

Tribal intolerance and its relationship to the tendency to violence among students of Mu'tah University

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***Abstract:** The study aimed to identify the level of tribal intolerance and its relationship to the tendency to violence among students of Mutah University, study sample consisted of (200) students from the Faculty of Education at Mutah University, the questionnaire was used as a tool for study, and the results showed that the level of tribal intolerance and the level of tendency to violence among Mutah University students came with intermediate degrees and mathematics (2.91) and (2.63), respectively, The results showed that there are statistically significant differences in the level of tribal intolerance according to the variables of the cumulative average and the place of residence, and the presence of statistically significant differences in the level of tendency to violence according to the variable of the cumulative average, and the results also indicated a positive relationship between the level of tribal intolerance and the tendency to violence among university students Mutah, and based on the results, a number of recommendations were formulated.*

***Key words:** tribal intolerance, tendency to violence, Mutah University.*

I. Introduction

The phenomenon of university violence in Jordan is considered as an exotic (outsider) phenomena in the society which has taken in recent years also which is different from the previous behaviors, this aggressive behavior may indicate a malfunction in the system of education in schools and universities alike, for the Jordanian universities level the violence between the students revert to a behavior that incompatible with religion, customs, culture and social values prevailing among members of society.

(Abdul Jaber, 1997) defines tribal intolerance as: the individual's belief that the group or tribe to which he belongs is superior and superior to other groups or tribes and is willing to do anything for them, while he has known (Turki, 2006) that: intransigence in thinking and opinion And it is an

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emotional, emotionally charged trend that pushes the individual to violate the civil law in solidarity with the tribe or clan.

Intolerance is based on two main axes: cognition and inherent so that the individual can express his personal being only through his group that protects him, and defends him against any external event (Abdel-Jaber, 1997), and therefore the individual depends on his tribe and his group because it provides him with satisfaction for his needs Psychological, such as: belonging, and the need for security, by removing personal threat factors and convergence towards achieving the common goal (Abdullah, 1997).

It can be said that communication between groups and shared interests works to reduce intolerance, while avoiding and not contacting others serves to arouse fanatic tendencies, and (Heaven & Quintin , 2003) explains that the factor of authoritarianism and love of control is one of the strongest predictors of intolerance against others, While (Hegarty & Golden, 2008) believes that prejudices against others play an important role in the formation of intolerance, while cultural factors confirm (Kosic & Phalet, 2006) that groups with a culture different from the country of origin are met with fanaticism by other groups .

(Abd al-Jaber,1997) showed that non-fanatics enjoy a great degree of extroversion, emotional stability, understanding, and renewal, as (Roberts & Lovonne, 2000) emphasized the existence of a relationship between intellectual rigidity and intolerance on the one hand and violence on the other hand, while (Diraniah, 2003) You see that the phenomenon of intolerance exists among students of the official Jordanian universities to varying degrees, (Al-Shaka'a, 2004) stated that the student's educational level plays a role in reducing the trait of intolerance. 2010) Also, there is a relationship between student participation in student violence, their academic level, their academic specialization and the GPA, and intolerance to the clan, relatives and friends is one of the reasons that motivate students to participate in violence.

With regard to the concept of violence, (WHO, 2002) defined violence as: the deliberate use of physical (physical) force, or real (actual) physical use against oneself, against another person, or against a group or society, either Barrie and Lenny & Lynne, 2005) define violence as the unlawful or unlawful use of force that affects the will of an individual, as (Matthew, 2010) defines violence as: a set of psychological or physical behaviors performed by an individual, or a group Of individuals, towards another individual, or group of individuals, and includes physical, psychological, theft, or tampering with S third party, or the destruction of public property.

Regarding to the causes of violence among students in universities, he explained (Abdullah, 1998) that there are prepared causes and reasons that lead to the continuation of violence, while (Davidov, 1983) emphasized the existence of external causes such as the prevailing culture that may be inciting violent behavior, Whereas (Al-Kettani, 2001) believes that educational institutions have a significant impact on the emergence of violence among students, the lack of clarity in discipline instructions, the lenient role of management in relation to many problems, and academic failure, all of which encourage violence on campus.

(Alshoraty, 2015) emphasized that university violence is due to students forming groups of them on the basis of kinship and territoriality, defending the family or tribe, tribal and tribal support for students who resort to violence, and the spread of a culture of tribal solidarity, and on the other hand, (Al-Jarrah & Al-Azizi, 2019) pointed out that Jordanian culture and tribes are based on justifying violent behavior despite the lack of support for it, and (Khawaldah & Zoubi, 2013) have shown that the cause of violence among students is due to frustration, tribal and tribal intolerance, and this has been confirmed by (Al-Majali, 2017) that the variables (tribal intolerance, family upbringing, and low level) The student's standard of living explains what he estimated (63.2%) of the phenomenon of university violence.

(Battah, 2017), (Al-Daghmi, et al. 2019) explained that the cause of violence in the universities is the growing of the phenomena of tribal nervousness and family upbringing, and this was confirmed by (Abu An'air, 2016) that it is the existence of false social legacies that establish the principles of tribal and tribal intolerance, while (Shabahi, 2018) explained that support for the people of the region is the motive behind the university violence practiced by students.

(Al-Qarala, 2017) assured that the causes of violence and quarrels in Jordanian universities are due to problems between two clans and are reflected on university students, and (Mobaideen, 2015) pointed out that violence and aggression are only a response to external stimuli that occur among students at the university according to the theory of learning, and the reasons are due Student violence in Jordanian universities to the spread of the phenomenon of tribal intolerance among students, which represents their culture, which in turn reflects the culture of society, while (Al-Awamleh, Al-Atilil, 2018) indicated that the administrative policy factor of the university is one of the reasons for the spread of university violence.

According to the previous review, we find that the aforementioned studies have identified multiple causes of violence and considered it due to the social upbringing and prevailing culture, family conditions and educational institutions and their large role in the emergence of violence between students, academic failure, and the extension of violence to the university as a result of a dispute between two tribes, and the response to external stimuli that occur between Students at the university according to the theory of social learning, so the most important thing that distinguishes the current study is its linking of violence to the prevailing culture in a tribal and dominated society, so the study tries to reveal what was neglected by previous studies in addition Li taking the recommendations of the previous studies need to research the phenomenon of university violence through tribal fanaticism variable

II. Study problems and questions:

It was noticed recently that the rates of university violence increased in the Jordanian society in general and at Mutah University in particular, the number of quarrels in the Jordanian public and private universities reached (296) quarrels in which (4000) students participated during the period (2010-2016) (Al-Atoum, 2017), and the feeling of this problem came through the observation of researchers and the reality of their work as university teachers, and the desire to study tribal intolerance

and its relationship to the tendency to violence among Muta university students is born as a reason for this type of violence to occur, and because this society is classified as a society Tribalism at the level of Jordanian society as a whole, In addition to the existence of some behavioral patterns of intolerance among the majority of students, which in turn increases the severity of these behavioral patterns, and this prompted the researchers to conduct this study in order to answer the main question of "tribal intolerance and its relationship to the tendency to violence among students of Mu'tah University." The following sub-questions:

1. What is the level of tribal intolerance of Mutah University students from the viewpoint of the study sample?

2. What is the level of tendency to violence among Mutah University students from the point of view of the study sample?

3. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) from the point of view of the study sample in the level of tribal intolerance of Mutah University students according to the variables of scientific specialization, academic level, grade point average, and place of residence?

4. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) from the point of view of the study sample in the level of tendency to violence among students of Mutah University according to the variables of scientific specialization, academic level, grade point average, and place of residence?

5. Is there a statistically significant correlation at ($\alpha = 0.05$) from the point of view of the study sample between the level of tribal intolerance and the tendency to violence among the students of Mu'tah University?

III. The importance of the study:

The importance of the study lies in two aspects:

A - Theoretical aspect: This study is the first of its kind - within the limits of the researchers' understanding - that dealt with the issue of tribal intolerance and its relationship to the tendency to violence at Mu'tah University, and it will also enrich the Arab library in general and Jordan in particular to address the phenomenon of tribal intolerance in one of the universities Jordanian.

B - The applied side: The importance of this study is due to its submission of a number of recommendations to decision makers through the statement of the negative effects of tribal intolerance on the course of the educational process at the university, where intolerance has led to the disruption of the teaching process due to the violent events that occurred in it as stated in the study (Dirani, 2003), (Battah, 2017), (Abu A'air, 2016), and the importance of the study comes from its handling of a group of society which is the category of university students who constitute the future of society, as the university stage is important in building an integrated human

personality of the student in various psychological aspects Knowledge and skill and direct them towards the service of the Society and achieve development and sophistication.

IV. Study methodology:

The study relied on the relational descriptive approach, due to its relevance to the goals and objectives of the current study, as this method studies the phenomenon as it occurs in reality without any attempt to influence the causes and factors of that phenomenon.

V. The study population and its sample:

The study population includes all undergraduate students at the Faculty of Education at Mutah University, who are registered in the first semester of the academic year 2019/2020, and they are (421) students, according to the records of the Department of Admission and Registration at the University of Mutah and the study sample consisted of (200) Male and female students, and the researcher tried to distribute among the study community members that he was able to reach, as about (260) questionnaires were distributed, (232) questionnaires were retrieved and after sorting them, an exception (32) that is not valid for statistical analysis was excluded, Thus, the sample of the study was (200) students from the courses of the requirements of the College of Education requirements at Mu'tah University, and they constitute (48%) of the study population. After conducting the process of distributing and analyzing the data, it became clear that the majority of the respondents were from psychological counseling with a percentage (38.5%), while the rest of the majors came in a row (class teacher 25.5%, kindergarten 20.5%, special education 15.5%), while the academic level For the sample, the vast majority of second-year students were at a percentage of 40%, while the first year came in the last rank at 12.5%. As for the cumulative average, it was found that the vast majority were of "good or less" and with a percentage of 60.5% against the level of "very good" At 39.5%, With regard to the place of residence, the vast majority of the residents in the village were 61.5% compared to the residents of the city, and the result of the current study is consistent with what he indicated (Diraniah, 2003), which believes that the phenomenon of intolerance exists among students of official Jordanian universities to varying degrees, and the study (Shak'a (2004), which indicated that the student's educational level plays a role in reducing the trait of intolerance, and a study (Roberts & Lovonne, 2000) that confirmed the existence of a relationship between intellectual rigidity and intolerance on the one hand, and violence on the other hand, and a study (Al-Subaihi, Al-Rawafajah, 2010) that She pointed to the relationship between student violence, academic level, and academic specialization Cumulative average.

Study tool: The nature of the current study required building a tribal intolerance scale to measure the intolerance feature of Mutah University students and as a basic tool for collecting data from the target study sample to achieve its goals. Relation to its topic as a study (Al-Ansari, 2007; Turki, 2006), and after conducting the following methodological steps:

A- Preparing a preliminary survey where the study tool was presented in its initial form on a sample of the study community consisting of (40) male and female students.

B- After making the amendments submitted by the preliminary exploratory sample, it was presented to (7) faculty members at Al-Balqa Applied University and Mutah University from the owners of jurisdiction with a view to verifying the apparent honesty of the tool, and the paragraphs of the proposed study tool obtained the degree of agreement of 80% of the arbitrators, And the adoption of two main parts.

C- The experimental test of the questionnaire: In the light of the previous two steps, the study tool was prepared in its final form, which was applied to an exploratory sample of (25) male and female students from the study community and outside its sample, in order to verify the psychometric properties of the study tool, and the study tool included in Its final image includes the following main parts and axes:

- **Part one** : It includes the basic data for students from the study sample, which included variables: (scientific specialization, academic level, grade point average, and place of residence).

- **Part two:** includes two axes:

A- The tribal intolerance axis, and the number of paragraphs of the scale in its final form reached (30) items.

B- The axis of the measure of inclination to violence. The number of paragraphs of the scale in its final form reached (26) items.

VI. Sincerity and reliability tests of the study tool:

The study relied to verify the psychometric properties of the study tool on the results of applying the tool to the survey sample consisting of (40) male and female students, who were chosen from outside the main study sample, as follows:

A- Building validity (internal consistency): The study was approved to verify the structural validity of the axes of the study tool, by calculating the Person Correlation parameter between the paragraphs in each axis and the overall degree of the axis to which it belongs, where it reached (0.88).

B- The stability of the study tool: The stability of the instrument's vertebrae was confirmed by calculating its stability factor using the CronbachAlpha alphabet equation for the second-paragraph vertebrae and axes, and reached (0.89), which are high and acceptable coefficients for the purposes of the study.

The results of the study and its discussion: Results related to the first question: What is the level of tribal intolerance of Mutah University students from the viewpoint of the study sample? To answer this question, mathematical averages and standard deviations for the level of tribal intolerance were extracted among the students of Mutah University. Table (1) shows this

Table (1): the mean and standard deviations of the level of tribal intolerance by the students of Mutah University, ordered descendingly by the mean

rank	no	Paragraph	mean	standard deviation	level
	7	I join the students groups which have a large number of students from my tribe	.75	.124	high
		from the past of my fathers and grandparents I look at life	.58	.183	medium
		I comply with the behaviour of the members of my tribe although I do not believe it.	.57	.413	medium
	3	My voice shall rise up, and I will be strained during a discussion with others	.52	.195	medium
		I am ready to support the members of my tribe whatever the circumstances are	.50	.156	medium
	6	I am characterized as formal when dealing with members of other tribes	.49	.080	medium
	6	I engage in a verbal argument when talking about the origin of descent	.46	.267	medium
	0	I tend to compliment the members of my tribe even though I do not believe that	.25	.142	medium
	8	I participate in subversive acts when my tribe's member is defeated in the elections.	.15	.525	medium
0	3	I feel uneasy during my stay among the members of other tribes.	.14	.244	medium
1	7	I avoid discussing who disagrees with me	.12	.201	medium
2	1	I will act according to my emotions	.09	.224	medium
3	0	All those who disagree with me get me angry	.09	.245	medium
4	8	I hold my opinion no matter what the circumstances are	.04	.314	medium
5		I agree with the saying "If you are not with me, you are against me."			

	9		.00	.296	edium
6	4	I avoid contact with anyone from another tribe	.99	.262	edium
7	2	I refuse to hear the other point of view	.93	.254	edium
8		I hate some people without logical considerations	.87	.273	edium
9		I take a negative attitude against some people for no particular reason	.80	.296	edium
0	1	I accept other persons who are from other tribes	.57	.184	edium
1		I avoid getting into some tribal situations	.55	.120	edium
2		I oppose the ideas of the members of my tribe	.53	.215	edium
3		I think that taking vengeance is a tribal idea that is not rational	.48	.326	edium
4	5	I respect opinions regardless of tribal origins	.40	.094	edium
5	4	I help my friends from other tribes when they have a problem	.38	.202	edium
6	0	I befriend anyone who does not belong to any tribal loyalty	.33	.178	ow
7	2	I believe in the principle of moderation when discussing others	.31	.105	ow
8		I seek to correct the thoughts of my tribe about descent and race	.24	.094	ow
9	9	I am satisfied with tolerant (tribal) individuals	.20	.134	ow
0	5	I can adapt to other tribes' members	.99	.123	ow
Total Rank					

	.91	.645	edium
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It appears from Table No. (1) that the arithmetic averages of the paragraphs that measure the level of tribal intolerance among Mutah University students ranged between (1.99-3.75), where the overall average for the instrument as a whole was (2.91) and at an intermediate level, and it occupied a paragraph (27) that states “I join student families that contain a large number of members of my tribe.” The first rank is with an arithmetic average (3.75) and at a high level, and paragraph (4) came second with an intermediate level and an intermediate arithmetic (3.58) which states “Look at life from my past.” My forefathers and grandparents. "And the least mathematical averages came to paragraph (25) which states" I can adapt to the sons of tribes (clans) brother ". Z "arithmetic average (1.99) and low level, Researchers explain this result that intolerance is one of the obstacles to scientific thinking, as it prevents the correct awareness of reality, and directs the individual or group to think in ways that are consistent with the trends of the fanatic who adopts firm ideas that are difficult to abandon, and this result is consistent with the results of each of the studies (Turki, 2006 (Hegarty & Golden, 2008), (Alshoraty, 2015), (Al_Jarrah, A., & Alazzi, 2019), (Al-Daghmi, et al. 2019), (Diraniya, 2003), (Abdulaziz, 2010), (Al-Majali (2017), (Shabahi, 2018), (Abu Anir, 2016), (Battah, 2017), which indicated that tribal intolerance exists among university students, and that students form groups of them on the basis of kinship and regionalism, and that tribal intolerance and Family upbringing, and the low standard of living for students is the reason behind the university violence.

Results related to the second question: What is the level of tendency to violence among Mutah University students from the point of view of the study sample? To answer this question, mathematical averages and standard deviations for the level of tribal intolerance were extracted among the students of Mutah University. Table (2) shows that.

Table (2): the mean and standard deviations of the level of tendency for violence by the students of Mutah University, ordered descendingly by the mean

ank	o	Paragraph	ean	tandard deviation	S evel
	0	I strongly argue with others	.07	.326	1 edium
	8	I raise my voice nervously when discussing others.	.07	.418	1 edium
	1	I swear to others when they bother me	.02	.238	1 edium
	9	I threat others with revenge	.88	.323	1
	2	I deliberately destroy the seats and drawers when I get angry.	.80	.365	1 edium
		I feel strong when beating others	.77	.315	1 edium

		I tear the clothes of others when I get angry.	.76	.416	1 edium
	4	I smash windows at the university when I am angry	.76	.456	1 edium
		I believe in the principle of “attack is the best way for defending”	.73	.318	1 edium
	5	I enjoy writing on the walls of classrooms and student seats.	.73	.381	1 edium
1	3	I feel a desire to destroy teachers' property.	.71	.380	1 edium
2		I think that physical strength is the best way to get my right.	.69	.335	1 edium
2		I find it fun to participate in violence against others	.69	.305	1 edium
4		I use my hands rather than my thoughts	.65	.251	1 edium
5		I use abusive physical joking with others	.61	.424	1 edium
6	2	I describe others with obscene words	.59	.261	1 edium
7		I deliberately harm others physically	.51	.352	1 edium
8	0	I hit furniture and walls without justification.	.50	.256	1 edium
8	6	I feel a desire to destroy students' property.	.50	.400	1 edium
0	3	I deliberately harass others verbally.	.42	.217	1 edium
1		I feel a desire to beat others for the slightest reason.	.41	.281	1 edium
1	1	I will deal harshly with the things around me.	.41	.199	1 edium
3	4	I spread rumors about others	.30	.232	1 ow
3	7	I criticize others with sharp words.	.30	.233	1 ow
5	5	I call others using their bad titles.	.27	.189	1 ow
		I am mocking the talk of others by			1

6	6	commenting on them	.25	.139	low
Total Rank			.31	.63	medium

It appears from Table No. (2) that the arithmetic mean of the paragraphs that measure the level of tendency to violence among students of Mu'tah University ranged between (2.25-3.07), where the overall average for the instrument as a whole reached (2.63) at an average level, and paragraph (10) ranked first Which states "I argue with others severely" with an average arithmetic (3.07) and at an intermediate level, and paragraph (18) came second, which states "I raise my voice nervously when discussing others", and an intermediate and intermediate level (3.07), and the lowest arithmetic mean came for the paragraph that states "I mock others' comments by commenting on them" with an average score of 2.25 and a low level. Researchers explain this result by the psychological pressures that students suffer from, And the pressures of social and economic life, and family upbringing, in addition to the nature of the age stage of the university student, and this result is consistent with the results of the study (Al-Majali, 2017) (Al_Jarrah, A., & Alazzi, 2019), (Al-Daghmi and others, 2019), (Al-Awamleh, Al-Atilat, 2018), (Al-Qarala, 2017), (Mubaideen, 2015) (Abdullah, 1998), (Davidoff, 1983), (Al-Khawaldah and Al-Zoubi, 2013), (Battah, 2017), who saw the causes of violence and quarrels in Jordanian universities That the cause of violence among students is due to frustration, tribal and clan intolerance, and also to problems between two clans and reflected on university students, that violence and aggression are only a response to external stimuli T It happened among students at the university according to the theory of learning, and also due to the spread of the phenomenon of tribal intolerance among students.

The third question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) from the point of view of the study sample in the level of tribal intolerance of Mutah University students according to the variables of scientific specialization, academic level, grade point average and place of residence? To answer this question, an extract has been extracted arithmetic averages and standard deviations for the level of tribal intolerance among students of Mutah University according to the variables of scientific specialization, academic level, grade point average, place of residence, and table (3) show that.

Table (3): the mean and standard deviations of the level of tribal intolerance by the students of Mutah University, due to specialization, the level of education, GPA, and the place of residence

Variable	Category	Mean	Standard deviation	n
Specialization	Psychological Counselling	.87	.642	7
	Class teacher	.97	.620	1
	Kindergartens	.88	.682	1

	Special education	.94	.661	1
Educational level	First-year	.86	.676	5
	Second year	.98	.626	0
	Third year	.91	.622	3
	Fourth year	.77	.711	2
GPA	Good and below	.20	.618	9
	Very Good and above	.72	.593	21
Residence	City	.65	.633	7
	Village	.08	.597	23

Table No. (3) shows apparent differences between the arithmetic averages and the standard deviations of the level of tribal intolerance among students of Mu'tah University due to the difference in the variables of the scientific specialization, the academic level, the cumulative average, and the place of residence(4).

Table (4) Analysis of the quadratic variance of the impact of specialization, the level of education, GPA, and the place of residence.at the level of tribal intolerance

Source of variance	square totals	freedom degrees	Mean	-Value	F	statistical significance
Specialization	258	3	86	252	.	.860
Level of education	396	3	132	387	.	.762
GPA	.112	1	.112	0.847	2	.000
The place of residence	.708	1	.708	6.732	1	.000
Error	5.155	91	341			
Total		1				

	2.701	99			
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Table No. (4) shows the following:

1- There are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of tribal intolerance according to the variable of the scientific specialization and the academic level, and the researcher explains this result that university education with different specializations goes in the way of building the proper personality of the student, students with different specializations govern them One religion, one culture, and one social and moral standards, and this result is consistent with the results of a study (Awad, Abdulaziz, 2010) that indicated that there were no statistically significant differences in the degree of intolerance according to the variable of the school year, It differs with the results of each of the study (Shaka'a, 2002) that indicated that the level of intolerance is higher for first year students and less than for the fourth year level, as well as a study (Dirania, 2003) that indicated that fourth year students are more fanatic than first year students.

2- There are statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of tribal intolerance due to the effect of the cumulative average and for the benefit of students whose cumulative average is good or less, and the impact of the place of residence, and for the benefit of students of the village residents and the reason for this is that students with cumulative rates Good or less, they may not have the motivation required to learn, which creates a feeling of frustration, emptying this negative energy in the areas of tribal intolerance and then the practice of university violence, and this result varies with the results of a study (Awad, Abdulaziz, 2010) that indicated that there are no differences Statistically significant in degree of intolerance by no Academic achievement changed, As for the residents of the village, the researcher explains this result that one of the characteristics of the village is the dominance of the traditional patriarchal system, which is based on tribal nervousness, and the compatibility of the individual with his tribe, which he exchanged loyalty as being socially responsible for every member of the tribe, which leads to strengthening the tribal system Based on nervousness, this result is consistent with the results of a study (Abdul Jaber, 1997) that showed statistically significant differences in the degree of tribal intolerance due to the variable of place of residence and to the benefit of the rural population.

The fourth question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) from the point of view of the study sample in the level of tendency to violence among Mutah university students according to the variables of scientific specialization, academic level, grade point average, and place of residence? To answer this question, mathematical averages and standard deviations for the level of tendency to violence were extracted among Mutah university students according to the variables of scientific specialization, academic level, grade point average, and place of residence. Table (5) shows that.

Table (5): the mean and standard deviations of the level of the tendency for violence by the students of Mutah University, due to specialization, the level of education, GPA, and the place

Variab	Category		S
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Level	Category	Mean	Standard deviation	n
Specialization	Psychological Counselling	.58	.968	7
	Class teacher	.89	.005	1
	Kindergartens	.48	.971	1
	Special education	.53	.904	1
Educational level	First-year	.57	.990	5
	Second year	.68	.018	10
	Third year	.74	.975	3
	Fourth year	.35	.823	2
GPA	Good and below	.96	.982	9
	Very Good and above	.42	.910	21
Residence	City	.49	.931	7
	Village	.72	.993	23

Table No. (5) shows apparent differences between the arithmetic averages and the standard deviations of the level of tendency to violence among students of Mutah University due to the difference in specialization variables, academic level, grade point average, and place of residence. To demonstrate the significance of these differences, quadratic variance analysis was used, as in Table (6).

Table (6) Analysis of the quadratic variance of the impact of specialization, the level of education, GPA, and the place of residence at the level of the tendency for violence

Source of variance	Square totals	Freedom degrees	Mean	F-Value	Statistical significance
Specialization	3 .444	3	.148	.308	.27 3
Level of education	1	3			.53

	.943		648	738	1
GPA	1 0.448	1	0.448	1.901	1 .00
The place of residence	1 .091	1	.091	.242	1 .26 6
Error	1 67.675	1 91	878		
Total	1 88.804	1 99			

Table No. (6) shows the following:

1- There are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of tendency to violence according to the variable of specialization, the academic level and place of residence, and this can be explained by the fact that the social environment has the greatest impact on the degree of students' tendency to violence, as it is an acquired trend due to factors Family upbringing, and culture, customs and traditions may be the most established, regardless of the student's academic specialization. This result is consistent with the results of the study (Al-Majali, 2017), which showed that there are no differences in the perceptions of graduate students towards the phenomenon of university violence due to the variable of specialization, It differs with the results of the study (Al-Subaihi, Al-Rawajafah, 2010) that showed that there is a statistically significant relationship between student participation in violence and specialization, and this result is consistent with the results of the study (Al-Khawaldah, Al-Zoubi, 2013) that showed that there were no statistically significant differences according to the year variable Tuition.

2- The presence of statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of tendency to violence attributable to the effect of the cumulative average "good and below", and this result is consistent with the results of the study (Al-Subaihi, Al-Rawajafah, 2010) that showed a statistically significant relationship Between student participation in violence and the GPA.

Fifth question: Is there a correlation relationship with statistically significant at the level ($\alpha = 0.05$) from the point of view of the study sample between the level of tribal intolerance and the tendency to violence among the students of Mutah University? To answer this question, the Pearson correlation coefficient between the level of tribal intolerance and the tendency to violence among Mu'ta university students was extracted, and Table (7) shows that.

Table (8) Pearson correlation coefficient for the relationship between the level of tribal intolerance and the tendency for violence among the students of Mutah University

		Tendency for violence
Tribal indolence	correlation	** .622

	coefficient	
	Statistical significance	.000
	No	200

It can be seen from the table (7) and a positive relationship statistically significant between the level of tribal fanaticism and the tendency to violence among students of the University of Mutah. The researcher believes that this result is logical because the higher the level of tribal intolerance, the higher the degree of tendency towards violence among students, and this result is consistent with the results of the Roberts & Lovonne study (2000), which indicated a relationship between intellectual rigidity and intolerance on the one hand, and violence from on the other hand, study (Subaihi, Alroajvh, 2010), (Khawaldeh and Zoubi, 2013) which showed that the intolerance of the clan and relatives stimulates university violence.

Recommendations: Considering the study results, the researchers recommend the following:

1. Holding seminars within the university campus addressing for tolerance and acceptance of the other opinion, performed by teachers and students, and activating the role of the Department of Guidance and counseling students at the university to reduce intolerance, and design the appropriate treatment for extension programs.
2. Conducting more studies on intolerance, taking in consideration variables which not addressed in the current study, such as the economic and social level, and the relationship of intolerance to personality traits.
3. Putting deterrent penalties for university violence practitioners and activating university regulations and laws to deter violators.

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