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Personal Characteristics and their Association to Aggression among Hafr Al-Batin University Students

Dr. SalwaFahad Al Marri

Department of Education and Psychology - College of Education - University of Hafr Al-Batin
Mailing address: D-salwa@uhb.edu.sa

Abstract: The purpose of this study was to determine the nature of the relationship between personality profile traits (emotional balance, responsibility, social, control) and aggression among Hafr Al-Batin University students, as well as to determine if there are statistically significant differences between personality profile traits of university students, as well as to determine if there are statistically significant differences between personality profile traits and aggression according to t The researcher chose a random sample of 120 female students and used the Gordon Allport Personal Profile Scale and the aggression Scale developed by Iman Jamal Al-Din. To suit the nature of the study and the data, the researcher employed a descriptive, correlative, and comparative technique. The investigation yielded the following findings:

1- There is a statistically significant adverse association between the personality profile characteristic (emotional balance) and aggression.
2- A statistically significant adverse relationship exists between the personality characteristic (responsibility) and aggression.
3- A direct, statistically significant relationship exists between the personality attribute (social) and aggression.
4- A statistically significant inverse relationship exists between the personality attribute (control) and aggression.
5- There are statistically significant disparities in the personality profile features of female community college students in the Kingdom of Saudi Arabia's University of Hafr Al-Batin.
6- There are no statistically significant differences between the traits of the personality profile regarding the trait of social responsibility, responsibility and aggression due to the academic level variable, while there are statistically significant differences in the trait of control, emotional balance and the trait of the personality profile due to the academic level and these differences are in favor of the fourth level.

Keywords: personality profile, aggression,violence, trait, Hafr Al-Batin University requests.

Introduction: aggression has evolved over time, from physical aggression in its most primitive and instinctive form to symbolic aggression, which has many manifestations and broader and deeper dimensions, to include all forms of non-physical aggression that harm the other, whether through speech or language or various expressive forms, as Bourdieu put it: aggression is the imposition of meanings exercised by social actors from a famous person: The concept of aggression and hostility and its means has evolved over time until it reached its most ferocious manifestation, which is terrorism at the global and local levels. Although terrorism is a crime, it is nothing new, especially after the world heard about the repercussions of the devastating war in different countries, especially Iraq, the Levant and Yemen. This forced some countries to achieve their goals in different ways, the most important of which is the promotion of terrorist thought, because this method achieves the desired goal at the lowest cost, as it is implemented by groups that generally focus on imaginary gaps in the social, economic and political structure, as well as focusing in particular on the psychological structure of the other party without Knowing this and without having to declare war that greatly drains material and human resources. It is not surprising in this sense that aggression has become a global phenomenon that is not linked to a particular religion, race, region or culture, and its aspects are multiple, especially terrorism, being the most terrifying and extreme form and forms despite the fear, dread and dread that this issue will raise among people and have negative and dangerous effects on individual, group and social level as a whole. Aggression is a phenomenon that accompanied the future and lives of peoples in different stages of growth or deterioration, albeit to varying degrees and with different expressions (Omar, 2003).This was confirmed by Al-Rushoud's (2002) study that watching violent movies helps to form a positive attitude among high school students towards aggression. The study by Al-Esawy (2004) also supported this, as it confirmed that 80% of students believe that aggression today has increased compared to the past, and that domestic aggression in society is the first among the forms of aggression.

This proposition leads us to put question marks over this era and ask ourselves if it is the era of anxiety, fear and aggression. Or is it the age of aggression, terrorism and the dogmatic mind? Does this mean that we live in the crucible

of an age of aggression and terrorism, and is it a feature of this age and a distinctive mark of it? Is the individual's personality profile related to aggression, aggression and terrorism?

According to Ellul (1979), one of those interested in the topic of aggression and terrorism is the period of consciousness and attention to it, not the time of aggression and terrorism. What characterizes this period is the rising awareness of this issue. The expansion of this issue and the complexity of its expressions, particularly terrorism, make us question about the reality of its source and processes in our era, which we regard to be the age of civilization and urbanization.

The rise of the knowledge explosion and information revolutions, which in turn led to the creation of protests against the individual's place within society, distinguishes this age from the others which resulted in the emergence of terrorist outposts in the world filled with peremptory ideas and cultural dogmas that stem from a dogmatic mind that does not provide opportunities for meeting or dialogue in various parts of the world, and the result was the emergence of terrorist acts that included the last decade of this century until the present, and these acts are evidence that Terrorism is one, even if the distances are great, the geographical locations are different, and an individual is different (Ismail, 1988).

Here we face the real challenge for many countries around the world, particularly the Kingdom of Saudi Arabia, which is to confront aggression, aggression, and terrorism, and the first step in this confrontation is to understand the characteristics of a personal profile that are associated with aggression and may lead to terrorism and terrorist behavior in the future.

The traits of the personal profile are one of the main sources that configure the personal predisposition to aggression and are clearly visible among the group of young people. There is no doubt that the issue of aggression, which has become a form of civil terrorism, has been imposed on the agenda of our society, and that the various parties hostile to Islam and the Arab community are fulfilling their duty to raise the issue of social aggression, and that studying this phenomenon in many investigations is part of the process of understanding the phenomenon of aggression in our society. To deal with it and mitigate it, and the Arab society to be able to overcome this crisis and even reverse it to change the course of the wheel of our society that goes backwards to a wheel that goes forward and pushes us to build, this is in the case of a long-term popular and institutional movement, structuring the strength of everyone and channeling it towards a clear and harmonious way to face aggression by addressing its causes but also opposing its manifestations. A safe society is a prerequisite for societal growth and advancement.

The study's problem: A social issue with psychological causes has not been raised with the same sharpness, apprehension, and depth as the phenomenon of aggression, not only because it is the most important and complex social phenomenon, but also because it is the most dangerous and deadly in the civilized building of human society, and its intellectual and cultural system.

Several opinions and causal explanations have been proposed to explain this phenomenon. There is no doubt that aggression is linked to innate psychological components inherent in the individual through a psychological and psychological tendency that pushes him to practice aggression in different ways, a set of dimensions that control the personality of each individual and are linked to a set of traits that make up his psychological and behavioral path and have a significant impact on his use of aggression. And if the personality is an integrated whole in the psychological system, then the traits are the psychological and emotional indicators that move the personality of the individual and express his personality, and this is usually expressed on the basis of the physical, psychological, emotional or social aspects and characteristics, innate or acquired, that distinguish the person, which is a personality Relatively stable for a certain type of behaviour.

The basic function of the individual's psychological system is to make him balanced and psychologically and behaviorally adapted to all psychological and social variables that he deals with in his external environment with the aim of achieving psychological and social satisfaction, which is achieved through several indicators that indicate that the individual achieves the maximum exploitation of the symbolic and social capabilities available to him and leads to his survival and acceptance of personal and social responsibility, which includes maturity in terms of emotional and psychological.

This means that the personal profile has a close relationship with normal behavior, which is reflected in the set of behaviors that he performs in various situations, which require him to control his impulses and adapt his needs to the requirements of society in order to achieve the correct behavior.

Adulthood is one of the stages that is distinguished by being the stage of maturity and completion of physical, psychological, and emotional growth, and from there gaining the necessary experience to make the individual

psychologically, emotionally, and behaviorally in harmony with all the changes that occur in his environment in order to achieve the proper satisfaction of his needs.

One of the most important needs that must be fulfilled in the personality of a university student is the necessity of expressing feelings in a manner consistent with the requirements of society, which clearly expresses the extent of her success in managing her psychological system and her ability to direct her emotions, tendencies and abilities towards the right path. The university stage is also considered one of the stages that need to be adapted due to the multiplicity of problems and academic, social and emotional needs in the university environment. Such as: loss of emotional and social support, university desertion and other problems that affect the social, economic and psychological future of the university student and therefore prevent him from moving towards a better future.

In the first year of university, students frequently experience psychological pressures manifested as worry, psychological estrangement, and a loss of social support manifested as joining a specific group (the lump), and these issues change according to gender. Males struggle with interaction, connecting social ties, making professional decisions, and peer pressure. Females appear to struggle with emotional interactions, independence, control, and identity building.

Morrison et al., (1994) assert that effective universities are safe and less prone to violent attacks. They assert, for example, that students who lead healthy college lives commit to college, have many opportunities to participate and succeed in academic tasks, and are less likely to use aggression toward each other, and the professors, and the university itself, hence the interest in this phenomenon is for the sake of an effective university free of aggression .

There are many reasons why we pay close attention to this issue in the university community (Morrison et al., 1994: p. 240), and Alois and Limber (Oluius and Limber, 1990) discuss the short- and long-term ramifications of aggression on the victim, both from an educational point of view, and psychological and societal, as well as people who engage in violent acts. Furthermore, we are interested in the university's role in promoting social cohesion among its members, as well as its position as an educational institution.

As a result of the foregoing, we conclude that the university includes adult female students who differ in cultural, social, psychological and even intellectual standards. Hence, each student comes with a distinctive personality, distinct culture, and scientific, professional and social future visions that differ according to the environment and social upbringing she has gone through, and then she finds herself obligated to adapt to the new required situations. By means of university life, which is directly related to its personality and crystallizes through a characteristic approved by psychology, the characteristic of emotional balance, control, and which relates to the behavior of aggression and aggression within the atmosphere of the university, enabling us to cast a shadow of the relationship of these traits to aggression on campus their relationship Other aspects of the student, such as aspects of symbolic aggression in social networks or family aggression .

This proposal prompts the researcher to wonder: Could the personality profiles of university students as measured by Jordan Allport's Modified Personal Profile Scale be linked to aggression?

On this point, the researcher's choice of this issue, which she believes is vital and must be investigated scientifically, is significant because of the benefits it will bring to students, society, and terrorist conduct.

In summary, the study problem centres on the following central question:

What is the association between personality qualities and aggression among female students at Saudi Arabia's Hafr Al-Batin University?

The following questions arise from it:

1- Is there a link between the personality profile (emotional balance characteristic) and aggression among female Hafr Al-Batin University students in the Kingdom of Saudi Arabia?

2- Is there a link between a female student's personality profile (responsibility characteristic) and aggression at Hafr Al-Batin University in the Kingdom of Saudi Arabia?

3- Is there a link between a female student's personal profile (social attribute) and aggression at Hafr Al-Batin University in the Kingdom of Saudi Arabia?

4- Is there a link between the personality profile (domination attribute) and aggression among female students at Hafr Al-Batin University in Saudi Arabia?

5- Are there statistically significant variations in the personality qualities of female students at Hafr Al-Batin University in Saudi Arabia?

7- Are there statistically significant variations in personality characteristics and aggression among female students at Hafr Al-Batin University in the Kingdom of Saudi Arabia based on academic level?

Objectives of the study: The objectives of the current study are determined in the following:
1- Investigating the link between personality factors and aggression among female Hafr Al-Batin University students.
2- Identifying disparities in the personal profile attributes of female Hafr Al-Batin University students.
3- Identifying variances in personality profile features and their link to aggression among sample members based on academic level.

The importance of the study: The interest among university students in studying the personal profile and its link to aggression is regarded as a cure for the life of the issue we are dealing with due to the nature of the information presented about it. As a result, the researcher feels that the study is important from two perspectives: theoretical and practical.

 1- Theoretical importance
1- The current study is important because of the importance of the study community (university students), which is the youth category, because this category is very important in society because it is the foundation and progress of society's future.
2- Given the increasing and high rate of aggression and aggression, as well as the resulting terrorist behavior, there is a need to seek out new psychological methods and strategies that aid the individual's ability to control and enjoy a good level of positive social and emotional balance, as well as the ability to accept responsibility for his behavior.
3- This study also fits into the set of studies that look at the personality profile as one of the components that contribute to the emergence of aggression. Theoretical and clinical interest in personality features dates back to ancient times and has lately grown with the development of cognitive theories that claim the personality profile is a predictor of aggression and terrorist conduct in general, including aggression (Al-Mushawah, 2007).

Second: The practical importance:
1- It is believed that the current study will aid counseling practitioners by presenting data that may serve as foundations for developing therapeutic, counseling, and preventative programs to reduce aggression and help them understand the psychological needs of university students.
2- Better planning to enhance the conditions of this social group (university students).

Study terminology:

Personal Profile: Alport defined personality, saying: "Personality is the dynamic organization in the individual of those physical and psychological devices that determine his unique character in compatibility with his environment" (Musa, 1981).

Regarding the (procedural) definition of the personal profile, it is the total score obtained by the examinee on the personal profile scale used in the present study.

Aggression: Ibrahim (Ibrahim, 1999: p. 1) defines aggression as "any hostile, abusive or humiliating violent act committed by any means against others that causes them physical or psychological harm or suffering, including threats of such acts, coercion or arbitrary deprivation of Freedom.

Regarding the (procedural) definition of aggression, it is the total degree obtained by the examinee in the scale of aggression used in the present study.

Research Limits: The research is limited to regular students of Hafr Al-Batin University for the academic year 1443 AH.

Theoretical framework and previous studies:

First: Personality: Personality is one of the most widely used words in people's everyday lives, yet it is also a tough word to explain effectively. The term "personality" is used in a variety of contexts by the general public. Alport was able to develop around fifty alternative definitions of personality by analyzing numerous studies on the subject. "Personality is the dynamic structure in the individual of those physical and psychological processes that establish his distinctive character in harmony with his environment," according to Alport (Moses, 1981), and this definition confirms the following aspects:
1- Personality is the organizing and linking of all the many components of personality.
2- The term dynamic refers to the fact that the personality is changing.
3- The definition implies that the personality is more than just a psychological or nervous structure, but that this organization necessitates the activity of the body and the intellect, as well as their intertwining in the personality's oneness.

4- The word define means that personality is made up of specific tendencies that play a positive role in an individual's behavior, whereas the word unique refers to the importance that Allport places on individuality, and because no two people make exactly the same compromises about their environment, no two people have the same personality(Nagati, 1985).

Catell considered personality to be what allows us to predict what a person will do in a given situation, and the goal of psychological research for personality is to enact laws related to human reactions in various circumstances of his life and social relations, and these laws include both human external and internal behavior, and they attracted Many psychologists have examined personality in terms of its structure, fundamental characteristics, growth, development, and methods of assessing it using numerous theories that may disagree, but the goal is to forecast what the behavior will be (Shaheen, 1985).

Psychologists also see two approaches to the study of personality:

1- The first is the tendency that include certain psychologists who are interested in behavioral acts, i.e., in the method of external observation. Watson defines personality as "the quantity of activity that may be detected by careful observation over a long period of time so that the observer can provide reliable and consistent information," and this tendency illustrates behavioral theories (Watson, Thorndike, Pavlov, Guthrie, Miller, Hull, Skinner).

2- Second, some researchers are fascinated with perceptions, dynamic conceptions, or the internal core force that guides a person. Morton Prince describes personality as "the whole quantity of natural and inherited predispositions, inclinations, instincts, impulses, and biological forces, as well as qualities, skills, and tendencies acquired via experience," and it follows This trend is a collection of ideas that employ specific notions such as characteristics and patterns, such as (Allport, Cattell, Guilford, Eysenck, Young, Kretschmer, Sheldon, and so on) (Al-Obaidi, 1990).

3- 3- A third set of ideas combines the two preceding tendencies, detailing the connection between biological determinants and environmental, social, and cultural variables, and encompasses a vast number of theories such as Freudian New Needs Theory and Field Theory (Al-Dahery, 1999).

As the present study focuses on the personality profile, the second trend will be adopted, which includes a collection of theories that employ ideas such as features or patterns and are concerned with perceptions, dynamic notions, or the primary internal force that leads the individual.

The nature of personality and the factors that influence its formation: the internal components of the human being are affected by his interaction with the external environment, and from this interaction result behavior and responses, and this interaction has an impact on the human from the beginning of his life and increases its impact on his behavior and social and moral characteristics, until the prominent features of his personality are formed (Talabh, 2013).According to Issawi (1997), the individual's personality characteristics, formation, growth, behavior, proclivities, tendencies, and thoughts are the product of the interplay between environment and genetics. Social, political, moral, religious, and intellectual education

According to Al-Rushoud (2002), there are four major determinants in the formation of personality: structural (biological) or genetic determinants of its biochemical and glandular composition, environmental determinants, including the social and cultural environment, family and education, role determinant, and finally situation.

Just as genetics plays an important role in determining human behavior, the social environment plays an important role in his behavior and the formation of his personality, and the interactions caused by the environment surrounding a person have their effects on his growth, tendencies, and behavior, and Wilson believes that the features of personality are determined by about half genetic factors (genes) and half environmental factors (Abu Nahia, 1997).

The cultural environment has a significant impact on the development of an individual's personality, just as the natural environment has an impact on the formation of the human personality. Individuals are nothing more than biological living creatures like other organisms without it. The process of social normalization that occurs within the family is what transforms the individual from a biological being to a social being that interacts with the social environment in which he lives, and it is one of the important factors in forming his personality, as the social individual is a product of the culture in which he lives, and if he moves to another cultural milieu for some reason, he will lose his cultural identity, he will find it difficult to adapt and conform to the standards of the new culture (Al-Obaidi, 1990).

Personality types: There are several theories of personality types, including:

1- Pattern Theories: These theories classify people into patterns, each of which has a set of characteristics.
Including: the ancient theories such as the Hippocratic theory and the modern theories, which include two parts:

A- Anthropomorphic pattern theories: such as Kretschmer's theory and Sheldon's theory

B- Psychological theories: such as Carl Jung's theory

Hippocrate theory: He put four types corresponding to the four fluids in the body: blood - yellow - black - phlegm, and these mixtures correspond to the four elements of life: air - water - fire - earth.

When one of the humors rises, one of the four temperaments takes over:

1- Blood type: characterized by activity, fun, optimism, excitation speed, and response speed.
2- Melancholy type: The melancholy pattern is distinguished by introversion, introspection, sluggish thinking, pessimism, and a proclivity towards sorrow and despair.
3- Biliary type: This personality type is distinguished by irritation, rage, joking intensity, rigidity, stubbornness, and strength.
4- Phlegmatic personality: It is distinguished by lethargy, dullness of feeling, lack of emotion, apathy, sluggish excitability, reaction, and overeating (Abu Nahia, 1997).

Kretschmer's theory: Kretschmer examined a group of his patients, some of whom had manic-depressive psychosis and others who have schizophrenia. It was discovered that persons suffering from periodic psychosis are of the long thin kind, but those suffering from schizophrenia are thin and fat.

Sheldon's theory: Sheldon's theory is more complicated and well-known than its predecessors, and Sheldon argues that personality traits are distributed in a continuous distribution across three dimensions, and that each physical type, a mood pattern, and explain the personality features of each temperament:

Table No. (1) Shows the types of personality patterns and their associated personality traits

physical style	mood style	Character traits
Obesity is a characteristic of the internal synthetic (visceral).	primary visceral	Social - moderate - enjoys relaxing - hedonism - binge eating - emotional stability - sluggish reaction
It has a robust physique and a medium build (skeletal).	basic body	Aggressive - Does not care about others' feelings - Enjoys adventure and muscle exercise - Preference for control
Composition on the outside (cutaneous)	primary cerebral	Suppresses his emotions and feelings - loves solitude, secrecy and self-reflection - bad sleeping habits

Sheldon's hypothesis has been criticized for being biased in evaluating the correlations between personality characteristics and temperament patterns (Mutawa, 1981).

Psychological Pattern Theories: Carl Jung's Theory: Carl Jung saw that the individual's relationship with the outside world takes place through one of two ways, namely extroversion and introversion. Therefore, there are two patterns:

Extroversion: He is distinguished by his attention and focus directed toward the external environment, and he enjoys being among people and forming relationships with them, and his words and actions are based on objective factors, and he is realistic, and he enjoys the work that brings him into contact with others.

Introversion: He enjoys isolation and avoids social situations; his words and actions are influenced by subjective variables; he enjoys meditation and daydreaming; he lacks self-confidence; and he favors employment that keeps him away from others.

In addition to these two sections; Jung saw that there are four basic functions that an individual uses to navigate in the world: thinking, feeling, sensing, and intuiting.

Traits Theory: Allport's contributions to the study of personality and traits have had a significant impact on motivating many academics and psychologists to conduct research and personality studies that use traits as a concept to explain personality and Factor analysis to obtain results. The basic characteristics of personality and the most prominent ones researched are: "Guilford" and "Catell and Eysenck", and the researcher will discuss some of the main parts of his views as follows:

Allport described the trait as the natural unit to describe the personality, and the traits, according to Allport's definition, are the internal structures that guide the behavior of the individual with a certain stability, and the characteristic, which are independent units within the individual but compatible (interdependent) so they bring together for behavioral effect events, and Allport distinguishes between trait and bias and criterion, trait is not related to a specular trait. Allport

created the criterion by which a characteristic in an individual may be quantified by the number of occasions in which the individual behaves in a given way, as well as the degree of persistence. The trait as the natural unit to describe the personality, and the traits, according to Allport's definition, are the internal structures that guide the behavior of the individual with a certain stability and the characteristic, which are independent units within the individual but compatible (interdependent) so they bring together for behavioral effects events, and Allport distinguishes between trait and bias and criterion, trait is not related to a specific object or thing, while bias is towards a specific thing, and the trait is more general than the trend. Allport created the criterion by which a characteristic in an individual may be measured by the number of instances in which the individual behaves in a given manner, as well as the degree of persistence of that condition in which the person adopts a certain way of behavior.

According to Guilford, the personality should include sorts of features that he deemed a pretty stable general style that varies from person to person, and these traits include physiological, behavioral, mental talents, and temperament. He saw the trait as the foundation for developing personality and included it as a significant element in his theory of personality. Cattell classified qualities into two categories: Source Traits(traits of considerable importance with stability and persistence) and surface traits (It represents the personality traits and is regarded relatively unstable). Cattell used the factor analysis approach to examine people's behavior in various scenarios by administering a huge number of tests. He arrived at identifying the sixteen components known by their acronym (16 PF).

Factors influencing personality formation: Both genetics and environment influence personality formation, as seen below:

1- Genetics in the case of the nervous and hormonal systems.
2- There are three sorts of environmental factors:
a- Geographical considerations.
b- Social variables, which include the general cultural framework, including values, customs, and socioeconomic conventions, sub-cultural aspects pertaining to social class, family, school, friends, and clubs, and individual cultural factors such as the individual's sexual role and professional role (Hamed, 2003).
3- Factors and changes in the individual's life.

Aziro's (2013) study, "The psychological profile of the terrorist individual," demonstrated through a survey of research in this field that each individual's personality traits and profile play a significant role in shaping the willingness to aggression and terrorist behaviors, and that there is a common point between the various terrorist personalities, which is the willingness or encouragement to use aggression .

The study of Al-Harbi, Al-Mohsen and Al-Raba'a (2016) entitled "Personality factors and patterns of parenting and their relationship to school aggression among tenth graders" showed in the city of Mafraq that personal factors and patterns of parental upbringing play a major role in the emergence of forms of aggression , and that forms of verbal and physical aggression and property trespass, and the degree and forms of that.

Secondaggression: there has been research, studies, lectures, international seminars and conferences, laws enacted to preserve man from his conception until his death, and theories developed to explain normal human behaviors that are consistent with society's culture and social standards, as well as turbulent anomalies that depart from the common social sphere. As a result, all of this occurred in order to discover the reasons of human strife, those that deprive man of the humanity with which God Almighty has honored him, as God Almighty declares in Surat Al-Tin: "We have made man in the ideal alignment."

What are the reasons for aggression? Is aggression learned or genetic? How can aggression be avoided?

Aggression is as ancient as existence; it has been since the beginning of history, and since the first occurrence of human conflict was the argument between Adam's two sons, Cain and Abel. In the invention of the features of aggression and modern terrorist behavior, and thus aggression has become one of the most complex problems of the era, which has become a preoccupation of human thought, as aggression is not an emergency situation as much as it is one of the largest manifestations of human existence where its impact appears or disappears, based on historical, social, economic, and cultural conditions (Haider)., 2002).

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one of the phenomena that most draws the attention of the various government agencies on the one hand and the family nucleus on the other, and recently we have been facing a development not only in the number of acts of violence, but in the methods used by different groups in society, such as students, in the implementation of violent behavior, such as verbal violence or physical violence, such as beating and other things against students on the one hand and teachers on the other side (Dweik, 1423).

But first, we must distinguish between violence and aggressiveness, which share some characteristics. Violence, for example, invariably seeks destruction and, more often than not, bodily and material injury, whereas antagonism may not. And one part of the relationship between aggressiveness and violence is that violence is a sort of aggression in and of itself, or an indisputable condition of aggression (Ismail, 1999).

The notion of violence: When it comes to diverse forms of violence, the term violence is also dictated by its concept. Legalists examine violence from one perspective, while economists examine it from another, as do psychology and sociological studies, which examine it from a perspective that needs the study approach in the vision. In light of this, we consider the thought that we are attempting to transform, even if just partially (Haider, 2002).

To fully describe the idea of violence, we must distinguish between legitimate and criminal violence. Legitimate violence is defined as legal violence, such as the use of force against criminals to defend law and order within society. Unlawful violence is the intentional imposition of injury on others, and it is a criminal offense. It is the form of violence that occurs between young people in everyday life, i.e. the violent act committed by young people with the intent of causing physical harm or injury to other persons. Examples for aggressive act include beating, slapping in the face, or kicking with the foot, in addition to young By vandalizing or destroying public or private property (Lotfi, 2001).

Maslow defines violence as a behavior that a person resorts to in order to meet his basic needs as a result of failure and failure to satisfy physiological needs, and violence is also defined as a response in the form of a violent act that is charged with emotions of anger, agitation, and hostility, a response that results from a process of obstruction or frustration. When we say that violence may be seen as a pattern of conduct, we also mean that it can be seen as phenomena, which is an act that includes injuring others and is accompanied by explosive emotions and stress. Ahmed Okasha gave an explanation corroborating the theory of (frustration - violence) in the context of understanding the psychology of violence, saying: If frustration does not lead to violence in most cases, then every violence is preceded by a frustrating scenario. This theory may be based on studies on the development of the child during his psychological and emotional development, and that aggressive behavior follows the child's sense that he cannot get what he wants, frustration would hinder the disposal of painful or uncomfortable arousal, any circumstance or condition that impedes a goal or the individual's response, and so on (Haider, 2002).

The idea of violence is used in a variety of contexts, from broad to limited. In its broadest definition, it may relate to the commission of some violent crimes such as murder, assault with the intent to injure or disable, rape, and robbery by force. It may refer to assaulting a certain individual to another with the intent of causing him damage without incurring any consequences. That is, to murder or injure or disable someone (Lotfi, 2001).

Patterns of violence: 1- Individual violence, since its perpetrator is usually characterized by specific characteristics that make him tends to violent behavior whenever the circumstances generate it (Ismail, 1988).

These people who engage in violent behavior can be classified into three categories as follows:

- The first type includes those for whom violence becomes an integral element of their conduct in order to convey their message, and they are classified as extremists.
- The second group of violent individuals is defined as employing violence to enhance the individual's self-image in the eyes of others, and the violence of this category can help to sustain the role that society has assigned to the individual, as well as to protect the self-image.
- The third type of violent personality is one who sees himself, his wants, and his demands as the only reality in this social existence, with no respect for the demands and needs of others.

It seems that we must distinguish here between violence as a behavioral trait that is considered one of the basic characteristics of the personalities of some individuals and explosive behavior or outbursts of agitation, as the outbursts of irritability are part of the fellowship of losing self-control, and it is one of the factors behind exposing some wives and children to torture and ill-treatment, as well as Liability for unprovoked murder, such as assaulting friends and strangers without a provocation, sexual assault, and dangerous driving. .... etc. The aggression that comes with agitation and a surah can be either verbal or physical. There are filthy comments or the like in the case of verbal violence, and in

the event of physical violence, it is typically of a primitive type, such as biting and spitting, and it can involve - of course - murders (Ismail, 1999).

- **Collectiveaggression** Individuals are motivated to engage in this sort of violence by the combination of various social, psychological, economic, and ideological elements, and these causes are frequently prominent in the thoughts of riot participants (Ismail, 1999).

In fact, the law of the group not only supports and develops the individual psyche, but it transforms it, and being with a group changes the individual, and thus the gathering of individuals in a crowd leads to the formation of a new being that transcends the individual, which is the spirit of the group, and that collective spirit is particularly submissive. Emotion and consensus are marked by intolerance and irresponsibility, as well as quick volatility, resulting in qualitative behavior marked by a new pattern of violence, and economic, industrial, political, and social violence are just manifestations of collective violence (Haider, 2002).

Causes of violence: First, organic psychological causes: Some research have revealed that explosive agitation is produced by peripheral system problems, and among the causal elements in the syndrome of loss of control, this condition may be attributable to numerous psychological and organic reasons, and it may be genetic or acquired. It can happen at any age, although it is most frequent between the ages of puberty and early adulthood. Aggression decreases with age, but it can also appear for the first time in the advanced years when an organic disease attacks the brain, and the incidence of masculinity with this disorder is higher than that of females, and this behavior is sometimes accompanied by an increase in the level of male hormones in the blood (Saad, 2002).

Second: family reasons: The family is the first social institution that lays the foundation for man's social behavior both inside and outside the family, and as a result, families where violence, rioting, chaos, and other bad habits prevail, whether between parents or between them and their children, are among the most important sources of violence formation. As a result, it is regarded as one of the causes for the phenomena of aggressive conduct among some school pupils in this bad and hazardous social context (Saad, 2002).

The loss of control is influenced by family history. It is often discovered that the problem of managing moods runs in families for several generations, and it is considered that during the childhood period, the kid is exposed to pictures of irritation and painful events that can cause agitation and aggressive conduct. However, within the context of regular family situations, the kid learns to regulate his wrath and apply sufficient pressure to control the manifestation of a state of revolution and agitation. And when the disorganized family structure is broken, particularly among economically and socially disadvantaged populations and in families without dads, the capacity to manage the outward manifestation of agitation is limited. The danger of hostile behavior aimed towards others exists here. Not all of these youngsters are irritable and unable to manage their behavior. Many youngsters reared in these circumstances may not always become aggressive (Ismail, 1999).

Adolescence is one of the stages that receive special attention from the family, and if the family did not seek to refine or educate it in the first place, as the conscious human aspect of the adolescent overcomes his animal instinctive side about him by rebelling against others and deviating from their instructions and instructions, and at the forefront of these are his teachers in school (Saad, 2002).

Third: the media:

Television is considered one of the best means to detect violent processes, and since violence is not inherited, it is therefore an acquired behavior that a person learns or experiences throughout his life, and the media being one of the socialization schools, we consider the small screen one of the most dangerous media in this field because it is an entertainment medium that hardly has a home in our society and does not need reading skills for the child to start paying attention to it from the beginning of his life. awareness of sound and image, and that the image has a more effective effect than the word that is read or heard, because the viewer is in a state of being affected without necessarily being in a state of incitement and excitement.

Image and sound also play a significant part in the processes of education and the introduction of norms and behaviors into an individual's living system, especially if repetition and persistence on emphasizing a concept or image is planned (Shakur, 1997).

Police films and sports of violence and power arousal, which concern cinemas and television screens in many countries and are broadcast via space to all parts of the world, are among the major causes of the phenomenon of violence, not only in our schools but in schools in many other countries, including some scientifically and industrially advanced countries (Saad, 2002).

Fourth: Imitation and simulation: Imitation and simulation are social upbringing variables. According to Muhammad Imad El-Din Ismail's book (Children are the Mirror of Society), before this instrument (television), children used to design the models they mimic in their activities from stories given to them or read to them. Many stories in popular or Western literature feature violence and aggressiveness, and they are filled with horror and dread (Shakur, 1997).

Albert Bandura, one of the creators of the symbolic interaction theory "which states that most human behavior is taught through imitation and simulation" (Loutfi, 2001).

What television scenes cause in the development of the child's imagination is only a kind of imitation and simulation, where we see the child who plays using his own mental visualizations, and when he connects his games with television programs, the child is no longer the creator of his ideas, but rather the embodiment of the ideas of others... which means that the imitation approach is stronger than the trend of creative thinking (Shakoor, 1997). In addition, the behavior of violence and coercion, whether within a society or between societies, is, as these surveys indicate, one of the main reasons that push students to carry out the same behavior. The adolescent who tends to imitate or imitate this behavior hardly finds out the truth of his bad and bad behavior until it has become a habit, it is difficult for him to get rid of them or evade them afterwards, and if the manifestations of violence that show the behavior of some students in our schools are one of true expressions of excess activity and acceleration of the growth of physiological or biological force in the adolescent student, then the failure to empty this surplus and tame this growth is another reason no less important than its predecessors is one of the causes of the disturbances among these students. Indeed, one study in this field found that the inability of sports clubs and stadiums in our country to accommodate large and growing numbers of young people is one of the factors responsible, to a large extent, for the manifestations of power and chaos that the teenage student pretends in front of his teacher at school and in front of others elsewhere (Saad, 2002).

Forms of violence:
1- Physicalviolence: is the intentional use of physical force against people in order to injure them and inflict bodily injury on them as an illegal way of punishment, resulting in pain, aches, and psychological anguish as a result of these damages, as well as endangering the child's health (Dweik, 1423). Hitting with hands or tools, pushing someone, punches, and kicks are all examples of physical violence.
2- Psychological violence: Psychological violence can be committed by performing or refraining from performing an act that causes emotional, mental, or bodily harm, according to society standards and scientific knowledge of psychological damage. Psychological violence includes activities such as: denial and non-acceptance of the individual, insult, intimidation, threat, isolation, exploitation, emotional coldness, yelling, manipulative and unclear behaviors, accusing the kid as an accused, apathy and indifference. Caring for the child and pushing one's ideas on others is also a form of psychological aggression (Dweik, 1423).
3- Symbolic violence: It is practiced in social networks and aims to degrade, provoke and ridicule others (Abu Hein, 1995).

The position of monotheistic religions on violence:
1. Violence in Islam: The main source of legislation in Islam is the Noble Qur'an and the hadiths of the Prophet and Islam treats the concept of violence and punishment as two separate and different concepts. He rejects violence and calls for kindness. , kindness, tolerance and respond to evil with good, as the Messenger of God, peace and blessings be upon him, says: Whoever cuts you off, and does good to the one who hurt you, and tells the truth even if against account the one who does not return to you, and guide the one who does not guide you." He also says: "Fear God wherever you are and follow evil with good that blots it out, and create people of good character. (Dweik, 1423).

   With regard to verbal violence, Islam categorically rejects it and demands that others not be mocked or belittled, and this is clear from the Almighty's saying: "O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them" (Al-Hujurat, verse 11).

2. **Violence in Christianity**: The Christian faith condemns all forms of violence, including physical and mental torture, murder, intentional suicide, infanticide, amputation, and so on, and encourages forgiveness of the aggressor and love, as well as respect for the human person and the human spirit (Dweik, 1423). "Truly, I say to you, because you did it to one of these least of my brethren, you did it to me," declares the Lord Christ. Thus, we witness a clear and unequivocal statement on Christ's tongue, peace be upon him, that violence should not be employed, which is supported by Christ's actions with Peter when he wished to use violence in his defense. He stated "him" (Saad, 2002).

The language of numbers speaks of the globalization of violence:
- At Saudi Arabia, 46 percent of kids in various schools are violent.
- Some Egyptian teachers resort to hitting their pupils in order to get them to accept individual sessions.
- Yemen's primary and secondary schools have high rates of violence.
- Teachers in France have a tendency of rioting and delaying classes for extended periods of time in order to protest what they see as pupils flouting school regulations. It is also where the problem of (paralysis) of pupils who loot and destroy school property is becoming more prevalent.
- According to official sources, beating punishments in Iraqi schools have progressed to the use of extremely damaging methods (strong plastic pipes).
- The phenomena of (telephone terrorism) spreading among Russian students, which commonly involves reporting an explosive device at a university or institution building with the goal of postponing a test, joking, or killing time.
- Algeria is in a state of emergency as a result of the spread of violence to educational institutions in the country.
- An international census, the findings of which were just published, found that the Zionist entity's schools had the world's highest rate of violence. That one in every two pupils in elementary schools reported receiving a kick or punch last month, with 15 reporting being fatally beaten.
- Middle Eastern immigrants in the United Kingdom are scared of their children being subjected to violence at the hands of other children (whites) in and out of school (Noura, 2005).

Theories explaining violence: There are several theories that explain violence, including:

1- **Theories that explain violence based on the role of biological factors:**

- **Physiological theory**: this theory explains violence on the basis that it is a response to an external or internal stimulus, the nerve pathways and the anatomical parts responsible for it.
- **Cholesterol theory**: violence is explained by the presence of a group of hormones known as hormones of violence associated with high cholesterol levels, which push their members to violence (Al-Salmouti, 2002), and the The results of a study carried out by Yale University on a group of people with heart attacks indicate that the risk of violence increases five times if the cholesterol level is high (Haider, 2002).
- **Konrad Lorenz Theory**: Also known as the race theory. Lorenz stated in his book "On Aggression" that violence emerges from the impulse of fight that man shares with all other living species. Many of those who prefer to believe that the drift towards violence is caused by biological factors beyond our control believe that there is an instinct fed by an energy source that is not necessarily the result of a response to external stimuli, and that this energy of the instinctive action constantly accumulates in the natural centers associated with the behavioral model, and that when that energy accumulates enough, an explosion is likely to occur even in the absence of the sti (Al-Esawy, 2000).

2- Theories that explain violence based on the role of environmental factors, including:
- Theory of Aggressive Indicators
- Theory of Reinforcement
- Theory of Care
- purification theory
- self-control theory
- marginalized theory
- social resources theory
- relative deprivation theory
- culture of violence theory

According to Tawalbeh's (2013) study, "The reasons for the spread of student violence among Yarmouk University students and suggestions for solving it from the students' point of view," violence among students is the result of several environmental factors, non-deterrent procedures in applying regulations, and the presence of long free time for university students.

The results of the Fuqaha' (2001) study confirmed this and it was entitled "Levels of inclination to violence and aggressive behavior among students at the University of Philadelphia and its correlative relationship with variables of

gender, university, educational level, number of members of the family and their income. ", where the results showed that 2% of the students have a high tendency to violence, while 8% have a moderate tendency to violence, and 44% have a weak tendency to violence, while 46 % do not have a tendency to violence, and there is a statistically significant correlation between the tendency to violence, gender, the accumulated average, income and the number of family members.

Study assignments:

1- There is no statistically significant link between the personality profile (emotional stability attribute) and aggression among female students at the Kingdom of Saudi Arabia's Hafr Al-Batin University.
2- There is no statistically significant link between the personality profile (responsibility characteristic) and aggression among female students at the Kingdom of Saudi Arabia's Hafr Al-Batin University.
3- There is no statistically significant link between personal profile (social feature) and aggression among female students at the Kingdom of Saudi Arabia's Hafr Al-Batin University.
4- There is no statistically significant link between the personality profile (control characteristic) and aggression among female students at the Kingdom of Saudi Arabia's Hafr Al-Batin University.
5- There are no statistically significant differences between the traits of the personal profile of the students of the Hafr Al-Batin University in the Kingdom of Saudi Arabia.
6- There are no statistically significant differences between the traits of the personality profile and violence among the students of the Hafr Al-Batin University of the Kingdom of Saudi Arabia due to the academic level variable.

Methodological procedures: **Study method**: The researcher used the descriptive correlative approach to reveal the relationship between the personality profile and violence among university students.

Study tools: The researcher used Jordan Allport's Personal Profile Scale, which was translated by Jaber and Abu Hatab (1973 AD) and was elaborated on the Saudi environment (Al-Zahrani, 1429). The researcher also used the violence scale elaborated by Iman Jamal Al-Din (2008 AD) and elaborated on the Saudi environment (Al-Shehri, 2009).

The study sample: the study sample was chosen using a stratified random technique and included 120 female students from the Colleges of Engineering and Business Administration at the University of Hafr Al-Batin.

Statistical methods: Statistical methods were used to determine the nature of the correlation between the research variables, the (t) test was used to determine the differences in the relationship between the personality profile and violence according to the study variables, and the repeated multi-measurement analysis of variance test was used to examine the significance of the differences between the personality profile traits.

The study's findings: **The first hypothesis**:according to the first hypothesis, "there is no statistically significant association between the personality profile (emotional stability attribute) and aggression among Hafr Al-Batin University students." To test this hypothesis, Pearson correlation coefficient was employed between the research sample members' scores on each of the personality profile scale attributes Emotional balance and aggression, as shown in Table No. (2):

Table No. (2) Shows the value of the Pearson correlation coefficient between the variables of the trait of emotional balance and violence among the study sample members

Variables	violence	
Personal profile (emotional stability trait)	Correlation coefficient value	Sig
	**.81-	.000

** At the level of significance (01.0)

It is clear from Table No. (2) that the value of the correlation coefficient rose to (-81.0), which is a statistically significant value at a significant level (0.01), which indicates the existence of a strong, statistically significant inverse relationship between the trait of emotional balance and violence, that is, the higher the level of emotional balance, the lower the level of violence among the members of the sample.

The study results are consistent with Alport's reference to the definition of emotional balance or rationality, which is a person's state of mind and the extent of a person's ability to control and control their positive and negative emotions, and their ability to choose an organized approach. and foresight in making judgments based on scientific foundations and deliberation therein, and as it is known in the local community that the Faculty of Engineering The Faculty of Business Administration accepts all outstanding female students in their cumulative averages to secondary level, which makes them more distinguished than others, and this can cause a lot of pressure on the student, whether at home, on campus or from the community, and affects their emotional balance, and it is known that the female sex is more

affected by its biological nature and leads to losing emotional balance and expressing these pressures in a negative way that manifests itself in various forms of violence.

The Second theory: The second hypothesis states that "there is no statistically significant relationship between personality profile (conscientiousness trait) and violence among Hafr Al-Batin University students." To test this hypothesis, the Pearson correlation coefficient was used between the scores of the members of the study sample in each of the responsibility traits of the personality and violence profile scale, as shown in Table (3):

Table No. (3) Shows the value of the Pearson correlation coefficient between the variables of responsibility and violence among the members of the study sample

Variables	violence	
Personal profile (responsibility feature)	Correlation coefficient value	Sig
	.61-	.000

** At the level of significance (01.0)

According to Table No. (3), the correlation coefficient value was (-61.0), which is a statistically significant value at a significant level (0,01), indicating the existence of a statistically significant inverse relationship between the attribute of responsibility and violence, that is, the higher the level of Responsibility, the lower the level of violence among the sample members.

Responsibility is the individual's ability to comply with what is dictated by him and the actions that are entrusted to him and endure the effects and results of that work, and this result is consistent with all theories of personality that emphasize the existence of personal traits in all individuals in variable proportions, so the degree of responsibility varies depending on the difference of individuals, and this is consistent with The principle of individual differences is also due to the different factors that affect them, such as the environment , culture and methods of socialization. The responsible student has a high sense of the results of his actions and words and is aware that there are limits that he must comply with within the university campus. When this sense of responsibility decreases in the college student, he is likely to engage in violence in any form on or off campus.

The third theory: According to the third hypothesis, "there is no statistically significant association between the personality profile (the social attribute) and aggression among Hafr Al-Batin University students." To test this hypothesis, the Pearson correlation coefficient was calculated between the sample members' scores on the personality profile scale's social qualities and aggression, as shown in Table (4):

Table No. (4) Shows the value of the Pearson correlation coefficient between the variables of social trait and violence among the study sample members

Variables	violence	
Personal Profile (Social Feature)	Correlation coefficient value	Sig
	.80	.000

** At the level of significance (01.0)

It is clear from Table No. (4) that the value of the correlation coefficient amounted to (80.0), which is a statistically significant value at a significant level (0.01), which indicates the existence of a direct relationship strong and statistically significant relationship between the social trait and violence, that is, the higher the social level, the higher the level of violence among the members of the sample.

The researcher believes that explaining this result may be due to the fact that the student gets to know a large segment of the community on the university campus, particularly within educational classes, which allows the student to gain a wide range of social relations with female students who share some personality traits, which may lead to the formation of groups (the group) under the umbrella of one goal, and the goal of this group (the group) may be to practice violence to others.

Fourth theory: "There is no statistically significant link between the personality profile (control trait) and aggression among female students at Hafr Al-Batin University," according to the fourth hypothesis. To test this hypothesis, the Pearson correlation coefficient was employed between the research sample members' scores on each of the personality profile scale's control qualities and aggression, as shown in Table (5):

Table No. (5) Shows the value of the Pearson correlation coefficient between the variables of control and violence trait among the study sample members

Variables	violence	
Personal profile (control feature)	Correlation coefficient value	Sig
	**.83-	.000

** At the level of significance (01.0)

It can be deduced from Table No. (5) that the value of the correlation coefficient rose to (-83.0), which is a statistically significant value at a significant level (0.01), which indicates the existence of a strong inverse relationship that is statistically significant between the trait of control and violence, that is, at a higher level of control. The level of violence among the members of the sample decreases.

We can find a justification for this result in what Allport mentioned about the trait of control. People who enjoy a high level of control are people who are able to control themselves and their behavior and have self-confidence. Therefore, the result of the study was in agreement with the student who has a low level of control over her behaviors and behaviors. And her inability to manage herself properly can lead to a high level of violence in all its forms, be it verbal, physical or symbolic.

The fifth theory: it indicates that "there are no statistically significant differences between the personality profile features of Hafr Al-Batin University female students." A repeated multi-measurement analysis of variance test was employed to evaluate this hypothesis, as indicated in table (6):

Table No. (6) Shows the results of a repeated multi-measurement test to examine the significance of the differences between the personality profile traits

the value	Freedom degree	Indication level
80.934	190	0.00001*

*At the level of significance ((0.05=a).

The results of Table No. (6) shows that there are statistically significant differences between the personality profile attributes of female students at Hafr Al-Batin University at the level of significance (0.05). The sidak test was used to assess the dimensionality between the averages of the qualities in order to determine which fields these disparities belong to, as shown in Table (7):

Table No. (7) Shows the results of using the SIDAC test for dimensional comparison between the average personality traits

Features	Social	Responsibility	Control	Emotional balance
Social		*0.451	*0.453	*0.630
Responsibility			-0.0026	-*0.378
Control				*0.377
Emotional balance				

*At the level of significance (a = 0.05)

Table No. (7) Yields the following results:

- At the level of significance (a = 0.05), there are statistically significant differences in favor of the social trait over the responsibility trait.
- There are statistically significant differences between the social trait and the control trait at the level of significance (a = 0.05) in favor of the social trait.
- At the level of significance (a = 0.05), there are statistically significant differences in favor of the social trait over the emotional balance trait.
- There are statistically significant differences (a = 0.05) between the traits of responsibility and emotional balance in favor of the characteristic of emotional stability.
- There are statistically significant differences between the control trait and the emotional balance trait at the level of significance (a = 0.05) in favor of the control trait.

The researcher attributed the reason for the difference to individual differences in the personal traits of the personal profile, it is known that the personalities of individuals differ in traits from one individual to another, and as we mentioned earlier in the definition that each individual has a personality different from others. The researcher also believes that it is not reasonable that the traits are equal in number among individuals, since their personality is made up of determinants, factors and components in different proportions of their impact on each individual, and there is a

structural system and a social system. They are two main factors that interact in the construction of personality, but views differ on which one influences personality more.

The results of Table No. (7) also indicated that there are statistically significant differences between the social trait and control in favor of the social trait, and between the social responsibility trait in favor of the social, and between the emotional and balance trait social in favor of the social, and this may be because the social trait and the formation of relationships with others are at their peak at this age, the university students do not feel emotional balance except for belonging to a group of students who share responsibilities and control capacity.

The sixth theory: According to the hypothesis, "there are no statistically significant differences between personality profile features and aggression among female students at Hafr Al-Batin University owing to academic level." A one-way analysis of variance test was conducted to evaluate this hypothesis. Table (8) provides a statistical breakdown of the personality and aggression profile attributes according on academic level:

Table No. (8) Results of the one-way analysis of variance test to examine the significance of differences in personality and violence profile traits according to the academic level variable

Features	Contrast source	Freedom degree	F. value	Indication level
Responsibility feature	Between groups	2	1.898	0.141
	Within groups	180		
	Total	184		
Emotional balance feature	Between groups	2	4.669	*0.012
	Within groups	180		
	Total	184		
Control feature	Between groups	2	4.546	*0.014
	Within groups	180		
	Total	184		
Social feature	Between groups	2	2.104	0.134
	Within groups	180		
	Total	184		
Personal Profile Features	Between groups	2	5.800	*0.004
	Within groups	180		
	Total	184		
Violence	Between groups	2	1.438	0.268
	Within groups	180		
	Total	184		

At the level of significance (0.05 = a)

It follows from Table No. (8) that there are no statistically significant differences at the level of significance (a = 0.05) in the trait of responsibility and the trait of social and violence according to the academic level, while there are statistically significant differences at level of morality (a = 0.05) in the emotional balance trait. The control trait and the personality profile traits, and to know in favor of whom the differences are due, the Scheffe post-comparison test was used, as shown in Tables 9, 10, 11.

Table No. (9) The results of Scheffe's test in the trait of emotional stability according to the academic level variable

The Qualification	Fourth level	Third level	Second Level
Fourth level		*0.2938	0.1328
Third level			-0.1412
Second Level			

At the level of significance (a = 0.05)

It follows from Table No. (9) That there are statistically significant differences at the level of significance (a = 0.05) in the trait of emotional balance, in favor of the fourth level.

Table No. (10) Scheffe test results in the trait of control according to the academic level variable

The Qualification	Fourth level	Third level	Second Level
Fourth level		*0.1611	0.2863

Third level			0.1242
Second Level			

At the level of significance (a = 0.05)

It follows from Table No. (10) That there are statistically significant differences at the level of significance (a = 0.05) in the control trait, in favor of the fourth level.

Table No. (11) Also shows the results of the Scheffe test in personal profile traits according to the academic level variable

The Qualification	Fourth level	Third level	Second Level
Fourth level		*0.1636	0.2235
Third level			0.048
Second Level			

At the level of significance (a = 0.05)

It follows from Table No. (11) That there are statistically significant differences at the level of significance (a = 0.05) in the characteristics of the personal profile, in favor of the fourth level.

The researcher attributed the lack of differences in the attribute of social responsibility and violence to the fact that the academic responsibilities required of female students, whether in the second, third, or fourth level, are the same, as all female students are subject to the same laws and rights, and the nature of female students' responsibilities on campus are almost identical. Because, regardless of academic level, the campus environment may assist the student to create positive connections with others and cope with them effortlessly.

Although there were statistically significant differences in the emotional balance trait, control and personality profile traits in favor of the fourth level category, the researcher believes that the reason is that most of the students who belong to the fourth level have a good and long experience. in education and are at advanced ages compared to the ages of second and third level, where they have the ability to act with balance and serenity and avoid nervousness in dealing with others, and are characterized by the ability to control themselves and to different situations.

Recommendations:

Based on the findings of this study, the following recommendations were made:

1- Attention to the development of the personality traits of students with low academic performance and forced assignments to study graduates at the Community College through the offer of courses at the university.

2- Using an interactive teaching technique with female students to learn about their personal characteristics while also reducing the use of violence in all its forms through the utilization of leisure time in accordance to their inclinations.

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