Artykuły / Articles

Mohammad Omar AL-Momani*
Ajloun University College, Al-Balqa Applied University, Jordan

Elham Mahmoud Rababa**
Amman Arab University, Jordan

The level of university student violence from the viewpoint of university students

KEYWORDS

violence, university violence, values, social values

ABSTRACT

Mohammad Omar AL-Momani, Elham Mahmoud Rababa, *The level of university student violence from the viewpoint of university students*. Culture – Society – Education no. 2(24) 2023, Poznań 2023, pp. 7–22, Adam Mickiewicz University Press. ISSN (Online) 2719-2717, ISSN (Print) 2300-0422. https://doi.org/10.14746/kse.2023.24.2.1

This study aimed at revealing the level of university violence among university students and its relationship to the variables of gender and type of specialization. In order to achieve the objectives of the study, a measure of university violence was built, as the descriptive approach was used. The study sample consisted of 2000 undergraduate students, randomly selected. The results of the study showed that the level of university violence among students was low as a whole, and in all its fields. The results also showed that the study variables contributed to explaining university violence.

Introduction

The spread of the phenomenon of violence has increased recently in most global societies, to the point that it has become a phenomenon threatening the existence and security of many of these societies. Jordanian universities in general have wit-

  * ORCID: https://orcid.org/0000-0003-3871-0254.
 ** ORCID: https://orcid.org/0000-0003-0041-1689.

nessed an increase in the frequency of this phenomenon, which disturbs the peace and security of universities and sometimes derails them from focusing on their educational goals and working to confront this phenomenon.

The concept and forms of university violence

The researchers did not agree on a specific definition of violence, so some researchers believe that the difficulty of the definition lies in its different uses, its victims (Kort, 2005). The concept of violence was associated with aggression, which indicates that there is a clear overlap between these two terms, as some researchers considered violence as a form of aggression, while others stated that violence takes clearer forms of aggression, which created a degree of overlap between these concepts in theoretical literature on this topic (Diaz, 2011).

According to researcher Kenawy (1996) violence is one of the individual or collective behavioral patterns that express the rejection of the other as a result of the feeling of frustration in satisfying human needs. As for Al-Hawamdeh (2003), violence is defined as any kind of harm or unjustified threat using words or physical force. Ghoneem (2012) defines violence as a pattern of hostile behavior towards others, which includes physical abuse, psychological abuse, and the destruction of property owned by others. The World Health Organization (2002) defines violence as the multiple use of physical force or power, whether by threat or real physical use, against another person, or against a group or community, which leads to the occurrence (or probability of occurrence) of injury, death, psychological injury, poor development, or deprivation.

University violence, as a concept, does not differ from general societal violence except for the change of those who practice violence and those who receive it. Therefore Mayhew et al. (2010) defined university violence as a group of psychological or physical behaviors carried out by a university student or group of students against another student or group of students, including physical or psychological abuse, theft, tampering with the property of others, or destroying university property. In the light of the previous definitions, university violence can be defined as any offensive behavior directed towards other students with the intent of causing harm through physical, verbal, symbolic, or material violence, or assaulting public and private property in the university. individually or collectively.

Violence comes in many forms and to different degrees, and the most common forms of violence among individuals are verbal and physical violence, sexual activities, and property destruction (Balk, 1995). World Health Organization (2002),

mentioned three forms of violence, and divided violence into three groups according to the characteristics of the perpetrators of the act of violence, namely: self-directed violence, violence directed by others towards the family or peers, and group violence that is practiced within groups linked to clan factors, or parties or race.

Studies differed on the extent of the phenomenon of violence in universities. Al-Saqer (2008), and Al-Sharifin (2008) indicated low levels of university violence, while the study of Al-Fuqaha (2001) and the study of Beordez (2006) indicated that there is a medium level of violence among university students: locally and globally.

The causes and theories of university violence

There are many factors that lead to the emergence of the phenomenon of violence to factors such as some individuals' aggressive nature, according to the concept of the theory of instincts, and underlying psychological reasons such as feelings and sense of injustice, inequality and frustration. As for the university level, Al-Louzi and Farhan (2009) indicated that the most important factors of violence in Jordanian universities were, due to tribal tendencies, fear of punishment, and students' inability to effectively utilize the spare time in the university day.

Many researchers have tried to classify and limit values, and a number of them have developed systems to classify values. The Allport, Vernon, and Lindzey classification of values (Allport, Vernon, & Lindzey, 1952) presents the best global classification, as this classification consists of six types of values, as follows:

1. Theoretical values: It is the individual's interest in discovering theories and facts.
2. Economic values: It is the individual's interest in applied and practical knowledge and its use in achieving financial and economic gains.
3. Aesthetic values: It is represented by adopting the values of beauty and harmony in natural phenomena.
4. Social values: It is caring for others and showing love for them.
5. Political values: It is the love of the individual and their ambition for power.
6. Religious values: It is concerned with the ideological and religious aspects.

Some researchers point out that people live in a state of instability of the value system as a result of the conflicts and rapid changes that our society and many societies in the world are going through. Therefore, researchers have been interested in studying the impact of the value system on the educational process, as it is believed that the value system is directly related to the educational goals that educational institutions seek to achieve among the learners (Murtaja, 2004). The

university is a major source for the development of values among students, as values are more subject to formation and modification, through interaction and direct university experience, and through students' interaction with the content of educational curricula and the method of education prevailing in them, in addition to caring for building an integrated personality for them in all physical and mental, as well as social, emotional, and spiritual aspects (Al-Tal, 2003).

The relationship of university violence with the value system

Violence is one of the most dangerous things that educational institutions face; given the role that universities are expected to achieve in building the student's personality and developing their value system, allowing them to be an active individual and a servant of the society after graduation from university. Some researchers believe that violent behavior is associated with poor moral development of the individual who exhibits these behaviors, because moral growth is clearly linked with the individual's ability to make appropriate moral decisions that cannot be compatible with students' violent behavior.

Al-Tall (2003) explains in his study that values are a complex system that includes evaluative judgments that take an intellectual and emotional nature towards people and social situations, and then seek to develop the moral growth of the individual. Their judgments are on moral issues, as they aim for unanimous acceptance within society. Since values act as directives for the individual's behavior, they reflect his or her behaviour, interests and trends, which are what the stages of moral growth seek.

Previous studies

There are many previous studies that dealt with the phenomenon of university violence: locally, regionally, and globally. There are a number of studies that dealt with the relationship of university violence with some related variables. The current study tried to review a number of previous studies that talk about the size of the phenomenon, according to different variables and its relationship to the value system and moral growth in particular.

Al-Hawamdeh (2003) performed a study aimed at identifying the problem of violence among university students, knowing its extent and causes. The study sample consisted of 6000 male and female students who were randomly selected from

six Jordanian universities. The researcher used a measure of violence that was answered by the study sample. The results indicated that there were differences in the levels of violence due to the school year variable, in favor of students from the first and second academic years, and there were differences due to the gender variable, in favor of male students. The results of the study also indicated that the most important causes of violent behavior were excessive suppression, tribal intolerance, a sense of introversion, and a lack of adaptation to university life.

In a similar study Al-Sarayrah (2006) aimed at identifying the reality of violence among students of Mutah, Jordanian and Yarmouk universities. The study sample consisted of 1500 male and female students distributed equally among the three universities. A questionnaire was designed to measure the perpetration, witnessing, and exposure to violence at the university. The results showed that the most forms of violence practiced on the campus are harassment, physical violence, psychological violence, and finally trespassing on property. It was also found that males are more perpetrators of all forms of violence than females, that males are more exposed to physical and psychological violence than females, and that females are more vulnerable to harassment than males.

In a study conducted by Purdue's (Beordez, 2006) aiming at revealing the attitudes of university students in India towards university violence and its relationship to the system of social and religious values, a sample of 150 male and female students was used, to whom the university violence scale and the social and religious values scale were applied. The results of the study showed that the rate of violence in Indian universities amounted to 58.17%, which is an average rate. The results of the study also showed that students' attitudes towards violence are mainly due to different religious beliefs and religious values in particular.

On the relationship between violence and moral growth, Carlo and Mestre (Carlo et al., 2010) conducted a study aimed at identifying the predictive ability of moral judgment and emotions to predict violent and antisocial behaviors among school students. A set of measures was applied to a sample of 489 secondary and intermediate students from public and private schools in Spain. The results indicated that there was a negative correlation between the level of moral and emotional judgment and their violent behaviors.

Klopper (2010) conducted a study designed to reveal the relationship between exposure to violence and moral maturity among secondary school students. A number of appropriate measures were applied to a sample of 53 male and female students from Cape Town schools in South Africa. The results of the study showed that the lower the moral maturity of the individual, the more likely they would be exposed to violence and practice counter-violence as a natural reaction to exposure to violence.

There was also a study Lee & Ousey (2011) intending to identify the relationship between cultural values and violence for a sample of 614 individuals who were randomly selected from a number of psychological counseling centers in American universities. The results indicated that there is a correlation between the cultural values held by the individual and their levels of violence, and that most of the study sample have low cultural and religious values, which means an increase in their level of violence.

Enriquez at al. (2012) conducted a study aimed at identifying the relationship between levels of violence among Hispanic American adolescents and the cultural values they hold. The study sample consisted of 456 male and female students applied the propensity to violence scale and the cultural values detection scale. The results indicated that there is a negative correlation between the level of violent behavior and the level of cultural values held by the student.

To learn about the relationship of university violence to the value system and moral growth, Hosseinzadeh and Karimi conducted (Hosseinzadeh & Karimi, 2012) a study aimed at revealing the relationship between the system of values and moral growth among secondary school students in India and the degree of their representation of these values and the extent of their distance from identity disorder and the practice of negative actions. The study sample consisted of 320 male and female students, and they were asked to apply measures of values, moral development (DIT), and the concept of identity. The results of the study showed that values and the level of moral development had a moderate effect on the concept of identity at the secondary stage.

In a similar study, Menesini, Nocentini, and Camodeca (Menesini, Nocentini & Camodeca, 2013) aimed at identifying the relationship between university violence, the value system, moral growth, and patterns of complaining among a sample 390 male and female secondary school students in Italy. The scale of propensity to violence, the questionnaire of values, and the scale of discontent were applied. The results indicated that there were no differences in the value system according to moral development and the value system.

In the light of reviewing the literature on the subject and previous studies, the university stage is an important stage in refining the values of the individual because of the developmental stage they are going through, and the nature of university life rich in expertise, information and experiences. Studies indicate that university students are the most vulnerable segments of society to change. The first thing that affects them as a result of cultural and social transformations is values. It is worth noting that the most dangerous stages of human value formation are in adolescence and adulthood. where an individual can change their moral judg-

ments and practices at the age of university education, so they chart a clear path for themselves in their life, in which ideas crystallize, and desirable and undesirable behaviors are determined.

Study problem and questions

Jordanian universities, like other universities, are witnessing a significant increase in the spread of violence as a result of many economic, social, and political factors, factors of technological development, globalization, openness, and the mixing of cultures. It has been noted recently that there has been an increase in the spread of violence phenomenon among students, which has negative effects on their academic, social and personal lives. University violence is related to undergraduate students who are going through late adolescence and the beginning of adulthood, and is distinguished by going through a crisis of personal identity, resorting to rebellious and violent behaviors, and the presence of sensitivity resulting from their reactions because the social environment does not understand their needs. This sensitivity is exacerbated by young people when they find a contradiction between the ideal values that they aspire to and the realistic practices that they live in, they end up with many problems that may not satisfy society, which may lead to a high degree of their feelings of being neglected or disregarding their rights. Thus, this study came with the aim of revealing the level of university violence among university students and the relationship of university violence to a set of variables specific to students. The study problem can be summarized by the following questions:

1. What is the level of university violence among university students?
2. Are there statistically significant differences in the level of university violence among university students, which is attributed to the gender variable (male, female)?
3. Are there statistically significant differences in the level of university violence among university students, which is attributed to the variable of the type of university specialization (scientific, humanitarian)?

Importance of the study

The importance of the theoretical study stems from the fact that it is one of the first studies that attempt to link university violence with the value system. The results that can be obtained will open new horizons and entrances for a number

of researchers in order to work on researching other variables related to university violence.

The practical importance of the current study is represented in the results, which can draw the attention of those in charge of higher education in Jordanian universities towards understanding the phenomenon of student violence and its associated factors. which makes them more able to confront this phenomenon and try to get rid of it completely, or reduce its danger to student communities.

Definition of Terminology

University violence

It is any offensive behavior directed towards other students with the intent of causing harm through physical, verbal, symbolic, or material violence, or assaulting public and private property in the university. This violence may affect an individual or group form. Procedurally, through the total mark obtained by the student on the university violence scale.

Value system

They are abstract mental judgments issued by the individual on things, situations, or people to determine their relationship and the way they deal with the subject of value, such as the values of cleanliness, faith, profit, democracy, and art (Atoum & Khasawneh, 1999). It is defined procedurally through the mark obtained by the student on the scale of the value system used in the current study, according to its six domains.

Study limitations

The generalization of the results of the study is limited to the following determinants:

- The study was limited to Al-Balqa Applied University students who are registered at Al-Balqa University for the first semester of the academic year 2022/2023.
- The study was limited to the study of university violence practiced by students, only towards other students and university property.

– The results of the study are determined by the validity of the study tools, their stability, and their ability to identify areas and items that achieve their objectives.

Method and procedures

Research methodology and its variables

The descriptive approach was used to achieve the objectives of the study due to its suitability for this type of study.

Study community

The study population consisted of all Al-Balqa Applied University students registered for the first semester of the year 2022/2023. Their number, according to the statistics of the Admission and Registration Department at Al-Balqa Applied University, is approximately 50,000 male and female students distributed among the various scientific and humanities faculties.

Study sample

The study sample consisted of 2000 male and female students out of the total target number, which is 2500, as 500 questionnaires that did not fulfill the conditions, were deleted. The sample represents approximately 4% of the study population, and they were chosen randomly, by distributing questionnaires electronically to students through academic courses or through various social media. Schedule (1) shows the distribution of the sample according to the variables of the study.

Schedule (1)

The distribution of the study sample according to the study variables

Variable	The level	Repetition	Percentages
1 – Sex	□ Male	1052	53%
	□ female	948	47%
2 – University major	□ Scientific disciplines	886	44%
	□ Humanities disciplines	1114	56%

Study tools

University violence scale

The reference was made to the relevant educational literature, and to benefit from the opinions of specialists in this field, and some previous studies related to university violence. Then the scale was built to collect data about university violence at Al--Balqa Applied University. The university violence scale in its initial form consisted of two parts: The first part includes general information about the study sample, in the light of the variables: (sex, type of university specialization). The second part consists of 60 paragraphs, divided into four domains, namely: the domain of verbal violence, the domain of physical violence, the domain of violence towards property, and the domain of collective violence, with 15 items for each domain.

Validity and reliability of the study tool

The validity and reliability of the study tool were verified by the following steps:

1. Validity of the content
After preparing the scale in its initial form, which consisted of 60 paragraphs, it was presented to 10 arbitrators from faculty members at Al-Balqa Applied Universities, Yarmouk University and Ajloun National University, with the aim of arbitrating it in terms of its suitability for the age group, accuracy and clarity of the linguistic wording of the paragraphs, and the extent to which it is appropriate for the objective it measures. The consensus of 80% of the arbitrators was approved, as 20 items were deleted, and the scale became finalized by 40 items distributed by 10 items for each field.

2. Construct validity
To calculate the validity of the construction, the scale was applied to a sample consisting of 30 male and female students from outside the study sample, where the values of the correlation coefficients were calculated between the paragraph and the dimension to which it belongs, and the total score of the scale. The results of the analysis indicated that all correlation coefficients between each paragraph and the overall dimension or scale were statistically significant, and the values of the correlation coefficients between the degree of the paragraph and the dimension ranged between 0.52–0.69, while the values of the correlation coefficients between the degrees of the paragraphs and the overall scale ranged between 0.51–0.63. This indicates the validity of an acceptable construction of the scale.

3. The stability of the university violence scale

The stability of the scale was verified by calculating the values of the internal consistency coefficients using the Cronbach alpha equation. The value of the internal consistency of the scale as a whole was the stability of the four dimensions of the scale: (verbal violence, physical violence, violence towards property, and group violence) which was calculated using the Cronbach alpha equation, as it reached, respectively: 0.74, 0.79, 0.85, 0.87. Stability was also calculated using the split-half method, and it was 0.91 for the overall scale and for the dimensions, respectively: 0.82, 0.84, 0.89, 0.90. Given these values, it is acceptable to use the scale for the purposes of the study.

Correcting the study tool

To answer the items in the scale, a five-point Likert scale was used, which consists of five grades, where (5) grades are always given, (4) grades are often given, sometimes (3) grades are given, (2) grades are rarely given, and (1) grades are never given. degree. Accordingly, the total score of the scale ranged between 40–200 points. The arithmetic averages were classified according to the following criterion: 2.33 and below is low, from 2.34–3.66 average, and from 3.67–5 high, in order to determine the level of student violence among members of the study sample.

Results

First

The results related to the question: "What level of violence do students at universities face?"

To answer this question, the arithmetic means and standard deviations for the level of university violence were extracted, as shown in the schedule (2).

It can be seen from the schedule (2) The arithmetic means ranged between 1.34–1.82, so the field of verbal violence came in the first place, with the highest arithmetic mean of 1.82, while the field of physical violence came with an arithmetic mean of 79.1, and the field of violence against property which came with an average arithmetic is 46.1, and collective violence came in the last place, with an arithmetic mean of 1.34, and the arithmetic mean for the level of violence as a whole was 1.63, where university violence came at a low level.

Schedule (2)

Arithmetic means and standard deviations of the level of violence among university students. Arranged in descending order according to the arithmetic mean

Rank	The field	SMA	Standard deviation	General level
1	**Verbal violence**	1.82	.604	**low**
2	**Physical violence**	1.79	.651	**low**
3	**Violence against property**	1.46	.503	**low**
4	**Collective violence**	1.34	.643	**low**
*	**Violence as a whole**	1.63	.500	**low**

Second

Results related to the second and third questions:
- Are there statistically significant differences in the level of university violence among university students, which is attributed to the gender variable (male, female)?
- Are there statistically significant differences in the level of university violence among university students, which is attributed to the variable of the type of university specialization (scientific, humanitarian)?

To identify the ability of the independent variables to predict university violence, multiple linear regression analysis was used. The following variables were considered as independent variables: gender, type of specialization, and the dependent variable was university violence. The schedule shows (3) The results of multiple linear regression analysis to measure the variables to predict university violence.

Schedule (3)

The results of the multiple linear regression analysis (graded). To demonstrate the ability of gender and specialization variables to predict university violence

Variants	Constant	coeffi-cient B	multilink R	variance R2	Δ R2	f value	Statistical signifi-cance
Religious values	72,884	-6,722	.296	.087	.087	62,053	.000
The latest GPA at the university	101,782	-.399	.346	.120	.032	44,032	.000
Social values	113,983	-5,014	.371	.138	.018	34,464	.000
Cognitive values	124,443	-3,757	.395	.156	.018	29,887	.000
Political values	134,491	-3,043	.412	.169	.013	26,259	.000
Specialization	128,254	3,230	.420	.176	.007	22,915	.000

It is evident from schedule (3) that the variables of gender and type of specialization have contributed to explaining university violence.

Debate Results and Recommendations

First: Discussion Results related to question: What level of violence do university students face?

The results showed that the level of student violence among university students was low on the tool as a whole, and in all fields. Verbal violence came in the first place, while collective violence came in the last place. This low percentage can be explained by the nature of university violence, which hardly exceeds some personal differences between students, especially in the light of a large community of individuals within a simple geographical area. This may cause the presence of this violence within the university campus, which is a limited group of students. They are directly or indirectly responsible for the practice of violence, and therefore what some students do in terms of provoking problems cannot be generalized to the university community in general, but they remain individual cases, not collective.

With regard to the field of verbal violence, which came in the first place among the forms of violence, with an arithmetic mean 82.1, this result can be interpreted in the light of the problems and the causes of these problems, which hardly exceed misunderstanding and lack of awareness. They are mere disagreements that may arise between some students. As for collective violence, which came in the last place with an arithmetic average of 34.1, it does not constitute a phenomenon in the sense that the collective meaning of violence is, and this gives an indication that most of the problems that occur within the university campus are problems that do not exceed the limits of individuals and personal disputes. This is normal in any society.

The result of the current study generally agreed with Al-Qadri's study (2008), the study of Al-Saqer (2008), and the study of Al-Sharifin (2008), the results of which indicated that the level of violence among university students was low. The result of the current study differed from the study of scholars (2001) and the study of Beordez (2006), which indicated that the level of violence among university students was medium, as 47.5% of the study sample indicated that the level of inclination to violence was medium. While it is noted that there is agreement between these studies about the high rate of verbal violence, which came in the first place in the current study.

Second

Results related to the two questions about gender and specialization type, showed that the two study variables contribute to explaining university violence.

Looking at the gender variable, it turns out that male students are more inclined to practice violence compared to female students because of their masculine nature and physical structure. As for the university major, the predictive ability explained that the humanities majors are more inclined to violence than the scientific majors due to the difficulty of studying in the scientific majors.

The result of the current study agreed with the study of Al-Sarayrah (2006), which indicated the existence of a predictive relationship between social values and university violence, as it agreed with the study of Al-Qadri (2008), and the study of, Menesini, Nocentini & Camodeca 2013 about the existence of a predictive relationship between university violence and the GPA, and also agreed with the study of Al-Sharifin (2008) and Al-Saqer (2008) on the existence of a relationship between university violence and specialization.

Recommendations

Based on the results of the study, the following ideas are recommended:

- Providing training programs that enable students to possess the skills of dialogue and discussion, manage situations and crises, and control emotions, which reduces the reactions issued by students, especially verbal reactions.
- Work to strengthen the system of religious and social values in the compulsory and elective courses of the university to reduce the intensity of university violence due to the negative correlation between social and religious values and university violence.
- Providing social activities and voluntary group work within the university environment, and motivating students to participate in these activities.

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