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**THE STRUCTURAL MODEL OF THE RELATIONSHIPS BETWEEN  
MEDIA EXPOSURE, FAMILY COMMUNICATION, PEER PRESSURE,  
CULTURAL VALUES AND VIOLENT BEHAVIOUR AMONG  
ADOLESCENTS**



**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
2024**



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Graduate School  
of Arts And Sciences

Universiti Utara Malaysia

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(Internal Examiner)

Dr. Mohamad Noor Salehuddin Sharipudin

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

Assoc. Prof. Dr. Haslina Halim

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

Assoc. Prof. Dr. Syarizan Dalib

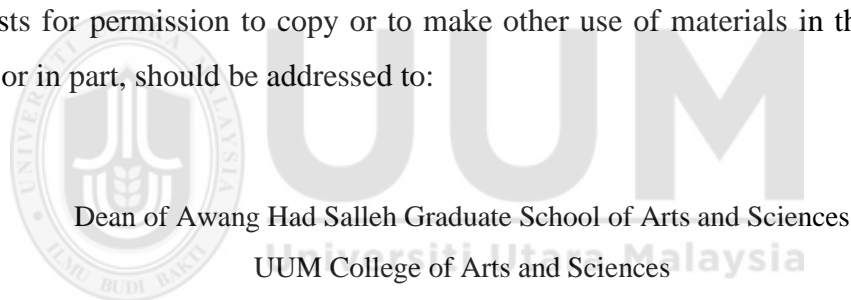
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## Abstrak

Keganasan remaja adalah salah satu isu penting yang dihadapi negara di seluruh dunia. Pada masa ini, Jordan sedang menghadapi peningkatan ketara tingkah laku ganas dalam kalangan remaja. Ia adalah fakta rumit yang terhasil daripada interaksi beberapa faktor risiko yang menyumbang, seperti pendedahan kepada kandungan media ganas, amalan budaya, tekanan rakan sebaya, keluarga dan persekitaran sekolah. Oleh itu, kajian ini bertujuan untuk mengkaji hubungan antara pendedahan media, komunikasi keluarga, tekanan rakan sebaya, nilai budaya dan pengaruhnya terhadap tingkah laku ganas dalam kalangan remaja. Selain itu, kesan penyederhanaan status sosioekonomi (SES) dan jantina dengan tingkah laku ganas dalam kalangan remaja turut dikaji. Teori Pembelajaran Sosial (SLT) dan Teori Pembudayaan (CT) dirujuk bagi menjelaskan fenomena tersebut. Metodologi kuantitatif digunakan untuk menganalisis hubungan antara pemboleh ubah yang dicadangkan. Pensampelan rawak berstrata dan pensampelan rawak mudah digunakan untuk mengumpul data daripada 248 remaja dari 20 sekolah di Jordan. Teknik pemodelan separa terkecil (PLS) dan persamaan struktur digunakan untuk menguji hipotesis. Keputusan mendapati bahawa pendedahan media, komunikasi keluarga, tekanan rakan sebaya dan nilai budaya memberi kesan secara langsung kepada tingkah laku ganas dalam kalangan remaja. Penemuan kajian juga mendedahkan bahawa jantina menyederhanakan hubungan antara nilai budaya dan tingkah laku ganas dan SES menyederhanakan hubungan antara pendedahan media, tekanan rakan sebaya dan tingkah laku ganas. Kajian ini mencadangkan bahawa pembuat keputusan, pihak berkepentingan dan masyarakat sivil harus merangka dasar yang realistik untuk membendung ancaman tingkah laku ganas dalam kalangan remaja di Jordan.

**Kata Kunci:** Pendedahan media, Komunikasi keluarga, Tekanan rakan sebaya, Nilai budaya, Tingkah laku ganas.

## Abstract

Adolescent violence is one of the most decisive issues confronted by countries all around the globe. Presently, Jordan is facing a substantial raise in violent behaviour among adolescents. It is a complex fact that results from the interaction of several contributing risk factors e.g., exposure to violent media content, cultural practices, peer pressure, family, and school environment. Thus, the present study seeks to examine the relationship among media exposure, family communication, peer pressure, cultural values, and their influence on violent behaviour among adolescents. Additionally, the moderating effects of socioeconomic status (SES) and gender with violent behaviour among adolescents are also examined. The theoretical support of Social Learning Theory (SLT) and Cultivation Theory (CT) are taken to explain the phenomenon. The quantitative methodology was used to analyse the relationship between the proposed variables. Stratified random and simple random samplings are used to get data from 248 adolescents from 20 Jordanian schools. Partial Least Squares (PLS) and Structural Equation Modelling techniques were used to test the hypotheses. The results found that media exposure, family communication, peer pressure, and cultural values directly impacted violent behaviour among adolescents. The findings also revealed that gender moderates the relationship between cultural values and violent behaviour and that SES moderates the relationship between media exposure, peer pressure, and violent behaviour. The study suggests that people at the helm of affairs, stakeholders, and civil society should devise pragmatic policies to curb the menace of violent behaviour among adolescents in Jordan.

**Keywords:** Media exposure, Family communication, Peer pressure, Cultural values, Violent behaviour

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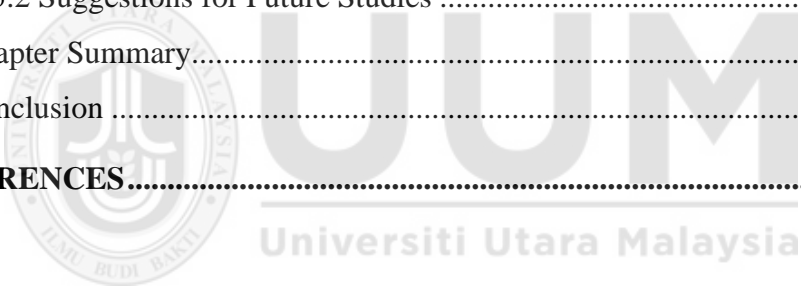
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## List of Abbreviations

<b>CMV</b>	Common Method Variance
<b>SD</b>	Standard Deviation
<b>AVE</b>	Average Variance Extracted
<b>CA</b>	Cronbach's Alpha
<b>CR</b>	Composite Reliability
<b>F<sup>2</sup></b>	Effect Size
<b>HTMT</b>	Heterotrait-Monotrait Ratio
<b>Q<sup>2</sup></b>	Predictive Relevance
<b>R<sup>2</sup></b>	R-squared Values
<b>CT</b>	Cultivation Theory
<b>PLS</b>	Partial Least Squares
<b>SEM</b>	Structural Equation Modeling
<b>SES</b>	Socioeconomic Status
<b>SLT</b>	Social Learning Theory
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TV</b>	Television
<b>UNICEF</b>	United Nations Children's Fund
<b>WHO</b>	World Health Organization

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Violence has turn into a severe communal concern worldwide (Ravi & Ahluwalia, 2017). It is a widespread issue affecting over half of the world's adolescents yearly, causing significant social, psychological, and physical suffering. Family members and friends are among the most common offenders of adolescent violence (Dawes, 2021; Wessells & Kostelny, 2021). The violence among adolescents is disturbing, with severe implications and negative consequences for the people and society (UNICEF, 2014).

Furthermore, violent adolescents propose a severe risk to the welfare and safety of the community, which is a significant challenge to deal with in the future. According to the UNICEF report (2014), understanding violent behaviours is vital since it is one of the numerous behavioural changes that occur throughout adolescence. Adolescents' physical and emotional violence is a critical concern that is needed to be addressed (Chigiji et al., 2018; David-Ferdon et al., 2016). Violence has been shown to have a high lifetime prevalence, affecting a substantial proportion of the community. Adolescent emotional violence is also expected and is responsible for most health problems among adolescents (Chigiji et al., 2018). Violence in adolescence can raise the likelihood of future self-directed violence, such as suicide and self-harm, as well as communal violence, for instance, war and terrorism (WHO, 2020).

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**Appendix A**  
**Permission letter from Ministry of Education**

  
وزارة التربية والتعليم  
100  
16 رجب 1442  
2021/02/28

السيد مدير التربية والتعليم بمحافظة جرش

الموضوع: دراسة ميدانية  
الباحث " محمد فواز عنيزات "

السلام عليكم ورحمة الله وبركاته، وبعد؛  
فأرجو الإيعاز لمن يلزم بتسهيل مهمة الباحث المذكور أعلاه في تطبيق الاستبانة الخاصة  
بالدراسة التي ينوي القيام بها من متطلبات رسالة الدكتوراه في جامعة أوتارا/ ماليزيا، بعنوان  
"النموذج الهيكلي للعلاقة بين التعرض الإعلامي والعلاقات العائلية وضغط الأقران والقيمة الثقافية والسلوك  
العنيف بين المراهقين" في المدارس التابعة لمديرتكم، على ألا يؤثر على سير العملية التعليمية التعلمية.

واقبلوا الاحترام

وزير التربية والتعليم /  
  
د. سامي سليمان محاسين  
مدير إدارة التعليم



وزارة التربية والتعليم  
مديرية التربية والتعليم لمحافظة جرش

الرقم ..... ١٠١٣/٧ .....  
التاريخ ..... ١٧ رجب ١٤٤٢ .....  
الموافق ..... ٢٠٢١/٠٣/٠١ .....

مديرو ومديرات المدارس المحترمين

الموضوع: البحث التربوي

السلام عليكم ورحمة الله وبركاته،

إشارة لكتاب معالي وزير التربية والتعليم رقم 8801/98/14، تاريخ 2021/2/28.  
فأرجو العلم بأن الطالب محمد فواز عنيزات يقوم بإجراء دراسة عنوانها "النموذج الهيكلي للعلاقة بين التعرض الإعلامي والعلاقات العائلية وضغط الأقران والقيمة الثقافية والسلوك العنيف بين المراهقين" استكمالاً لمتطلبات الحصول على درجة الدكتوراة في جامعة أوتارا/ ماليزيا، ويحتاج ذلك إلى تطبيق الاستبانة المرفقة. راجيا تسهيل مهمة الطالب المذكور وتقديم المساعدة الممكنة له.

وتفضلوا بقبول فائق الاحترام

مدير التربية والتعليم

نسخة/ مدير الشؤون التعليمية والفنية  
نسخة ر.ق. الإشراف التربوي

## Appendix B English Questionnaire



### Survey Questionnaire

**Dear Participant,**

The aim of this study is to investigate the relationship between media exposure, family communication, peer pressure, and cultural value and violent behaviour. The data from this study is crucial since Jordan is witnessing an unprecedented increase in youth violence in recent years.

Your cooperation is therefore needed to respond to the attached survey questions on “**The Structural Model of The Relationship between Media Exposure, Family Communication, Peer Pressure, and Cultural Value and Violent Behaviour among Adolescents**”.

The questionnaire will take about 15 minutes to complete and kindly follow the instructions provided within the questionnaire. I would appreciate if you could complete and return the questionnaire. Please be assured that all information provided will be treated with utmost confidentiality and strictly used for academic purpose only.

Thank you for your time and participation.

For further enquiries, you may contact:

**Mohammad Fawwaz Eneizat**  
PhD Candidate  
School of Multimedia Technology and Communication  
Universiti Utara Malaysia  
Mohammad.onezat@yahoo.com

**SECTION ONE: DEMOGRAPHIC INFORMATION**

Please mark the box by ticking [√] to provide your demographic information.

**1. Gender:**

Male                       Female

**2. Age:**

<input type="checkbox"/> 10 – 11 years	<input type="checkbox"/> 16 – 17 years
<input type="checkbox"/> 12 – 13 years	<input type="checkbox"/> 18 and above
<input type="checkbox"/> 14 – 15 years	

**3. Level of grade:**

<input type="checkbox"/> 7 <sup>th</sup> grade	<input type="checkbox"/> 10 <sup>th</sup> grade
<input type="checkbox"/> 8 <sup>th</sup> grade	<input type="checkbox"/> 11 <sup>th</sup> grade
<input type="checkbox"/> 9 <sup>th</sup> grade	<input type="checkbox"/> 12 <sup>th</sup> grade

**4. Parents' educational background:**

<input type="checkbox"/> Secondary school	<input type="checkbox"/> Master's degree
<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> PhD
<input type="checkbox"/> Diploma	

(Others, please specify): .....

**5. Residential area (living conditions):**

Low cost       Medium cost       High cost

**6. Please describe the home where do you live:**

<input type="checkbox"/> Owned	<input type="checkbox"/> Owned by one of the relatives
<input type="checkbox"/> Rented	<input type="checkbox"/> Without payment of money
<input type="checkbox"/> A haunted house for work	

**7. Income of family:**

What is the total combined of your family income per month? If you don't know your exact income, please estimate.

- |  |  |
|--|--|
| <input type="checkbox"/> Less than \$499 | <input type="checkbox"/> \$1500 -\$1,999       |
| <input type="checkbox"/> \$500-\$999     | <input type="checkbox"/> \$2,000 and more than |
| <input type="checkbox"/> \$1000 -\$1,499 |  |

**8. Marital status of your parents:**

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Married | <input type="checkbox"/> Divorced |
| <input type="checkbox"/> Widowed |                                   |

**9. How long do you watch TV a day?**

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> Less than an hour | <input type="checkbox"/> 5- 6 hours  |
| <input type="checkbox"/> 1- 2 hours        | <input type="checkbox"/> More than 6 |
| <input type="checkbox"/> 3 - 4 hours       |                                      |

**10. What days do you prefer to watch TV in the week?**

- |   |  |
|---|--|
| <input type="checkbox"/> Every day            | <input type="checkbox"/> The weekend         |
| <input type="checkbox"/> Most of the weekdays | <input type="checkbox"/> Some of the weekend |
| <input type="checkbox"/> Some of the weekdays |  |

**11. Who do you usually watch TV with?**

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> Alone   | <input type="checkbox"/> Whole family |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Friends      |
| <input type="checkbox"/> Sibling |                                       |

**12. What type of movies do you prefer to watch?**

- |   |   |
|---|---|
| <input type="checkbox"/> Action/ violent movies | <input type="checkbox"/> Adventure movies |
| <input type="checkbox"/> Comedies movies        | <input type="checkbox"/> Crime movies     |
| <input type="checkbox"/> Romantic movies        |   |

(Other, please specify) .....

**SECTION TWO: VIOLENT BEHAVIOUR**

The following questions concern about violent behaviour, which is defined as any overt, credible, or obvious threat of physical force or the actual use of force with the intention of physically harming (e.g., serious injury or death) a being or group of beings or their property. Please circle the appropriate number on the 5-point scale which consists of 1 (Strongly Agree), 2 (Agree), 3 (Neutral), 4 (Disagree), and 5 (Strongly Disagree) that best describes your response. Think about how you most often see yourself, feel, behave and react to the research variables. Your honest answers will make your points more useful.

Strongly Agree ← → Strongly disagree

01	I have always kicked, bit or tried to kick or hit a student or someone else.	1	2	3	4	5
02	I have always slapped a student or someone else.	1	2	3	4	5
03	I have always beaten or physically attacked a student or someone else up.	1	2	3	4	5
04	I have always threatened a student or someone else.	1	2	3	4	5
05	I have always hit a student or someone else with something.	1	2	3	4	5
06	I have always choked a student or someone else.	1	2	3	4	5
07	I have always slammed a student or someone else against the wall.	1	2	3	4	5
08	I have always grabbed a student or someone else.	1	2	3	4	5
09	I have always thrown somethings at a student or someone else.	1	2	3	4	5
10	I have always used something against a student or some else	1	2	3	4	5
11	I have always pushed or shoved a student or someone else.	1	2	3	4	5
12	I have always twisted the arm and hair of a student or someone else.	1	2	3	4	5

### SECTION THREE: MEDIA EXPOSURE

Below are statements that describe media exposure, which is defined as adolescents who watch violent movies frequently. Media exposure includes violent movies. Please indicate your level of agreement with each statement from (1) strongly agree to (5) strongly disagree.

Strongly Agree ← → Strongly disagree

01	I always watch violent movies.	1	2	3	4	5
----	--------------------------------	---	---	---	---	---

02	I always watch violent movies that portray people destroying someone else's belonging.	1	2	3	4	5
03	I always watch violent movies that portray people shooting another person.	1	2	3	4	5
04	I always watch violent movies that portray people stealing.	1	2	3	4	5
05	I always watch violent movies that portray people to fight.	1	2	3	4	5
06	I always watch violent movies that portray people performing stunts on their scooter.	1	2	3	4	5
07	I always watch violent movies that portray people making a fool about someone.	1	2	3	4	5
08	I always watch violent movies that portray people performing street racing.	1	2	3	4	5
09	I always watch violent movies that portray people who smoke.	1	2	3	4	5

#### SECTION FOUR: FAMILY COMMUNICATION

Below are statements that describe family communication. For the purpose of this study, family communication is defined as the act of creating thoughts, facts, emotions, opinions and information known among family members. Please indicate your level of agreement with each statement from (1) strongly agree to (5) strongly disagree.

Strongly Agree ← → Strongly Disagree

01	In my family, we often talk about topics like politics and religion where some persons disagree with others.	1	2	3	4	5
02	My parents often say something like "Every member of the family should have some say in family decisions."	1	2	3	4	5
03	My parents often ask for my opinion when the family is talking about something.	1	2	3	4	5
04	My parents encourage me to challenge their ideas and beliefs.	1	2	3	4	5
05	My parents often say something like "You should always look at both sides of an issue."	1	2	3	4	5
06	I usually tell my parents what I am thinking about things.	1	2	3	4	5
07	I can tell my parents almost anything.					
08	In our family, we often talk about our feelings and emotions.	1	2	3	4	5
09	My parents and I often have long, relaxed conversations about nothing in particular.	1	2	3	4	5
10	I really enjoy talking with my parents, even when we disagree.	1	2	3	4	5
11	My parents like to hear my opinions, even when they don't agree with me.	1	2	3	4	5
12	My parents encourage me to express my feelings.	1	2	3	4	5
13	My parents tend to be very open about their emotions.	1	2	3	4	5
14	We often talk as a family about things we have done during the day.	1	2	3	4	5
15	In my family, we often talk about our plans and hopes for the future.	1	2	3	4	5

### SECTION FIVE: PEER PERSSURE

Below are statements that describe peer pressure, which is defined as when individuals of own age motivate someone to do anything or to avoid doing anything else, regardless if he/she desires to or not personally. Please indicate your level of agreement with each statement from (1) strongly agree to (5) strongly disagree.

Strongly ← Strongly  
Agree                      Disagree

01	My friends could push me into doing just about anything.	1	2	3	4	5
02	I easily give in to peer pressure and do what they ask for.	1	2	3	4	5
03	When at school, if a group of people asked me to do something, it would be hard to say no.	1	2	3	4	5
04	At times, I've broken rules because others have urged me to.	1	2	3	4	5
05	At times, I've done dangerous or foolish things because others dared me to.	1	2	3	4	5
06	I often feel pressured to do things I wouldn't normally do.	1	2	3	4	5
07	I've skipped classes, when others have urged me to.	1	2	3	4	5
08	If my friends are smoking, it would be hard for me to resist having a smoke.	1	2	3	4	5
09	I've felt pressured to smoke at parties.	1	2	3	4	5

### SECTION SIX: CULTURAL VALUE

Below are statements that describe cultural value, which is defined as the bases for the particular norms that inform individuals what is suitable in different situations. Please indicate your level of agreement with each statement from (1) strongly agree to (5) strongly disagree.

Strongly ← Strongly  
Agree                      disagree

01	One should consider the needs of others before considering one's own needs.	1	2	3	4	5
02	One's achievements should be viewed as family's achievements.	1	2	3	4	5
03	One need not conform to one's family's and the society's expectations.	1	2	3	4	5
04	Following familial and social expectations are important.	1	2	3	4	5
05	One need not follow the role expectations (gender, family hierarchy) of one's family.	1	2	3	4	5

06	One need not follow one's family's and the society's norms.	1	2	3	4	5
07	One should not deviate from familial and social norms.	1	2	3	4	5
08	The worst thing one can do is to bring disgrace to one's family reputation.	1	2	3	4	5
09	Family's reputation is not the primary social concern.	1	2	3	4	5
10	Parental love should be implicitly understood and not openly expressed.	1	2	3	4	5
11	One should have sufficient inner resources to resolve emotional problems.	1	2	3	4	5
12	One need not achieve academically in order to make one's parents proud.	1	2	3	4	5
13	Educational failure brings shame to the family.	1	2	3	4	5
14	Occupational failure brings shame to the family.	1	2	3	4	5
15	Children should not place their parents in retirement homes.	1	2	3	4	5
16	Children should take care of their parents when the parents are unable to take care of themselves.	1	2	3	4	5
17	Elders may not have more wisdom than younger persons.	1	2	3	4	5
18	One's family need not be the main source of trust and dependence.	1	2	3	4	5
19	One should be humble and modest.	1	2	3	4	5
20	Modesty is an important quality for a person.	1	2	3	4	5
21	One should not be boastful	1	2	3	4	5



**UUM**  
Universiti Utara Malaysia

## Appendix C Arabic Questionnaire



### الاستبيان

عزيزي المستجيب:

الهدف من هذه الدراسة هو تحقيق العلاقة ما بين التعرض الإعلامي للأفلام العنيفة والعلاقات العائلية وضغط السلوك العنيف بين المراهقين الأردنيين. حيث أن الأقران و القيم الثقافية من جهة ومن جهة أخرى المجتمع الأردني يشهد ارتفاع واضح في عنف الشباب في الآونة الأخيرة.

نرجوا تعاونكم معنا للرد على أسئلة هذه الاستبانة والتي تحمل ال عنوان الآتي:

"النموذج الهيكلي للعلاقة بين التعرض الإعلامي والعلاقات العائلية وضغط الأقران و القيمة الثقافية و السلوك العنيف بين المراهقين"

مدة الإجابة على هذا الاستبيان ما يقارب خمس عشرة دقيقة . راجياً اتباع التعليمات الواردة ضمن هذا الاستبيان ,  
شاكراً لكم تعاونكم معنا. علماً بأن المعلومات الواردة التي قمت بتزويدها بها سيتم الحفاظ على سريتها , حيث سيتم استخدامها لغايات أكاديمية وبصورة حصرية.

شكراً لوقتكم و انتباهكم, لأي استفسار بإمكانكم التواصل مع باحث الدراسة:

**محمد فواز عنيزات**

مرشح دكتوراه

كلية الاعلام

جامعة اوتارا/ماليزيا

القسم الاول : المعلومات الشخصية

يرجى الإجابة على كل سؤال من الاسئلة الآتية بدقة وذلك من خلال ملء الفراغ ووضع علامة (√) في المربعات المناسبة التي تتوافق مع الاسئلة أدناه , علماً بأنه لا يوجد إجابات صحيحة او خاطئة حيث قد يرى كل مشارك السؤال بشكل مختلف.

1. الجنس:

ذكر  أنثى

2. العمر:

11-10 سنة  16-17 سنة   
12-13 سنة  18 سنة أو أكثر   
14-15 سنة

3. الصف:

الصف السابع  الصف العاشر   
الصف الثامن  الصف الأول ثانوي   
الصف التاسع  الصف الثاني ثانوي

4. المستوى التعليمي للوالدين:

ثانوي  ماجستير   
دبلوم  دكتوراة   
بكالوريوس

(غير ذلك يرجى التحديد).....

5. تكلفة المنطقة السكنية التي تعيش فيها :

منخفضة التكلفة  متوسطة التكلفة  مرتفعة التكلفة

6. ملكية المنزل الذي تعيش فيه:

ملك  ملك لأحد من الاقارب   
مستأجر  بدون مقابل   
مقابل عمل

7. دخل الاسرة:

ما هو إجمالي دخل أسرتك شهرياً؟ إذا كنت لا تعرف ذلك بالضبط ، فيرجى تقديره

أقل من 353 دينار	<input type="checkbox"/>
354 - 708 دينار	<input type="checkbox"/>
709 - 1062 دينار	<input type="checkbox"/>
1063 - 1417 دينار	<input type="checkbox"/>
أكثر من 1417 دينار	<input type="checkbox"/>

8. الحالة الاجتماعية لوالديك:

متزوجين	<input type="checkbox"/>
أحدهما متوفي أو كلاهما	<input type="checkbox"/>
مطلقين	<input type="checkbox"/>

9. كم ساعة تشاهد التلفزيون يومياً:

أقل من ساعة	<input type="checkbox"/>
من ساعة إلى ساعتين	<input type="checkbox"/>
من 3 إلى 4 ساعات	<input type="checkbox"/>
من 5 إلى 6 ساعات	<input type="checkbox"/>
أكثر من 6 ساعات	<input type="checkbox"/>

10. ما هي الايام المفضلة لمشاهدة التلفزيون؟

كل الايام	<input type="checkbox"/>
معظم ايام الاسبوع	<input type="checkbox"/>
بعض ايام الاسبوع	<input type="checkbox"/>
نهاية الاسبوع	<input type="checkbox"/>
بعض ايام نهاية الاسبوع	<input type="checkbox"/>

11. مع من تشاهد التلفزيون عادةً:

بمفردي	<input type="checkbox"/>
مع والدي	<input type="checkbox"/>
مع أخواني	<input type="checkbox"/>
مع كل عائلي	<input type="checkbox"/>
مع الاصدقاء	<input type="checkbox"/>

12. ما هي الافلام التي تفضل مشاهدتها:

افلام عنيفة/ الحركة	<input type="checkbox"/>
افلام كوميدية	<input type="checkbox"/>
افلام عاطفية	<input type="checkbox"/>
افلام مغامرة	<input type="checkbox"/>
افلام جريمة	<input type="checkbox"/>

(غير ذلك يرجى التحديد).....

القسم الثاني: السلوك العنيف

يتحدث هذا القسم عن السلوك العنيف , الذي يُعرّف بأنه أي تهديد صريح أو واضح باستخدام القوة البدنية أو



#### القسم الرابع: التواصل الاسري

فيما يلي العبارات التي تصف التواصل العائلي الذي يعرف بأنه فعل خلق الأفكار والحقائق والعواطف والآراء والمعلومات المعروفة بين أفراد الأسرة, يرجى توضيح مستوى موافقتك على كل عبارة من العبارات الآتية علماً بأن 1 (موافق بشدة)، 2 (موافق)، 3 (محايد)، 4 (غير موافق)، 5 (غير موافق بشدة).

موافق بشدة ← غير موافق بشدة

5	4	3	2	1	1	في عائلتي عادة نتحدث عن مواضيع مثل السياسة والدين مع مراعاة الأختلاف في القناعات ووجهات النظر.
5	4	3	2	1	2	والداي يقولان عادة " يجب ان يكون كل فرد من افراد العائلة له رأي في قرارات العائلة."
5	4	3	2	1	3	والداي غالبا ما يسألان عن رأيي عندما نتحدث عن أمر ما.
5	4	3	2	1	4	يشجعني والداي على مناقشتهم فيما يتعلق بأفكارهم ومعتقداتهم.
5	4	3	2	1	5	والداي عادة ما يقولان لي " عليك أن تنتظر للمشكلة من الجانبين."
5	4	3	2	1	6	انا عادة اقول لوالدي ما افكر به.
5	4	3	2	1	7	أستطيع أن أقول لوالداي أي شيء تقريباً.
5	4	3	2	1	8	في عائلتي نحن نتحدث غالباً عن عواطفنا و مشاعرنا.
5	4	3	2	1	9	انا وعائلتي عادة لدينا محادثات طويلة ومريحة.
5	4	3	2	1	10	انا حقاً استمتع بالنقاش مع والداي , حتى عندما نختلف.
5	4	3	2	1	11	والداي يحبان سماع رأيي حتى لو كانوا لا يتفقون معه.
5	4	3	2	1	12	والداي يشجعاني على التعبير عن مشاعري.
5	4	3	2	1	13	والداي يميلان ليكونوا أكثر انفتاحاً مع عاطفتهم.
5	4	3	2	1	14	في عائلتي نحن نتحدث عادة عن أمور حصلت معنا خلال اليوم.
5	4	3	2	1	15	في عائلتي، نحن نتحدث عادة عن خططنا و آمالنا في المستقبل.

#### القسم الخامس : ضغط الاقران

فيما يلي العبارات التي تصف ضغط الاقران الذي يتم تعريفه على أنه تحفيز الأفراد من قبل شخص في سنهم على القيام بشيء ما او تجنب القيام بأي شيء آخر, بغض النظر عما إذا كان يرغب بذلك ام لا. يرجى توضيح مستوى موافقتك على كل عبارة من العبارات الآتية علماً بأن 1 (موافق بشدة)، 2 (موافق)، 3 (محايد)، 4 (غير موافق)، 5 (غير موافق بشدة)

موافق بشدة ← غير موافق بشدة

5	4	3	2	1	1	أصدقائي يستطيعون دفعي للقيام بأي شيء تقريباً.
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5	4	3	2	1	2	انا استسلم بسهولة لضغط الاقران الذي أتعرض له وافعل ما يطلبونه.
5	4	3	2	1	3	عندما أكون في المدرسة , اذا طلبت مني مجموعة من الاشخاص القيام بشيء ما, أجد صعوبة بالرفض
5	4	3	2	1	4	في بعض الأوقات، اكسر القواعد أو القوانين لان الآخرين حثوني على فعل ذلك.
5	4	3	2	1	5	في بعض الأوقات، افعل امورا خطيرة أوحمقاء لان الآخرين أخبروني أنني سأكون جريئاً لو فعلتها.
5	4	3	2	1	6	أشعر بالضغط عندما افعل امورا لست معتادا على فعلها.
5	4	3	2	1	7	هربت من الحصص المدرسية عندما حثني الآخرون على ذلك.
					8	إذا كان أصدقاوي يدخنون ، فسيكون من الصعب علي مقاومة التدخين.
					9	لقد شعرت بالضغط للتدخين في الاستراحات.

### القسم السادس: القيم الثقافية

فيما يلي العبارات التي تصف القيم الثقافية والتي يتم تعريفها على أنها أسس القواعد الخاصة التي تُعلم الأفراد بما هو مناسب في المواقف المختلفة. يرجى توضيح مستوى موافقتك على كل عبارة من العبارات الآتية علماً بأن 1 (موافق بشدة)، 2 (موافق)، 3 (محايد)، 4 (غير موافق)، 5 (غير موافق بشدة).

← موافق بشدة ← غير موافق بشدة

5	4	3	2	1	1	ينبغي للمرء أن يأخذ بعين الاعتبار احتياجات الآخرين قبل التفكير في احتياجاته الخاصة.
5	4	3	2	1	2	يجب النظر لإنجازات المرء على أنها إنجازات عائلية.
5	4	3	2	1	3	لا يحتاج المرء ان يتفق مع توقعات أو قواعد عائلته والمجتمع.
5	4	3	2	1	4	اتباع القيم العائلية والمجتمعية أمر مهم.
5	4	3	2	1	5	لا يحتاج المرء إلى اتباع استثناءات الأدوار لأسرته (الجنس ، التسلسل الهرمي للأسرة).
5	4	3	2	1	6	لا يحتاج المرء اتباع أعراف عائلته ومجتمعه.
5	4	3	2	1	7	لا ينبغي للمرء الانحراف عن أعراف وقواعد المجتمع والعائلة.
5	4	3	2	1	8	أسوأ شيء يفعله المرء هو ان يُسيء لسمعة العائلة.
5	4	3	2	1	9	سمعة العائلة ليست الاهتمام الاجتماعي الاساسي.
5	4	3	2	1	10	يجب فهم حب الوالدين بشكل ضمنى وان لا يعبر عنه علانية.
5	4	3	2	1	11	يجب ان يكون لدى المرء علاقات أسرية أو صداقة كافية لحل المشاكل العاطفية.
5	4	3	2	1	12	لا يحتاج المرء ان ينجح أكاديميا من اجل جعل الوالدين فخوران به.

5	4	3	2	1	الفشل الأكاديمي يجلب العار للعائلة.	13
5	4	3	2	1	الفشل المهني يجلب العار للعائلة.	14
5	4	3	2	1	لا يجب على الأطفال ان يضعوا آباءهم في دور العجزة.	15
5	4	3	2	1	يجب أن يعتني الأطفال بوالديهم عندما يكون الوالدان غير قادرين على رعاية أنفسهم.	16
5	4	3	2	1	البالغين قد لا يملكون حكمة أكثر من الأصغر سناً.	17
5	4	3	2	1	لا يجب أن تكون أسرة الفرد هي المصدر الرئيسي للثقة والدعم.	18
5	4	3	2	1	على المرء أن يكون متواضعا وبسيطاً.	19
5	4	3	2	1	التواضع خصلة مميزة في الإنسان.	20
5	4	3	2	1	علي المرء ان لا يكون متفاخراً.	21



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**Appendix D**  
**Table of Krejcie and Morgan**

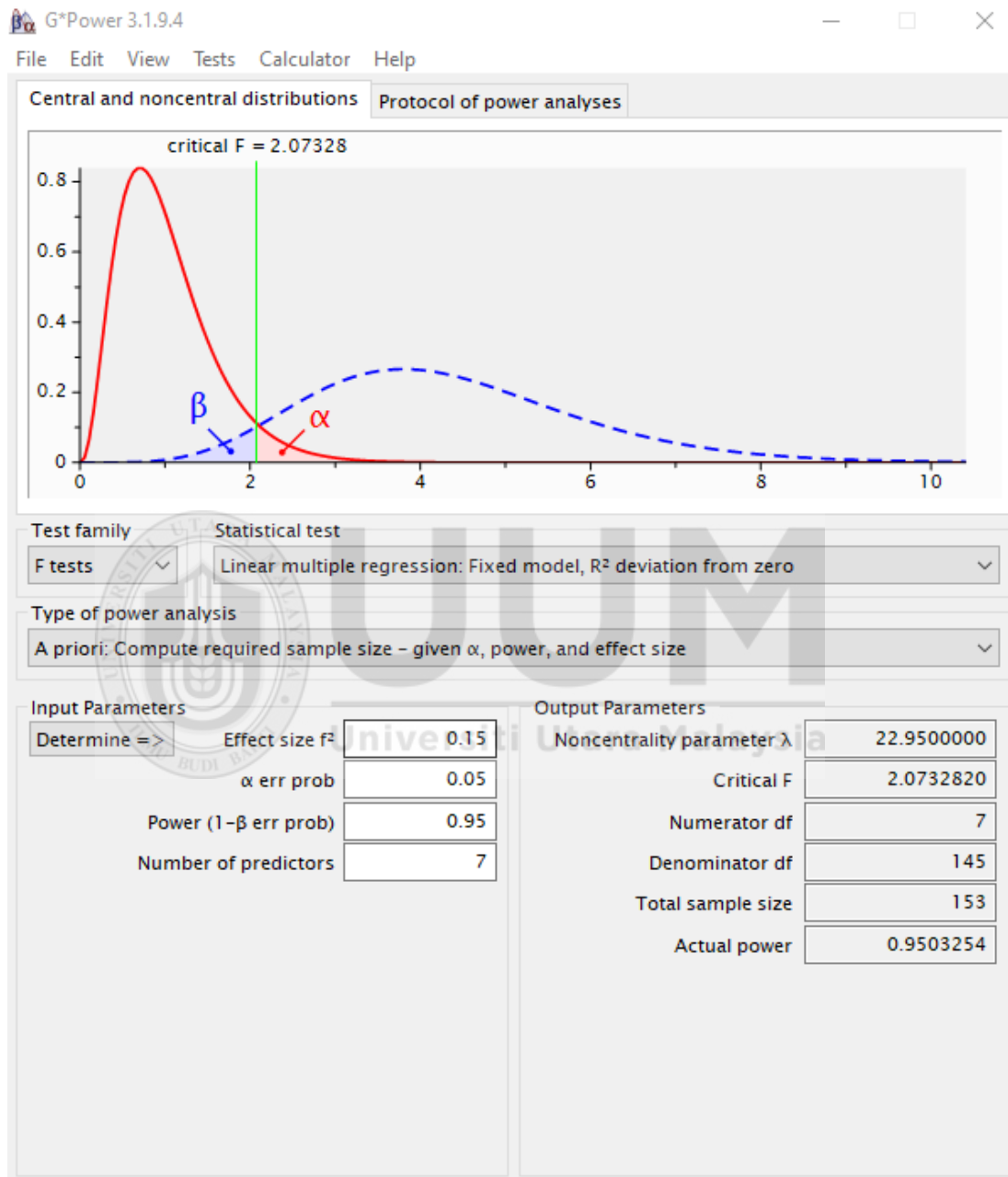
<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

## Appendix E

### Output of G\*Power



## Appendix F

### Harman's Single-Factor Test

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.377	20.269	20.269	13.377	20.269	20.269
2	7.685	11.644	31.913			
3	5.454	8.263	40.176			
4	3.816	5.781	45.958			
5	3.294	4.991	50.948			
6	3.082	4.670	55.618			
7	2.691	4.078	59.696			
8	2.571	3.895	63.591			
9	2.024	3.067	66.658			
10	1.968	2.982	69.640			
11	1.822	2.761	72.401			
12	1.676	2.540	74.941			
13	1.400	2.121	77.062			
14	1.289	1.953	79.015			
15	1.247	1.890	80.905			
16	1.208	1.830	82.735			
17	1.101	1.668	84.403			
18	1.013	1.535	85.938			
19	.880	1.333	87.271			
20	.833	1.262	88.533			
21	.805	1.220	89.753			
22	.728	1.103	90.856			
23	.629	.954	91.810			
24	.510	.773	92.583			
25	.484	.733	93.316			
26	.419	.635	93.952			
27	.377	.571	94.523			
28	.366	.555	95.078			
29	.343	.520	95.598			
30	.314	.475	96.073			
31	.285	.431	96.504			
32	.262	.398	96.902			
33	.230	.348	97.250			
34	.182	.276	97.526			
35	.147	.222	97.748			
36	.132	.200	97.948			
37	.111	.169	98.117			
38	.100	.151	98.268			
39	.099	.149	98.418			
40	.091	.138	98.555			
41	.087	.132	98.687			
42	.078	.118	98.805			
43	.071	.107	98.913			
44	.065	.098	99.011			
45	.063	.095	99.107			
46	.056	.085	99.191			
47	.055	.084	99.275			

48	.047	.071	99.345
49	.045	.068	99.413
50	.040	.060	99.473
51	.037	.056	99.529
52	.033	.049	99.578
53	.030	.046	99.624
54	.030	.046	99.670
55	.028	.042	99.712
56	.025	.038	99.750
57	.025	.038	99.788
58	.022	.033	99.820
59	.021	.031	99.852
60	.019	.029	99.881
61	.018	.027	99.908
62	.016	.024	99.931
63	.013	.020	99.951
64	.013	.019	99.970
65	.011	.016	99.986
66	.009	.014	100.000

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Extraction Method: Principal Component Analysis.

