

## Social Media Platforms are Another form of University Violence: A Field Study on a Sample of Students at Al-Balqa Applied University

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### ABSTRACT

This study aimed to identify the role of electronic communication platforms in increasing rates of university violence among students of Al-Balqa Applied University. The study adopted the social survey methodology using an electronic questionnaire with a convenience sampling method of (6000) students of the university registered in 2023 in the various colleges of the university. The study results showed that social media platforms (WhatsApp, Facebook, and X) play a role in increasing rates of university violence among students. The overall mean score on the scale was 3.44, with means ranging from 3.35 to 3.55. Facebook ranked first, followed by X, and WhatsApp ranked last, with mean scores of 3.56, 3.48, and 3.33, respectively. This indicates the role of these platforms in increasing rates of university violence among students. The results also showed statistically significant differences in the role of social media (WhatsApp, Facebook, and X) according to the variables of gender, academic achievement (grade), and study type. These differences favored students enrolled in the regular admissions system with acceptable academic achievement, with males scoring higher on the overall score for all three platforms. The study recommended raising awareness among students through families, universities, and the media about the impact of modern technology and communication programs on university youth. It also recommended conducting further studies on the social and psychological effects of these platforms on Jordanian youth.

**Keywords:** Social Media Platforms, University Violence, Youth Violence, Al-Balqa Applied University.

### INTRODUCTION

University violence is a concept that revolves around a set of aggressive or coercive behavioral patterns against others, including physical harm, psychological abuse, economic exploitation, or property damage perpetrated by some students against their peers or professors, or violations of university rules and property. It is a negative phenomenon that interacts with a number of genetic and environmental factors. The student who commits violence may not feel guilty, as they may feel they are acting in a masculine manner after exhausting all other avenues of discussion and dialogue. Therefore, universities strive to promote a culture of discussion, dialogue, and mutual respect among students through various means (Liri & Hajji, 1998). Violent practices range from physical, such as assault, to verbal, where the rights of others are violated through the use of hurtful language (Taha, 1993),

to psychological violence that affects a person's emotional, behavioral, and cognitive functions, such as intimidation, threats, and exploitation (Randa, 2009).

Young people are exposed to various forms of violence through social media platforms, such as insults, especially with regard to political and religious opinions. There is also public violence in various Arab countries, and Jordan in particular, during open discussions on social media platforms, perhaps due to the prevailing belief in the absence of controls and penalties, although new laws have made it possible to prosecute this type of violent behavioral practices (Al-Shamaila, 2020). Many studies indicate that Facebook is the most violent social media site, and many see it as a platform that threatens the social security of societies (Eid, 2023).

There may be many studies that have addressed the topic of student violence, but studies on the role of social media in increasing rates of university violence are scarce. Research indicates that teenagers who use social media sites like Facebook show a tendency towards narcissism, while adults who have a strong presence on those sites show signs of psychological disorders, tend towards aggression, and exhibit signs of obsession (Awad, 2011).

Online platforms are experiencing tremendous growth across the globe. Jordan is among the countries with significant numbers in this field relative to its population. Several factors have contributed to this widespread adoption, including technological advancements, the proliferation of internet service providers, and the low cost of subscriptions. Social media has given technology a new dimension, encompassing cultural, social, and political aspects as a public and virtual space, offering a different kind of unrestricted interaction governed by reason and logic (Boumediene, 2019). This reality has provided genuine opportunities for expression and democracy, but simultaneously, it has created fertile ground for conflicts and disputes of various kinds due to the absence of ethical guidelines and standards for discussion. This has led to a social responsibility that compels individuals to establish their own standards. The development in the use of modern technology has been accompanied by many social phenomena and problems, and the emergence of new forms of crime, most notably cybercrimes. Statistics from the Jordanian Public Security Directorate indicate that (16,027) cybercrimes occurred in 2022, and these numbers are constantly increasing (Solidarity Association, 2025).

Social media platforms, in all their diversity, are places where individuals' privacy and personal data can be violated, making them a potential and constant threat, especially since most users lack the digital and technical skills to protect themselves and their data. However, the majority believe that the advantages offered by these platforms outweigh their risks (Ibrahim, 2021). Individuals need to connect with others within their social environment in search of stability, happiness, and security. This requires a kind of positive, productive, and continuous interaction with others (Sukkar, 2011). Excessive use of social media by young people leads to social comparisons and envy, which generate deep feelings of frustration, fear, regret, and fear of severed relationships, ultimately leading to a cessation of virtual interactions (Al-Salem, 2019).

News circulated through social media platforms is often unreliable, making them ideal breeding grounds for rumors and fabricated news. This frequently leads to some kind of problem (Zaki, 2012). The increasing prevalence of social media and its accompanying negative social phenomena has prompted many researchers to study it and link it to several problems. University violence is one of the most widespread problems in both public and private Jordanian universities; indeed, it can be said that no university is free from violence. This phenomenon threatens peace and security in Jordanian society as a whole, leading to the tearing apart of the social fabric. Its repercussions can extend beyond university walls, affecting tribal structures and kinship systems. Interestingly, this phenomenon has begun to be linked, in part, to social media platforms (Radi, 2003).

Numerous studies have addressed the topic of social media use, including a study by Arne Karbnsky that demonstrated an inverse relationship between university students' academic performance and the number of hours they spend on Facebook (Awad, 2011). Karbnsky's 2010 study showed that the academic performance of university students addicted to the internet and browsing Facebook was significantly lower than that of their peers who did not use the site. Hafez's 2011 study concluded that university students' communication through social networks is more of a social phenomenon than a necessity brought about by modern technology, and that their addiction to excessive social networking has led to a loss of the skills required to establish social relationships in real-world environments, resulting in social alienation among young people. A study by Meshel Vanson (2010) found that more than half of adults who use social networking sites, including Facebook, X, and YouTube, admitted to spending more time online than with real-life friends or family members, talking less on the phone, and watching less television. 53% of those surveyed believed that social networks had already changed their lifestyles. A study by Al-Ghamdi (2009) found that teenagers use the internet for entertainment and suffer from psychological and emotional problems, including issues related to self-concept and aggression. A study by Al-Otaibi (2008) found that Facebook use had a greater impact on personality than other media. However, the study by (Al-Zayyat, 2008) concluded that mobile phones are a major cause of some of the harassment that individuals are subjected to.

## Study Statement

This study examines the widespread and frequent phenomenon of university violence among Jordanian university students in general, and specifically at Al-Balqa Applied University, to determine the role of social media (WhatsApp, Facebook, X) in this phenomenon. This violence hinders the educational process and negatively impacts its key stakeholders (students, instructors, and the university) in particular, and society in general. Despite the positive role and functional benefits of various social media platforms, they can also play a dangerous and negative role when misused by some individuals and groups. Therefore, this study focuses on identifying the role of social media in increasing rates of university violence among students at Al-Balqa Applied University, and whether there are statistically significant differences related to gender, academic level, and field of study. The study's central problem lies in its attempt to answer the following questions:

1. Do social media platforms (WhatsApp, Facebook, and X) play a role in increasing rates of university violence among students at Al-Balqa Applied University?

2. Are there statistically significant differences in the role of different social media platforms (WhatsApp, Facebook, and X) in increasing rates of university violence among students at Al-Balqa Applied University, attributable to the variables of gender, academic achievement, and type of study?

## METHODOLOGY

The study followed the steps of the social survey methodology using the available sample method, in order to enable the study and description of the phenomenon of university violence and to explore the relationships between its variables.

### Study Population

The study population consists of all students of Al-Balqa Applied University, numbering (43,615) male and female students in all specializations and at the levels of (first year, second year, third year, and fourth year) in the first semester of the academic year 2022/2023 according to the records of the Admissions and Registration Department at the university.

### Study Sample

The study sample consisted of (6000) male and female students were selected as the study sample using non-probability (convenience) sampling via an online link. The study sample constituted (13.7%) of the study population

### Research Instrument

The research tool was developed through a review of theoretical frameworks and previous studies relevant to the research topic. It consisted of two sections:

Section One: Demographic Data, including gender, educational attainment, and type of study.

The second section: The questionnaire consisted of (23) items distributed across three domains: (the impact of WhatsApp on violent behavior on university campuses (7 items), the impact of Facebook on violent behavior on university campuses (7 items), and the impact of X on violent behavior on university campuses (9 items). Responses to the scale were recorded using a five-point Likert scale (very high, high, moderate, low, very low). Scores were assigned as (5, 4, 3, 2, 1) respectively. Thus, the highest possible score for the Facebook domain was 35, the highest possible score for the X domain was 45, while the highest possible score on the overall scale was (115) and the lowest was (23). The level of engagement was assessed based on the following criteria:

Above 3.68	high
2.34 - 3.67	average
1 - 2.33	low

Reliability

The reliability of the study tool was assessed using the internal consistency method (Cronbach's Alpha), by applying the tool to a pilot sample from outside the study sample of (50) students, and the (Cronbach's Alpha) coefficient was calculated. Table (1) shows the reliability results of the study tool.

**Table (1): reliability coefficient of the tool**

Item	Alpha
WhatsApp	0.88
X	0.86
Facebook	0.83

Total Score	0.86
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Table (1) shows that the scale has acceptable reliability levels for the purposes of the current study, as the alpha value for the WhatsApp domain was 0.88, for the X domain 0.86, and for the Facebook domain 0.83, while the alpha value for the overall scale was 0.86.

### Statistical Analysis

Appropriate statistical methods were used to answer the study questions, such as means, standard deviations, t-test, and one-way ANOVA.

## RESULTS

First: Results related to answering the first question, "Do social media (WhatsApp, Facebook, X) play a role in increasing rates of university violence among students at Al-Balqa Applied University?" To answer this question, the means, standard deviations, and ranks of the three social media platforms (WhatsApp, Facebook, X) were calculated in relation to increasing rates of university violence among students at Al-Balqa Applied University. A one-sample t-test was also used to compare the average performance of the study participants in each area with the hypothetical mean of scale (3) to determine whether these platforms play a role in increasing rates of university violence among university students, as shown in Table (2).

**Table (2): Means, standard deviations, ranks, and One Sample t-test to determine the role of social media (WhatsApp, X, Facebook) in increasing rates of university violence among students at Al-Balqa Applied University**

	Mean	Std.	Rank	Effect	t	Significances
Facebook	3.56	0.62	1	Moderate	69.96	0.000
X	3.48	0.58	2	Moderate	64.10	0.000
WhatsApp	3.33	0.63	3	Moderate	40.57	0.000
Total score	3.44	0.50		Moderate	68.16	0.000

Table (2) shows that the role of social media (WhatsApp, Facebook, and X) in increasing rates of university violence among students at Al-Balqa Applied University was generally moderate and statistically significant, based on the calculated t-value of (68.16) at a significance level of (0.000). The mean was (3.44) and the standard deviation was (0.50), which is higher than the hypothetical mean (3) and statistically significant. This indicates that social media (WhatsApp, Facebook, and X) play a role in increasing rates of university violence among students at Al-Balqa Applied University. All areas of the study tool were at the moderate level, with means ranging between (3.56 and 3.33). Facebook ranked first, with a mean of (3.56) and a significance level of (0.000), which is higher than the hypothetical mean (3) and statistically significant, indicating that Facebook plays a role in increasing rates of university violence among students at the university. At Al-Balqa Applied University, X came in second place with a mean score of (3.48) and a significance level of (0.000), which is statistically significant above the hypothetical mean (3). This indicates that X plays a role in increasing rates of university violence among students at Al-Balqa Applied University. WhatsApp came in last place with a mean score of (3.33) and a significance level of (0.000), which is also statistically significant above the hypothetical mean (3). This indicates that WhatsApp plays a role in increasing rates of university violence among students at Al-Balqa Applied University. The results of this study are consistent with those of Al-Ghamdi (2009), which indicated that internet users suffer from many problems, the most prominent of which were problems related to aggression and poor social adjustment. As for the items for each medium, the results were as follows:

1 -The role of social media (WhatsApp) in increasing rates of university violence among students at Al-Balqa Applied University:

Means, standard deviations, and rank were calculated to determine the role of social media (WhatsApp) in increasing rates of university violence among students at Al-Balqa Applied University. The results are shown in Table (3).

**Table (3): Means, standard deviations and ranks, for the role of the social media tool (WhatsApp) in increasing university violence among students of Al-Balqa Applied University (ranked in descending order)**

Item No.	Mean	Std.	Rank	Effect
5	3.66	0.60	1	High
9	3.64	0.61	2	High
8	3.51	0.60	3	High
22	3.21	0.65	4	Moderate
1	3.17	0.66	5	Moderate

23	3.11	0.65	6	Moderate
4	3.01	0.66	7	Moderate
Total Score	3.33	0.63	-	Moderate

Table (3) shows that the items in this area are at high and medium levels, with means ranging between (3.66-3.01). Item (5), which states, "Exchanging obscene messages with my university colleagues via WhatsApp has sometimes led me to commit violent acts," came in first place, with a mean of (3.66). Item (9), which states, "Having my female colleagues' names on WhatsApp has caused me several problems," came in second place, with a mean of (3.64). Item (8), which states, "I had clashes with my friends because they didn't understand my intentions in a WhatsApp message," came in third place, with an mean of (3.51). Item (23), which states, "Exchanging messages on WhatsApp with my colleagues has caused me many problems, including my isolation from my surroundings," came in second to last place, with an mean of (3.11). Item (4), which states, "My use of WhatsApp has caused me to become addicted to it," came in last place. The correspondence had an mean of (3.01), and the result of this study is consistent with what was stated in the study of (Hafez, 2011), which indicated that the use of social media led to the occurrence of social alienation and loss of the skill of establishing social relationships in the real social environment. It is also consistent with the study of (Al-Zayyat, 2008), which considered the mobile phone and its use as a major cause of some of the harassment that individuals are exposed to. It is also consistent with the study of (Awad, 2011), which indicated that there are no differences between males and females in the level of social responsibility for their use of social media.

1- The role of social media (Facebook) in increasing rates of university violence among students of Al-Balqa Applied University: The means, standard deviations, and rank were calculated for the role of social media (Facebook) in increasing rates of university violence among students of Al-Balqa Applied University, and the results are shown in the table (4).

**Table (4): Means, standard deviations, and ranks, for the role of social media (Facebook) in increasing rates of university violence among students of Al-Balqa Applied University: ranked in descending order**

Item No.	Mean	Std.	Rank	Effect
10	3.75	0.63	1	High
11	3.73	0.65	2	High
6	3.66	0.63	3	High
12	3.58	0.62	4	Moderate
7	3.46	0.61	5	Moderate
13	3.38	0.62	6	Moderate
16	3.36	0.60	7	Moderate
Total Score	3.56	0.62	-	Moderate

Table (4) shows that the role of social media (Facebook) in increasing rates of university violence among students at Al-Balqa Applied University was moderate, with an mean of (3.56). The items in this area were at the high and medium levels, with means ranging between (3.75-3.36). Item (10), which states that females are subjected to harassment, resulting in fights at the university, came in first place, with an mean of (3.75). Item (11), which states that "someone is instigating strife among students through my participation on Facebook pages," came in second place, with an mean of (3.73). Item (6), which states that "my extensive use of Facebook has affected my academic performance," came in third place, with an mean of (3.66). Items (7), which state that "I film fights that occur between students and broadcast them through Facebook," and ( ) came in second to last place. 13) which states, "The scenes on Facebook pages contribute to increasing my stress level with an mean of (3.38)," and last place came in paragraph (16) which states, "I spend a lot of time using Facebook while I am at university with an mean of (3.36) and a standard deviation of (1.14)." The result of this study is consistent with the study of (Al-Zayyat, 2008) that the mobile phone is a major cause of harassment that individuals are exposed to. This study is also consistent with the study of (Aren Karbnsky, 2010) which concluded that the grades obtained by university students who use social media are much lower than the grades obtained by their peers, and the more time the student spends on these media, the lower his grade becomes. This study is also consistent with the study of (Michelle Vinson, 2010) which proved that young people spend more time on the Internet than the time they spend with their real friends and that it has changed their lifestyle.

3 -The Role of Social Media (X) in Increasing Rates of Violence Among Students at Al-Balqa Applied University:

The means, standard deviations, and rank of the social media platform (X) were calculated for its role in increasing rates of violence among students at Al-Balqa Applied University. The results are shown in table (5).

**Table (5): Means, standard deviations and ranks, for the role of the social media tool (X) in increasing rates of university violence among students of Al-Balqa Applied University (ranked in descending order).**

Item No.	Mean	Std.	Rank	Effect
21	3.65	0.60	1	High
19	3.62	0.61	2	High
2	3.60	0.58	3	High
17	3.50	0.59	4	Moderate
20	3.40	0.59	5	Moderate
14	3.40	0.60	6	Moderate
15	3.39	0.56	7	Moderate
18	3.37	0.57	8	Moderate
3	3.36	0.56	9	Moderate
Total Score	3.48		-	Moderate

Table (5) shows that the role of social media (X) in increasing university violence rates among university students was moderate, with an mean of (3.42). The items in this area were at a high and medium level, with means ranging between (3.36 – 3.65). Item (21), which states, “I try to comment on violent events at the university to provoke fights between students through (X) for the purpose of entertainment and messaging friends,” came in first place, with a mean of (3.65). Item (19), which states, “Students’ use of (X) is a major cause of harassment, messaging, entertainment, and media exchange,” came in second place, with a mean of (3.62). Item (2), which states, “Comments on the (X) website by some students were the reason for creating cases of violence,” came in third place. With a mean of (3.60), the second-to-last item was (15), which states, “Exchanging videos of violent events at the university via X is considered by some students to be among the skills of using social media.” (3.39). The last two items were (18), which states, “X is considered a means of gathering students in a specific location to watch fights between students,” and (3), which states, “I convince my colleagues to film fights and share them via X.” With means of (3.37) and (3.26) respectively, the results of this study are consistent with the study by (Al-Otaibi, 2008), which indicated that a large percentage of university students use the internet and that their use was motivated by passing the time and spreading rumors among students. It is also consistent with what (Zaki, 2012) indicated in his discussion of the negatives of social media, which included spreading rumors and misinformation.

Second: Results related to answering the second question: Are there statistically significant differences in the role of different social media platforms (WhatsApp, Facebook, X) in increasing rates of university violence among students of Al-Balqa Applied University that are attributed to the variables of (gender, academic achievement, type of study)?

Gender Variable: Means and standard deviations were calculated for the role of social media (WhatsApp, Facebook, X) in increasing rates of university violence among students at Al-Balqa Applied University. An independent samples t-test was also used to compare these media platforms and determine if they contribute to increased violence rates among university students based on gender. The results are shown in table (6).

**Table (6): Means, standard deviations, and independent samples t-test for differences in the role of social media (WhatsApp, Facebook, X) in increasing rates of university violence among students at Al-Balqa Applied University according to the gender variable**

Social media Platform	Gender	N.	Mean	Std.	t	Significances
WhatsApp	Male	1940	3.39	0.65	6.976	0.001
	Female	4060	3.27	0.61		
Facebook	Male	1940	3.69	0.58	15.400	0.001*
	Female	4060	3.42	0.66		
X	Male	1940	3.63	0.53	17.918	0.001*
	Female	4060	3.33	0.64		
Total Score	Male	1940	3.55	0.48	15.709	0.001*
	Female	4060	3.33	0.52		

\*Statistically significant

The results in Table 6 indicate that there are statistically significant differences in the role of social media (WhatsApp, Facebook, X) in increasing rates of violence among students at Al-Balqa Applied University according to the gender, based on the calculated t-value, which reached (15.705), and a significance level of (0.001), for the total score of the three media. There are also differences in the two communication media: (X and Facebook) individually, as the t-values were statistically significant, and the differences were in favor of males in the total score of the three media, as well as in all media individually, as evidenced by their higher means than the means of females. However, there are no differences in the (WhatsApp) media, as the t-values were not statistically

significant. This can be attributed to the fact that the male category is among the groups that most frequently use such media to spread violent videos, rumors, and misinformation, and to use them to harass others, especially females, which ultimately leads to clashes and cases of university violence among students.

#### Academic Achievement:

Means and standard deviations were calculated for the role of social media (WhatsApp, Facebook, X) in increasing rates of university violence among students at Al-Balqa Applied University, according to the academic achievement variable (grade). The results are shown in table (7).

**Table (7): means and standard deviations of the role of social media (WhatsApp, Facebook, X) in increasing rates of university violence among students of Al-Balqa Applied University according to the academic achievement variable “Grade”**

Social Platform	Media	GPA	N.	Mean	Std.
WhatsApp		Excellent	2080	3.28	0.59
		Very Good	2500	3.39	0.63
		Good	1260	3.16	0.62
		Acceptable	160	3.52	0.74
		Total	6000	3.31	0.62
Facebook		Excellent	2080	3.59	0.66
		Very Good	2500	3.52	0.64
		Good	1260	3.34	0.59
		Acceptable	160	3.57	0.90
		Total	6000	3.51	0.65
X		Excellent	2080	3.42	0.65
		Very Good	2500	3.50	0.59
		Good	1260	3.28	0.59
		Acceptable	160	3.37	0.82
		Total	6000	3.42	0.62
Total Score		Excellent	2080	3.40	0.53
		Very Good	2500	3.46	0.50
		Good	1260	3.25	0.47
		Acceptable	160	3.47	0.73
		Total	6000	3.40	0.52

Table (7) shows apparent differences between the means of the role of social media (WhatsApp, Facebook, X) in increasing the rates of university violence among students of Al-Balqa Applied University according to the academic achievement variable “grade”. Those with an “acceptable” grade obtained the highest overall score and the highest mean (3.47). Finally, the mean for those with a “good” grade was (3.25). To determine whether the differences between the means were statistically significant at the significance level of (0.05  $\geq$ ), a one-way ANOVA was applied. The results of the ANOVA are shown in table (8).

**Table (8): One-way ANOVA of differences in the role of social media (WhatsApp, Facebook, X) in increasing rates of university violence among students of Al-Balqa Applied University according to the academic achievement variable.**

Social Platform	Media	Source of Variance	Sum of Squares	d.f.	Mean Squares	F	Significances
WhatsApp		Between Groups	2.609	3	0.87	2.283	0.079
		Within Groups	112.745	296	0.381		
		Total	115.354	299			
Facebook		Between Groups	2.548	3	0.849	2.061	0.105
		Within Groups	121.95	296	0.412		
		Total	124.499	299			
X		Between Groups	1.994	3	0.665	1.724	0.162
		Within Groups	114.13	296	0.386		
		Total	116.124	299			
Total		Between Groups	1.969	3	0.656	2.507	0.060
		Within Groups	77.519	296	0.262		
		Total	79.488	299			

The results in Table (8) indicate that there are no statistically significant differences in the role of social media (WhatsApp, Facebook, X) in increasing the rates of university violence among students of Al-Balqa Applied University according to the academic achievement variable “grade”, based on the calculated F value, which amounted to (2.507), and a significance level of (0.060), for the total score of the three media. Likewise, there are no differences in all the media individually, as the F values were not statistically significant. This result indicates that all the media contribute similarly to increasing the rates of university violence among students of Al-Balqa Applied University according to the academic achievement variable “grade”, and that regardless of the level of achievement, these media contribute to increasing the rates of university violence.

#### Study Type:

Means and standard deviations of the role of social media (WhatsApp, Facebook, X) in increasing rates of university violence among students at Al-Balqa Applied University were calculated. An independent samples t-test was also used to determine if these media platforms contribute to increased rates of violence among Al-Balqa Applied University students, based on the study type. The results are shown in Table (9):

**Table (9): Means, standard deviations, and independent t-test for two independent samples regarding differences in the role of social media (WhatsApp, Facebook, X) in increasing rates of university violence among students at Al-Balqa Applied University, according to the study type variable**

Social Media Platform	Study type	N.	Mean	Std.	T	Significances
WhatsApp	Regular Students	4220	3.26	0.61	8.531	0.001*
	Parallel Students	1780	3.41	0.65		
Facebook	Regular Students	4220	3.43	0.65	15.031	0.001*
	Parallel Students	1780	3.70	0.60		
X	Regular Students	4220	3.34	0.63	16.819	0.001*
	Parallel Students	1780	3.63	0.56		
Total Score	Regular Students	4220	3.33	0.51	16.142	0.001
	Parallel Students	1780	3.56			

•Statistically significant

The results in Table (9) indicate that there are statistically significant differences at the level of  $(0.05 \geq)$  in the role of social media (WhatsApp, Facebook, X) in increasing university violence among students of Al-Balqa Applied University according to the variable of the study type, based on the calculated t value, which reached (16.142), with a significance level of (0.001), for the total score of the three media. There are also differences in all media individually, as the t values were statistically significant. The differences were in favor of students studying under the regular admission system in the total score of the three media, as well as in all media individually, as evidenced by the higher means of their students than the means of students studying under the parallel system. It can be considered that the financial incentive and study costs borne by students on the parallel system may make them more committed and preoccupied with their studies than with their use of social media, unlike students on the regular system, whose study costs are very low, and therefore make them less responsible than others.

## DISCUSSION

The results showed a moderate impact of social media (WhatsApp, Facebook, X) on increasing rates of violence among students at Al-Balqa Applied University.

Perhaps the widespread availability of these means, their easy accessibility and low cost, coupled with the lack of oversight, have contributed significantly to shaping a generation inclined towards violence, as evidenced by what is happening in Jordanian university campuses from north to south.

The evolution of mobile phones has transformed them into computers and tools for downloading various programs. They are no longer merely a means of communication but an integral part of individuals' lives and a fundamental component of their daily activities. Many social scientists have analyzed the interaction between technology and social behavior. There is a reciprocal relationship within a society's culture between its constituent parts and elements. Social behavior, in general, is significantly and directly influenced by various technological means, which have given rise to a new form of individual and collective interaction

The results of the study indicated that there were statistically significant differences in the level of influence of different social media (WhatsApp, Facebook, X) on increasing rates of violence among university students, attributable to the variables (gender, academic achievement "grade", type of study) according to the variable of type of study, and to the total score of the three media, as well as differences in all media individually. The differences were in favor of students studying under the regular admission system in the total score of the three media, as well as in all media individually.

The results also showed no statistically significant differences in the role of different social media platforms (Facebook, WhatsApp, X) in increasing violence among students of Al-Balqa Applied University according to the

academic achievement variable “grading” and on the total score of the three platforms, as well as no differences in all platforms individually, as the F-values were statistically significant.

The results showed statistically significant differences in the impact of different social media platforms (Facebook, WhatsApp, X) on increasing violence among students at Al-Balqa Applied University, according to the gender variable for the total score of the three platforms. There were also differences in the Facebook and X platforms individually, as the t-values were statistically significant. The differences were in favor of males in the total score of the three platforms, as well as in all platforms individually, as evidenced by their higher means compared to the means of females. However, there were no differences in the WhatsApp platform, as the t-values were not statistically significant.

In light of the study's findings, the researchers recommend the following:

1 .Activating the role of faculty members to promote a culture of optimal social media use and raising student awareness of its dangers.

2 .Continuously engaging students in activities, research, and assignments provided by professors, so that students spend most of their time visiting the library, conducting research, and completing assignments.

3 .Raising awareness among young people about the role of social media and its impact on their personal development, and guiding them toward its optimal use.

4 .Conducting further studies to investigate the impact of social media on increasing violent behavior in society as a whole.

5 .Educating parents about the necessity of monitoring their children's technological use and abandoning the excessive trust that is pushing young people toward a new abyss of moral and ethical decay.

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