, hypothesis 8 or H8 states a significant effect of socioeconomic background status of students' on the relationship between verbal abuse and the acceptance of violence among the respondents. The socioeconomic background impact has significant to be positive or negative of each element in the independent variables as follows:

1. The moderating role of socioeconomic background in the universities is found between martial art and acceptance of violence among Students': In the current study, it appears that is a socioeconomic background impact on the relationship between martial arts and acceptance of violence among students was positive. Accordingly, socioeconomic background played as positively moderates. It means, whenever socioeconomic background rises, the effect of martial arts begins gradually rising on acceptance of violence among students depending on the power of increasing impact. Thus, it can be concluded that is hypothesis H5 was accepted in the study.
2. The moderating role of socioeconomic background in the universities is found between weapons and acceptance of violence among students. The socioeconomic background has impacts on the relationship between weapons and acceptance of violence among students after analysis. In the current study, the socioeconomic background is found to impact the relationship between weapons and acceptance of violence among students was rejected. Thus, socioeconomic background negatively moderates and could not moderate the relationship between weapons and acceptance of violence among students. Finally, this research concludes that is hypothesis H₆ does not support the current study.
3. The moderating role of socioeconomic background in the universities is found between verbal abuse and acceptance of violence among students. This study appears the role of socioeconomic background impact on the relationship between verbal abuse and acceptance of violence among students after analysis. In the current study in the hypothesis development, seven or H₇ appears that a

socioeconomic background impact on the relationship between verbal abuse and acceptance of violence among students was rejected, and this result matches with weapons. Thus, the socioeconomic background negatively moderates and could not moderate the relationship between verbal abuse and acceptance of violence among students. It is suggested that the H7 does not support the current study.

4. The moderating role of socioeconomic background in the universities is found between physical abuse and acceptance of violence among students. Socioeconomic background impacts the relationship between physical abuse and acceptance of violence among students after analysis. In the current study in the hypothesis development, eight or H₈ appears that a socioeconomic background impacts the relationship between physical abuse and acceptance of violence among students was accepted, and this result matches with martial arts. Thus, the socioeconomic background positively moderates and could support the relationship between physical abuse and acceptance of violence among students. The researcher concludes that is hypothesis H₈ supports the current study.

5.3 Implications of the Study

The novelty of this study is based on the development of a comprehensive theoretical framework that examines the factors influencing the acceptance of violence among students in Jordanian universities. The theory contains three elements, and all of

them sharing to affect the target audience. They include thoughts, actions and feelings and can conclude that people can change all of these elements to be perhaps harmful through change somethings such as habits, traditions, behaviours. Previous research conducted in this area of knowledge does not focus on movie factors individually to examine the students' response to reducing violence. Several theoretical contributions emerge from this research.

5.3.1 Knowledge Implications

- 1) First, this study synthesized the concepts with theory to serve it in achieving the goals, namely Social cognitive theory to evaluate violence among students in a more holistic manner by methodology and Jordanian context in consideration. Previous studies in this area of knowledge on readiness towards facing this phenomenon (Aleid, 2016; Ramzoun, 2013; Alshoraty, 2015; Alrawwad & Alrfooh, 2014; Tripathy et al., 2015) focused on only specific factors such as reducing penalties (indicated by a few dimensions such as nepotism, favouritism) combined with other issues like weak in Islamic values. In the current study, a new variable was added that was not considered in the previous studies, namely Socioeconomic Background. This variable is added to know to what extent can affect students through elements of independent variables.
- 2) Second, this study of its kind collects valuable data from Jordanian universities students'. Furthermore, the study contributes to the limited knowledge of how students of Jordan become open and raise the level of realizing to face violence

in its forms. In this regard, the research has addressed questions concerning the factors that influence the level of violence based on four elements in the movies. The researcher has combined a set of critical factors such as martial arts, weapons, verbal abuse and physical abuse in the Jordanian universities with socioeconomic backgrounds as moderators and address the effect of these factors on the Acceptance of violence among students.

- 3) Third, this research brings empirical evidence from a relatively new cultural context, considering that many of the prior studies took place in Saudi Arabia and Jordan, where both countries have recently faced this phenomenon. This study examines the acceptance of violence among students through four elements of the movie on the television channel in Jordan. It is significant in permitting a test of wider validity of findings derived from studies conducted in developing countries such as Jordan in better support education and face any threat that could obstruct education.

5.3.2 Methodological Implications

This study has implications to the methodological perspective by measuring the independent variables, moderator variables, and their consequence on the dependent variable and the level of increasing violence among students. The measurements of these variables were shown to have good reliability and validity in violence research. Thus, this study contributes to the methodological part by validating these measurements in a different context.

The measurements of this study were adapted from relevant previous studies, with 34 items. Since these instruments and their items were used in different countries and other issues achieved goals. After analyzing the questionnaire using SMART-PLS 3.0 and SPSS 22 software, the researcher compared the results with experts to know the primary violence among students and then measure the Acceptance of violence among students.

This study is one of the few studies conducted in developing countries, especially in the Arab countries, focusing on elements of movies to study the violence among students. The reform in education in developing countries such as Jordan, represented by raising awareness, has been spreading in the last few years. Therefore, this study contributes to an expanding research stream on the adoption of problems which is helping obstruct education in Jordan and other countries.

5.3.3 Practical Implications

Addressing the factors that influence students' readiness for violent behaviour change, in general, is crucial, as the change affects the behaviours and attitudes of students due to the transition from one current known situation to another unknown position. Many reasons played to help students in that transition, and one of them is movies. This study provides several practical implications, as discussed below:

First, this study highlighted the vital role of movies (indicated by the MBC2 channel) contains four elements with moderator effect between Independents and dependent variables. The findings of this study indicated that the movies succeeded to achieve the impact on students by changing their situations to be more aggressive by experiment, which is made in this research. Also, decrease the level of awareness among students helped to open the way in front of them to receive messages of movies. Meanwhile, many students consider that violence as a reaction to violent action is justified, and perhaps dignity or their reputation is one of the reasons to push students to use force in the Jordanian universities.

Second, this study found that the level of violence among students increased after watching the movies. This research focuses on four elements in the movies only and measured in previous studies. The experiment in the current study appears that differences in violence levels produced by movies. Furthermore, some students consider that problems cannot solve unless violence.

Third, generally, the findings suggest that socioeconomic background can affect students to use violence in the universities. Two out of four elements have toward to support acceptance of violence among students, and two has been rejected. The researcher can conclude that the focus should be on the elements accepted in the hypotheses because they are essential and have the highest impact over

Finally, this study emphasizes the importance of education in Jordan and face any problem or threat. Violent movies have proved impacts on students, and that could

guide decision-makers and parents to attend to violence and its implications on the community and people.

5.4 Suggestions for Future Research

As is always the case when undertaking research, this study has several limitations that should be considered when interpreting the results. These limitations also provide some opportunities for future studies to consider.

First, to the best of the researcher's knowledge, this study is limited because of the lack of studies related to this topic in developing countries. A rare study was conducted in Jordan and the Middle East region (regarding movies). Therefore, more research is required to confirm the results of this study.

Second, the study sample, namely the students, were from Al-Zaytoonah Private University and Yarmouk University only. Since the research took place in two universities by different sections in Jordan (government and private), more samples from other government and private universities should be considered in future studies to obtain the best perception of the violence among students. Nevertheless, the study's response rate was quite high: $n = 372$ out of 400, or a rate of 93%, which is satisfactory for this type of research. However, the researcher recommends that it would be more productive to include other universities in Jordan.

Third, as is always the case with a survey research design, the data obtained show the degree of association between variables. Whilst causal relationships can be inferred based on the results obtained, they cannot be strictly ascertained. In the beginning, a quantitative approach was utilized in this study to examine the factors influencing the Acceptance of violence among students. Then, the Interviews approach was used in this study to investigate the level of violence before watching and recording the difference of violence among students after watching the movies. In future, the researchers may deal with new students or perhaps a new generation in the universities. Future research should utilize both quantitative and qualitative techniques. Combined interviews and other methods should be in consideration.

Fourth, the present study investigated four elements in the movies. This study recommends finding other elements in the movies that could affect students and search for new moderators. Lastly, it recommends concluding the new issues by observations closer to the target audience—on the other hand, devising strategies for current problems to avoid future extensions.

Finally, this study is limited in the sense that it only considers specific determinants of violent movies. Since circulating violence is the most critical predictor of increasing violence among students. Its Implications can be observed from the screen to apply it in real life. Incorporating other determinants (e.g., kinds of abuse) or other violence measures would be worthwhile. In addition, future research may consider different dimensions of students' category, such as an attack on the doctors in the

hospitals, which is a new phenomenon nowadays and recently, some reports have been recorded by newspapers.

1.5 Conclusion

In conclusion, this study investigates four essential variables of movies on the Jordanian universities' students to reduce the level of violence among students as long as they are still threatening their education, health, and safety. The findings of independent variables and contained martial arts, weapons, verbal abuse and physical abuse appears that all variables have a positive index and can impact the target audience. The socioeconomic background status of students is played an essential role in this dissertation as a moderator between independent variables and dependent variables. The findings mentioned to two have positive, and they are socioeconomic background on the relationships between martial arts and physical abuse with acceptance violence among students. In contrast, two have negative by the role of moderating socioeconomic background on the relationships between weapons and verbal abuse with acceptance violence among students.

The main target of this research is to decrease the level of violence among students, which would generally affect the community. This positive point can help people solve their problems friendly and ignore fights or perhaps any aggressive actions that harm. The study believes that if the decision-makers take serious steps to reduce

violence in the universities, such as heavy and harsh punishments, the circulating violence among students will disappear gradually.

There are many methods to develop violence among students. This research, however, focuses on some essential factors in the movies and have been measured by previous studies. However, the current findings assert on influence created by movies on the target audience. According to this area's importance, the researcher wishes other researchers to complete searching of other reasons that would increase violence among one or more categories in the community and do more studies as written in recommendations and suggestions for future research in this dissertation.