

Forms Of Violence Against Female Students In The Jordanian University Environment And Mechanisms Of Confrontation

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Abstract

This study explored the forms of violence against female students in the university environment and the mechanisms of confrontation. A questionnaire was used to collect data. The randomly selected sample included 771 female students from various majors and years at Al-Hussein Bin Talal University in Jordan. The results showed that 14% of the students had experienced different forms of violence, with sexual violence being the most common at 38%, including uncomfortable stares, flirtation, and physical contact in crowded places. Additionally, 24% experienced verbal violence, such as hearing obscene words and hurtful comments, and 31% faced phone harassment. Moreover, 141 students (18%) reported long-term stalking, and 58 (8%) were coerced into meetings inside or outside the university. Female students supported using various mechanisms to confront violence against them, ranging from external mechanisms like reporting to the university or family to self-protective mechanisms like silence, ignoring, escaping the place, or wearing loose clothing. Around 32% of the students considered self-defense to be the appropriate mechanism to confront verbal violence, while 24% believed that silence and ignoring were more suitable. Furthermore, 32% considered filing a security complaint the appropriate mechanism to confront sexual violence. No statistically significant differences were found in the mechanisms used by female students to confront violence based on their demographic characteristics.

Keywords: *Violence against female students, sexual harassment, mechanisms of confrontation, university environment.*

Introduction

One of the globally accepted definitions of violence against women is provided by the United Nations, which states that it is "Any act of gender-based violence that results in or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life" (UN, 1993). The Committee on the Elimination of Discrimination against Women has addressed gender-based violence as a form of discrimination that violates women's human rights, freedoms, and equal protection under the law (Ohchr.org).

Women worldwide suffer from violence against them, regardless of age, ethnicity, religion, or social class, with men being the primary perpetrators (Krug et al., 2002). Historically, the roots of violence against women can be traced back to unequal power relations between men and women, where patriarchal authority and cultural norms deny women's rights and perpetuate

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violence against them (UN, 2006). Feminist activists have highlighted violence against women as central to the ongoing suppression of women (Greenan, 2004). Interest in violence against women emerged in the 1970s in the United States, where various fields of knowledge began to address women as victims of violence, viewing the patriarchal system as a fundamental cause of violence against women (Kilpatrick, 2004).

In Jordan, some progress has been made in combating violence against women. In 2017, Article 308 of the Penal Code, which exempted rapists from legal prosecution if they married the victim for at least five years, was repealed, and Article 98 was amended to exclude perpetrators of crimes committed in a state of anger from mitigating circumstances if committed against females. Nevertheless, legal progress has not been fully reflected in the social sphere. Jordan is a conservative country, and despite modernization in urban areas, the prevailing culture often does not acknowledge the existence of this phenomenon. Violence against women is frequently ignored or covered up because it is associated with more severe consequences, such as social stigma, community violence, or retaliatory violence, such as honor killings.

Research Problem

The traditional culture, through stereotypical templates based on unequal power relations between genders, which are reproduced through the socialization process, plays a significant role in the issue of violence against women. A study conducted by Bergenfield et al. (2022) among female students at a Jordanian university attributed the prevalence of sexual violence in the university to social norms. Another study by Abutayeh (2021) about sexist attitudes revealed that university students strongly believed that a girl involved in a relationship with a guy deserved to be killed directly. Additionally, the results of a study by Al-Drawsha et al. (2017), which investigated the causes of university violence, found that harassment of female students was one of the reasons for university violence.

In light of this, and as a continuation of efforts to research violence against women and girls in Jordan, this study aims to explore the forms of violence against female students at Al-Hussein Bin Talal University in Jordan and the mechanisms for coping with it. It also seeks to understand the students' opinions on suitable mechanisms for each form of violence, especially since similar studies have not been conducted at this university since its establishment 20 years ago. Therefore, this study's scientific and practical significance lies in providing data on this phenomenon that can be used to design educational programs to raise awareness among students about the seriousness of this issue in the university environment. It aims to encourage young people to think positively about gender equality and respect for girls' rights and formulate preventive policies to address violence against female students in the university environment, creating a safer university environment.

In light of this problem, the study aims to answer these research questions:

1. What forms of violence do female students experience in the university environment?
2. What mechanisms do female students use to deal with the violence they experience in the university environment?
3. What are the suitable mechanisms for each form of violence from the student's perspective?
4. Are there statistically significant differences ($\geq\alpha 0.05$) in the means of estimates of the study sample individuals in the mechanisms used by female students to cope with

violence attributed to variables (academic level, college type, academic performance, clothing style, place of residence)?

Theoretical Framework and Previous Studies

It is well known that the issue of violence against women and girls varies across societies, cultures, and religions. Multiple theoretical approaches based on cultural and social contexts can be applied to understand this phenomenon. This paper relies on various theories to explain violence against female students in the university environment within the Jordanian context. Common explanations can be traced back to feminist theory, which views social phenomena as determined by the patriarchal structure of most societies. In patriarchal societies, male rights and privileges are magnified, while female privileges are diminished (Akers & Sellers, 2009). Rooted male dominance in traditional social systems exercises control that leads to the subjugation and oppression of women through cultural and social upbringing (Al-Omr, 2010).

Patriarchy suggests that females need protection for their own good. The dominant patriarchal power roots in society can explain why women tend to become victims (Williams & McShane, 2010). Social learning theory can also help explain violent behavior. According to Bandura (1977), committing and accepting psychological and physical aggression, for example, is learned through imitation or social modeling.

Cultural expectations of gender roles may support or justify violent behavior based on gender. Males are expected to exhibit strength and bravery, while females are expected to be weak and modest (Dobash & Dobash, 1992). In this context, learned helplessness theory can be applied to understand the acquired helplessness resulting from upbringing in the family and social environment. Girls may develop learned helplessness due to cultural values and societal norms, making them unable to confront violent behaviors (Miller & Seligman, 1976).

Moreover, according to situational opportunity theory, the university environment provides an appropriate place for exercising violence against girls since both the perpetrator and the victim are nearby. Situational opportunity theories focus on how the physical and social environment influences the availability of opportunities for abusive behavior (Wilcox & Cullen, 2018). Fisher et al. (1999) supported this hypothesis through studies on university women, showing the significant role of situational opportunity in individual harm.

Violence against women is considered a global concern. Estimates from the World Health Organization in 2021 indicate that one in three women worldwide experiences one or more forms of physical or sexual violence during their lifetime. In the context of higher education, violence against female students in universities is a serious issue in many countries (Towl & Walker, 2019; National Sexual Violence Resource Center, 2015).

Researchers have reported the prevalence of violence against Arab women, especially physical violence, at high rates, particularly within the family context (Aldawi, 2016; Bdawi, 2017). In Jordan, estimates from the General Statistics and Family Health Survey for 2017–2018, which involved 14,689 women, indicated that one out of every four women who participated had experienced physical, sexual, or emotional violence. Additionally, the Jordanian National Committee for Women conducted a study in 2017 on the phenomenon of harassment in Jordan, involving a national sample of women, revealing that 76% of them had experienced some form of sexual harassment.

Data from a survey by Al-Jaberi (2019) on violence against women in Jordan, which included 2,019 women from eight Jordanian governorates, among whom 18.5% were university students, showed that 77.5% of the participants reported experiencing one or more forms of sexual violence, especially verbal violence at 83.9%. According to another study by Al-

Awamreh (2017), the most common form of violence against university girls is verbal abuse, offensive comments, and aggressive looks.

The belief that universities are safe places is not accurate. Research on university students has shown a noticeable prevalence of sexual violence. A study by Al-Bahri (2023) conducted on students at Mutah University revealed a high incidence of sexual harassment, with 87.9% of participants reporting harassment during the registration process and 86.4% on campus.

In a study by Al-Mataleqah and Al-Khataibeh (2017) that included 2,875 female students, 96.5% reported experiencing attempts at physical contact in crowded places, and 83.4% reported exposure to explicit images. Another study by Al-Nabilsi et al. (2017) focused on the places where harassment is prevalent and found that university female students face verbal sexual harassment in transportation (86%) and on-campus paths (72%).

In the conservative Arab context, literature reviews have revealed similar results to those in Jordan. A study by Younis (2023) on digital gender-based violence among Egyptian university students showed that 54.2% of female students were exposed to digital violence, especially through Facebook (52.9%). A survey conducted by the regional office of the United Nations Women for Arab countries in 2021, covering nine Arab countries to explore the prevalence and impact of online violence against girls, found that over 50% of the participants in all countries reported exposure to recurring violence in 2020. The most common form of violence was receiving sexually explicit images, with a low rate (12%) of victims reporting the violence to their parents. In the same vein, a study by Arafah et al. (2018) showed high rates of online sexual harassment among university female students. In this study involving 2,350 students, nearly 80% reported repeated experiences of online sexual harassment.

Globally, university girls face various forms of violence, including verbal, physical, and sexual abuse (Adinew & Hagos, 2017; Mellins et al., 2017). Studies by Azevedo et al. (2022) and Huang et al. (2022) explored students' perceptions of safety on campus and revealed that female students are particularly afraid of physical assault and sexual violence. Some research indicates that female students use negative coping mechanisms when facing violence, such as remaining silent and ignoring the issue (Bergenfield et al., 2022). In a study on female Afghani university students, most students used self-centred coping mechanisms like avoidance, ignoring, and wearing loose clothing (Naqibullah et al., 2022).

Methods

The population and sample of the Study

The study was conducted at Al-Hussein Bin Talal University in Ma'an, southern Jordan. The university was established in 1999 and had 10,883 students in 2023, of whom 54.4% were female. The university's student body is largely homogenous regarding social, cultural, and religious backgrounds, comprising nine faculties. The sample included 771 female students randomly selected from various majors and years at Al-Hussein Bin Talal University in Jordan.

All female students registered at the university were invited to participate in the survey, and Google Forms were used to reach the largest possible number of students easily. To protect students' privacy, especially since the topic may be sensitive to some, the university approved the inclusion of the instrument in the ISI student system. The survey was active for four weeks, from April 2, 2023, to May 1, 2023, and received responses from 771 female students. The demographic characteristics of the sample are presented in Table 1.

Table 1. Demographic Characteristics

Variable		frequency	Percentage %
the level	First year	383	50
	Second Year	199	26
	third year	140	18
	Fourth year	49	6
College	Scientific	454	59
	Humanity	317	41
Appreciation	Excellent	160	21
	very good	351	46
	Good	230	30
	Acceptable	30	3
Dress form	Not veiled	17	2
	Hijab with jacket and pants	180	23
	Hijab with various long dresses	397	52
	Jilbab/abaya without niqab	109	14
	Jilbab/abaya + niqab	47	6
	Veil	21	3
Residence	With family (in Ma'an Governorate)	347	45
	Housing close to the university campus	192	25
	University housing in the city	87	11
	Private residences	145	19

Demographic characteristics indicate that 50% of the participants are in their first year of university, with more than half majoring in scientific colleges. Two-thirds of the participants have well to very good academic grades. Most of them wear the hijab, with only 2% not wearing it. 45% of the participants live with their parents, and 25% live near the university campus.

Instrument

A quantitative research approach using a survey method was employed. The instrument was developed based on the theoretical framework and previous literature, such as Al-Bahri (2023), Al-Jaberi (2019), Al-Mataleqah and Al-Khataibeh (2017), and Adinew & Hagos (2017). The instrument consisted of four sections: (i) Demographic information, including educational level, college type, academic performance, dress code, and current residence; (ii) Forms of violence, comprising 21 items covering verbal, physical, psychological, electronic, and sexual harassment. (iii) Female students can adopt mechanisms when facing different forms of violence, with responses recorded on a 5-point Likert scale. (iv) Female students' opinions about suitable mechanisms for addressing each form of violence, consisting of five items.

To ensure the clarity of questions, understanding of meanings, and content validity, the instrument was reviewed by a group of experts in sociology, assessment, and evaluation. Some questions were modified based on their feedback. To test the instrument's reliability, a pilot study was conducted on 60 female students (30 from scientific colleges and 30 from humanities colleges). It yielded a satisfactory Cronbach's alpha reliability coefficient of 0.81, indicating its suitability for scientific application.

Data Analysis

Using the statistical package for social sciences, frequencies and percentages of various forms of violence were calculated. Mean scores and standard deviations for the mechanisms used by participants to deal with violence in the university environment were also calculated. These

mechanisms were assessed on a scale from 1 to 5, where 1-2.33 represents low usage, 2.34–3.67 represents moderate usage, and 3.68–5 represents high usage. According to the participants' perspectives, the frequencies and percentages of suitable mechanisms for each form of violence were computed. To identify statistical differences and examine the impact of demographic study variables on coping mechanisms, mean scores and standard deviations were calculated, and analysis of variance (ANOVA) was used to test the significance of differences.

Results

Forms of Violence against Female Students in the University

Table 2 illustrates the various forms of violence (verbal, psychological, physical, electronic, and sexual) experienced by female students in the university environment through frequencies and percentages.

Table 2. Forms of Violence against Female Students in the University

Item	I was exposed	Frequency %	I was not exposed	Frequency %	
Verbal violence	Insulting in front of a group of students	86	11	685	89
	Offensive comment on appearance/dress	136	18	635	82
	Hearing bad words	182	24	589	76
	Defamation and defamation	78	10	693	90
	Total	482	15.6	2602	84.4
Psychological violence	Calling out words that hurt feelings	84	11	687	89
	Threat of harm	53	7	718	93
	Making fun of me in front of others	63	8	708	92
	Threatening to fabricate false news about you to deliver to your family	71	9	700	91
	Yelling and raising your voice	110	14	661	86
Total	381	10	3474	90	
Physical violence	Stalking for a long time	141	18	630	82
	Forcing you to interview inside the university/outside the university	58	8	713	92
	Total	199	13	1343	87
Electronic violence	Telephone calls	237	31	534	69
	Threatening messages by phone or email	64	8	707	92
	Blackmail by publishing fabricated photos on social media	40	5	731	95

	Promoting rumors about you and spreading them on social media	57	7	714	93
	Abusive sexual messages via social media	70	9	701	91
	Total	468	12	3387	88
Sexual violence	Uncomfortable glances (winking)	290	38	481	62
	Expressions of admiration and flirtation	295	38	476	62
	Taking advantage of crowding and trying to touch the body	102	13	669	87
	Receiving hand signals of a sexual nature	49	6	722	94
	Offering to provide a service in exchange for a sexual act	46	6	725	94
	Total	782	20	3073	80
	Overall	2312	14	13879	86

In this study, 14% of female students experienced violence in the university environment. The most common form of violence experienced by these students in the university environment was sexual violence (20%), followed by verbal violence (15.6%), while the least prevalent was psychological violence (10%).

Mechanisms for Confronting Violence against Female Students in the University

Table 3 illustrates the various mechanisms (external and internal) that female students are expected to adopt to deal with the violence they experience in the university environment, ranked in descending order based on means and standard deviations.

Table 3. Mechanisms for Confronting Violence against Female Students in the University

No.	Item	Mean	S.D	Degree
26	Inform university security about the perpetrator	1.01	4.27	high
27	Submit an official complaint to the university	1.06	4.22	high
32	Inform the family of the abuse to which the girl was subjected	1.09	4.11	high
24	Expressing facial expressions of anger at any offensive behavior	1.04	4.01	high
28	Avoid places crowded with students	1.09	3.92	high
34	Wear (loose clothing, hijab or veil)	1.14	3.75	high
31	Inform a relative at the university about the abuse to which the girl was subjected	1.23	3.61	middle
23	Fleeing the place where the abusive behavior occurred	1.20	3.60	middle
25	Directing verbal blame and reprimands directly towards the perpetrator	1.24	3.20	middle
30	Discussing with a friend from outside the university about what happened	1.25	3.01	middle

22	Silence and ignoring any behavior that is offensive to the girl	1.33	2.53	middle
29	Absence as much as possible from lectures in which the perpetrator is present	1.21	2.27	low
33	Seriously thinking about dropping the semester or leaving the university	1.21	2.06	low
		1.16	3.43	middle

The results showed that female students support various mechanisms for confronting violence, such as external mechanisms like "reporting to university security" and "filing a complaint with the university," as well as internal mechanisms like "avoiding crowded places" and "wearing loose clothing." Female students do not endorse negative coping mechanisms such as "missing lectures" or "leaving the university."

Appropriate Confrontation Mechanisms for Each Form of Violence from the Perspective of Female Students

Table 4 illustrates the opinions of female students regarding suitable confrontation mechanisms for each form of violence, based on frequencies and percentages.

Table 4. Appropriate Confrontation Mechanisms for Each Form of Violence

Pattern of violence	Ignorance and silence	%	self-defense	%	Hanging out with friends	%	Inform parents	%	Change the style of dress	%	Submit official complaint to university	%	File a complaint with the security authorities	%
Insult, cursing and contempt	181	24	245	32	8	1	98	13	6	1	154	19	79	10
Mockery, intimidation, intimidation	135	18	223	29	198	26	92	12	34	4	57	7	32	4
Hitting, slapping, chasing	37	5	225	29	7	1	154	19	5	1	114	15	229	30
Hazing, sending sexual pictures or comments, forced dating	61	8	97	13	17	2	232	30	7	1	108	14	249	32
Abusive messages and comments on social media	132	17	134	18	14	2	188	24	6	1	78	10	219	28

According to Table 4, 32% of university students believe that self-defense is appropriate for confronting "insults, verbal abuse, and humiliation." In comparison, 24% think ignoring and remaining silent is the better mechanism. Regarding dealing with physical violence, 30% of the students see filing a complaint with the authorities and self-defense as the most suitable mechanisms. As for dealing with harassment, direct sexual comments through social media, and being forced into dating, almost 60% of the students believe that filing a complaint with the authorities and informing their families are appropriate.

Differences Individuals' Estimates in the Mechanisms Used by Female Students to Confront Violence

Table 5 illustrates statistically significant differences (≥ 0.05) in the means of estimates for individuals in the study sample in the mechanisms used by female students to confront violence based on study variables (academic level, college type, academic achievement, clothing style, place of residence).

Table 5. Mean and Standard Deviation According to Study Variables

variable	the level	Mean	S.D.
Level	first year	4.25	1.02
	Second Year	4.11	1.12
	third year	4.25	1.01
	Fourth year	4.5	0.98
the college	Scientific	4.16	0.97
	Humanity	4.25	1.14
Cumulative grade point average (GPA)	excellent	4.27	1.16
	very good	4.13	0.86
	Good	4.11	1.16
	acceptable	3.75	1.08
Dress form	Not veiled	4.96	1.07
	Hijab with jacket and pants	4.25	1.15
	Hijab with various long dresses	4.33	0.87
	Jilbab/abaya without niqab	4.12	0.89
	Jilbab/abaya + niqab	4.11	1.11
	Veil	4.25	1.15
Residence	With family (in Ma'an Governorate)	4.26	1.16
	Housing close to the university campus	4.29	0.85
	University housing in the city	4.25	0.94

Table 5 shows minor apparent differences in the mean values related to demographic study variables. A multivariate analysis of variance was conducted to confirm the significance of these differences. To confirm these differences' significance, a multivariate variance analysis was conducted based on the study variables, as shown in Table 6.

Table 6. Multivariate Analysis of Variance for the Means of Estimates of the Mechanisms Used by Girls to Confront Violence According to Study Variables

Source of variance	Sum of squares	Degrees of freedom	Mean squares	F" value	significance
the level	175.808	3	58.60	1.05	0.37

the college	72.76	1	72.76	1.30	0.26
Appreciation	187.95	3	62.65	1.11	0.34
Dress form	565.67	5	113.14	2.01	0.08
Place of residence	193.64	3	64.55	1.15	0.33
The error	42330.58	755	56.07		
the total	43643.19	770			

*Statistically non-significant at the significance level ($\alpha \geq 0.05$).

According to Table 6, there are no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the mean responses of participants regarding the mechanisms they use to confront violence based on study variables such as academic level, college type, academic achievement, dress style, and place of residence.

Discussion

This study aimed to uncover the forms of violence against female students in the university environment and identify appropriate mechanisms for confronting each form of violence from the perspective of female students. The results revealed that the prevalence of violence against female students was 14%, which is lower than national studies, such as Al-Jabri (2019), indicated in the Family Health and Population Survey for 2017-2018. This lower prevalence could be attributed to the high heterogeneity in university students' social and cultural characteristics. Nevertheless, this percentage suggests that the university environment allows male students to engage in violence against female students, away from broader society's cultural, social, and religious constraints.

The results also showed that the most common form of violence against female students is sexual violence (20%). They faced uncomfortable behaviors to varying degrees, including unwelcome looks (38%), expressions of admiration and flirtation (38%), and attempts to touch their bodies in crowded places (13%). These findings are supported by other local studies, such as Al-Bahri (2023), which reported that over 80% of female students complained of experiencing sexual harassment at the university. A study by Al-Mataleqah and Al-Khataibeh (2017), in which 2,875 female students participated, revealed that 96.5% experienced attempts at physical contact in crowded places. Additionally, a study by Al-Nabils et al. (2017) indicated that 72% of female students faced verbal sexual harassment while walking on campus.

In this study, 98% of the participants wore veils and loose-fitting clothing. However, this alone was not sufficient to protect them from sexual violence. A local study by Bergenfield et al. (2022) confirmed that the concept of modesty among female students (wearing loose clothing and avoiding swaying or laughter) to confront harassment did not entirely prevent harassment for veiled women. This is expected because the common trait in traditional culture concerning violence against women is justification or denial in favor of men.

Furthermore, in this study, female students experienced verbal violence, including hearing obscene words (24%) and hurtful comments (18%). Similarly, a study by Al-Awamreh (2017) found that the most common form of violence faced by female students was verbal abuse and hurtful comments. These findings align with international studies, such as those by Adinew & Hagos (2017) and Mellins et al. (2017), which showed that female university students face various forms of violence, including verbal, physical, and sexual abuse.

The percentage of exposure to electronic violence was 12%, including 9% of those who received sexually explicit messages. This result is consistent with the findings of studies by Younis (2023) and Arfa et al. (2018), which reported high rates of harassment of female students online. Additionally, almost 31% of the female students in this study experienced telephone harassment despite it being a traditional method. However, it is considered safe for some individuals to engage in violence and harassment against female students.

Although the percentage of exposure to physical violence is low (9%), 141 students (18%) faced prolonged stalking, and 58 students (8%) were forced into meetings inside or outside the university. This is a concerning result because this form of violence negatively affects female students, their families, and society. It is likely that female students who experience this type of violence come from outside the city and reside in university dormitories or private housing, making them distant from their families.

Regarding the mechanisms for confronting violence, female students supported external mechanisms such as "reporting to university security" and "submitting an official complaint." At the same time, they also supported negative self-confrontation mechanisms such as avoiding crowded places and wearing loose clothing. There was moderate support for "informing a relative at the university about the harm experienced by the girl." Perhaps the girls are aware of the consequences because, according to previous research, one of the causes of violence in universities is harassment of a student or a relative (Al-Draoushah et al., 2017). This result aligns with a study by Al-Bahri (2023), which confirmed that female students complain to the university administration in response to harassment in 78.9% of cases. However, this contradicts some other local studies that found ignoring or remaining silent in the face of sexual violence to be the preferred mechanism (Al-Jabri, 2019; National Committee, 2017). A study by Naqibullah et al. (2022) conducted on Afghan university students found that most female students use negative self-confrontation mechanisms such as avoidance, silence, and wearing loose clothing to deal with violence.

According to the opinions of female students, self-confrontation mechanisms are preferable for dealing with verbal and psychological violence. Among these mechanisms, positive self-defence mechanisms were supported by 32%, while negative ones like ignoring and remaining silent were supported by 24%. External mechanisms were considered more suitable for dealing with physical and non-contact sexual violence, such as reporting to security authorities (32%) and informing their families (30%). While these results may seem positive on the surface, they require further investigation because reporting to one's family this type of violence may lead to retaliatory violence against the girl, known as "honour crimes." Additionally, traditional culture tends to blame the girl largely and considers her a major cause of such violence. This aligns with the findings of an investigative study conducted by the Regional Office of the United Nations (2021) in some Arab countries, which revealed that only 12% of victims reported the violence they experienced to their families, resulting in violence against them by their families.

In this study, no statistically significant differences were found in the strategies used by female students to confront violence based on demographic variables such as academic level, college type, academic achievement, dress style, and place of residence. This means these variables do not influence the choice of violent confrontation mechanisms.

Conclusion and Recommendations

This study contributes to the growing literature on violence against girls and women in Jordan, focusing on uncovering the forms of violence against female students in the university environment and identifying appropriate confrontation mechanisms from the perspective of

female students. The results showed that the most common form of violence against female students in the university is sexual violence, which is the predominant form, reinforcing the stereotypical view that women are primarily seen as sexual beings regardless of appearance or dress style. The opinions of female students supported the use of external confrontation mechanisms to deal with this violence despite the known social consequences of such violence and society's tendency to blame the victim.

The study results have important implications for addressing this issue by activating social counselling services to respond effectively to violence against female students. One limitation of this study is the low participation of advanced-level students (6% in the fourth year and 18% in the third year). It would be beneficial to include a broader sample of these academic levels to gain a more extensive understanding of university life. Additionally, the study focused solely on student perpetrators and did not target other groups such as staff and faculty.

Future research should expand the scope of research using qualitative research methods to delve deeper into issues related to violence against female students. Furthermore, universities need to understand the impact of violence on the mental health of female students. Universities must ensure that their policies effectively address violence to create a safe environment for all students.

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