

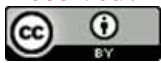
DOI: <https://doi.org/10.54702/n1wbgr74>

The Effect of Verbal Harassment on the Psychological Factor Among Female Students of the Sports Sciences College at the University of Jordan

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Received: 18/03/2024, Revised:06/04/2024, Accepted: 07/05/2024, Published: 30/09/2024



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Abstract

The study aimed to identify the impact of verbal harassment on the psychological state of female students at Sports Sciences College at the University of Jordan. The researcher used a descriptive approach suitable for the nature of this study. The study population consisted of female undergraduate and postgraduate students at Sports Science College at the University of Jordan, totaling 754 students. A random sample of 92 students was selected, and a questionnaire prepared by the researcher was distributed among them. To process the questionnaire data, the researcher used the Statistical Package for the Social Sciences (SPSS) to obtain arithmetic means, calculate Cronbach's alpha reliability coefficient, standard deviations for the items, ranks, classification, and relative importance. The most significant results indicated that 25% of the research sample had been subjected to verbal harassment, and the criteria for judging the questionnaire statements ranged between (4,26-2,30), which are between moderate and high in terms of the psychological impact of verbal harassment on the students. No statistically significant differences were found between undergraduate and postgraduate students as a variable for educational qualification. The researcher recommends conducting social workshops to raise awareness about the risks and effects of verbal harassment and its impact on the psychological state in the local and academic community, implementing and enforcing laws to deter and prevent the spread of this phenomenon without leniency, and conducting studies on forms of verbal and non-verbal harassment and proposing solutions to reduce it.

Keywords | verbal harassment, psychological factor

Introduction:

The university environment constitutes a small form of society as a whole. The university brings together male and female students from all cultures and races, from all regions and the entire world, and this diversity that includes many customs, traditions and behaviors that accompany the educational path, some of which may it reflects positively on individuals and society, including some that may be negative and unacceptable from a customary or religious standpoint, or that are not compatible with

societal values, customs, and traditions known in our societies.

Fatima Qaffaf stated that “verbal harassment is any statement, action, or behavior that carries sexual connotations that offend modesty by adults who have free will, free from any defect, in the form of seduction, temptation, or threat, with the intention of inducing others to engage in immoral acts” (1)

Sahar Salah indicated that it is “deliberate sexual behavior by the harasser and unacceptable to the victim, and this behavior does not have to be clear or announced. Rather, some comments or

compliments that include whistling, staring, or sexual questions can be classified.” Personality, as well as touches and jokes that carry sexual connotations, insistence in requesting a meeting, or any unwanted or unfamiliar and socially inappropriate behavior, are considered forms of harassment” (2).

Al-Fawareh and Al-Shawabkeh) explained, “Verbal harassment is considered one of the common practices in sexual harassment crimes, and it is not possible to provide a unified linguistic template to limit the statements to which the meaning of sexual verbal harassment can be applied, because these words are diverse and change according to the culture of each society and its prevailing morals.” However, it can be said that there is a group of common terms that fall under the concept of verbal sexual harassment in Arab countries specifically” (3).

Nadia Bsibis and Nada Boglum stated, “Women are considered an integral part of society, representing its second half, because of their many roles in various fields. We find that the university student is the woman who seeks to form and qualify herself in the university community through The path of educational attainment and cognitive enrichment with the aim of obtaining a university degree that opens the field of social communication for her, and proving herself and her position in society, but she is confronted by many problems that would hinder her university path, and these problems may be social, psychological, family, emotional, and among the most prominent of these are: The phenomenon of sexual harassment, which has become widespread in Arab and international societies, and the phenomenon of the spread of sexual harassment is not limited to institutions only, but has extended to the school and university environment, as university institutions are one of the places where incidents of unethical harassment are most common, which would effect on female students in particular and on their education in general, the phenomenon of sexual harassment takes many forms. It may be verbal

through words, whispering, flirting, and verbal statements, or symbolically through unwanted sexual suggestions towards students, such as winking and whistling, or it may be physical, such as touching, kissing. All of these mentioned behaviors are widespread within the university environment or on the public road. Psychologists also pointed out the severe impact that sexual harassment has on its victims and considered the psychological aspect to be the most important factor that enables the individual to achieve success in his life in general, especially in practical life, which makes him able to live in peace and tranquility with oneself and others, and achieving permanent psychological harmony, as this helps him succeed. Harmony is not only synonymous with psychological health, but is considered psychological health in itself. It is a state of internal balance for the individual, as the individual is satisfied with himself and accepts it with freedom from tension and conflicts. Which is associated with negative feelings about oneself, and this is what made scholars specializing in the field of psychology shed light on sexual harassment in the university environment and the resulting negative effects in general and on female students who are exposed to sexual harassment in particular” (4).

Muhammad Qutb stated that “the women who were subjected to sexual harassment were suffering from some physical symptoms, such as: stomach disorders, difficulty sleeping, and weight loss. It also became clear that they were suffering from some psychological and emotional symptoms, including feeling a lack of self-esteem, depression, and anxiety.” Or isolation and anger. In addition to this, the effects of harassment include difficulties in the victims’ personal relationships and difficulties in their sexual adjustment, including women’s loss of desire for sex, decreased productivity at work, and a decrease in their sense of satisfaction with work and of belonging and duty towards their work and its employer. Therefore, it must be pointed out. Pay attention to stop this behavior and preventing

its spread. There is no doubt that the experience of being exposed to sexual harassment, like other crimes and sexual assaults, leaves traces on the person of the victim. There are American statistics that confirm that 75% of those who were exposed to such assault suffer from some psychological disorders and effects, such as anxiety and decreased feelings. With self-esteem, irritation and anger, women who are asked to have a certain amount of sex in the field of work may be forced to resign and leave work. Women in colleges who are exposed to such behavior may fail to take the exam, change their academic major or field of study and transfer to another college, and in that Always a great personal sacrifice” (5). The study (Al-Fawareh and Al-Shawabkeh) also explained that “the Arab legislator in some countries still neglects to criminalize sexual harassment through explicit texts, and leaves the criminalization of acts of sexual harassment to general texts that criminalize attacks on honor, public modesty, or public morals. The Jordanian legislator does not recognize the concept of harassment.” Sexual harassment in its penal system, but this does not mean that the Jordanian legislator does not punish acts that can be called sexual harassment” (3).

It was also mentioned in (the Jordanian Penal Code and its amendments) through the text of Article (306) of the Penal Code, which stipulates that “Anyone who displays an immoral act, directs any expressions, or performs immoral movements in an immoral manner shall be punished by imprisonment for a period of not less than six months.” To show modesty through speech, action, movement, or gesture, whether explicitly or implicitly, by any means whatsoever” (6).

In the study of harassment (the Jordanian National Committee for Women’s Affairs), the results of the study showed that “88.4% of the study sample members had been exposed to one or more acts and behaviors of verbal harassment in Jordan” (7).

This study includes an explanation of the problem that the researcher noticed before starting the process of searching for its causes and psychological effects on female students. Then the researcher touched on the percentage of its presence among the university student community. This study was concerned with female students of the Faculty of Sports Sciences at the University of Jordan, and by observing what was mentioned about the topics Harassment in previous theoretical literature, the researcher wanted to clarify the concept of verbal harassment and clarify the psychological impact it causes. The problem of the study lies in the problem of the study stemming from the fact that the researcher is a student in the College of Sports Sciences, and through his observation of the phenomenon of verbal harassment among the student community and through his discussions with colleagues, and after reviewing the theoretical literature of this phenomenon, the researcher wanted to investigate and find out the impact of this phenomenon on the psychological factor among female college students. Sports Sciences: The importance of the study stems from the fact that it shows the percentage of female students who have been subjected to verbal harassment, highlights its impact and the psychological factor among female students, and highlights the danger of this behavior on individuals, especially female students.

Objectives of the study:

The study aimed to identify:

- 1- The percentage of verbal harassment against female students of the College of Sports Sciences.
- 2- The effect of verbal harassment on the psychological factor among female students.
- 3- Differences in verbal harassment according to the variable of academic qualification among female students (bachelor’s and postgraduate studies).
- 4- The most prominent phrases and terms used in verbal harassment.

Study questions:

- 1- What is the rate of verbal harassment against female students in the College of Sports Sciences?
- 2- What is the effect of verbal harassment on the psychological factor among female students?
- 3- Are there statistically significant differences related to the academic qualification variable between female students (bachelor's and postgraduate)?
- 4- Are there statistically significant differences related to the academic qualification variable between female students (bachelor's and postgraduate)?

Study limitations:

Human field: Female students of the College of Sports Sciences for undergraduate and postgraduate studies.

Spatial field: Faculty of Sports Sciences - University of Jordan.

Time limit: The first semester of the 2023/2024 academic year.

Terminology of study:

Verbal harassment: Defined by (Qaffaf, Fatima) as “all words, actions, or behaviors that carry sexual connotations that offend modesty by adults who have free will, free from any defect, in the form of seduction, temptation, or threat, with the intention of inducing others to engage in immoral acts” (1).

The psychological factor:

They (Basibis Nadba, Boglum Nada) defined it as “a state of internal balance for the individual, where the individual is satisfied with himself and accepting of himself, with relative freedom from tensions and conflicts that are associated with negative feelings about the self, and it is a state that is accompanied by positive dealing with reality and the environment.” (4).

Method and procedures:

Study Methodology: The researcher used the descriptive approach to suit the nature of this study. The study population: female students of the Faculty of Sports Sciences at the University of Jordan from the undergraduate and postgraduate levels from the academic year 2023/2024 AD. They numbered (754) female students, a group of female students from the College of Sports Sciences who were randomly selected and numbered (92) female students, representing approximately (15%) of the college's female students.

Study tool:

- Data collection tool: The researcher used a questionnaire whose phrases were created to suit the nature of the study and was reviewed by specialists in the field. The questionnaire style (limit-ended) was used in the questionnaire's phrases and questions and included the demographic axis and the psychological factor axis.

- Tools used in the study:

- 1- Dell laptop.
- 2- Ink pens.
- 3- Paper questionnaire forms to be distributed to the study sample.

Study variables:

Independent variable: verbal harassment.

Dependent variable: the psychological factor among female students of the College of Sports Sciences.

Mediating variable: academic qualification (bachelor's degree - postgraduate studies).

Study procedures:

The researcher reviewed the theoretical literature related to the problem of the study, and after researching aspects of the topic to be studied, the researcher built a questionnaire to collect information from the study sample, and it was presented to a group of arbitrators to express their opinion on it. Questionnaire phrases, then the questionnaire was modified to appear in its final

form (shown in Appendix 1), then it was distributed to a survey sample consisting of (10) female students in order to obtain feedback on it in terms of the clarity of the phrases, the duration of answering the questionnaire, and whether there were any comments about the questionnaire.

Then the researcher distributed the questionnaire electronically, directly and on paper to the female students of the College of Sports Sciences by meeting with them on the college campus, and it was made clear that all information would be treated with complete confidentiality and for the purposes of the study only. The questionnaire was distributed to (95) female students, and the answers were given by There were (92) female students, and (3) female students refused to fill out the questionnaire because they did not want to participate for personal reasons.

After collecting data from the study sample that was randomly selected, the researcher transcribed the students' data and performed a statistical analysis to show the results of the study, as shown in the results tables later .

Validity and reliability of the tool:

To ensure the reliability indicators of the study scale, the study tool was distributed to an exploratory sample consisting of (10) female students from the Faculty of Sports Sciences, University of Jordan, selected from the study population, and the Cronbach Alpha reliability coefficient was calculated for the study scale, and Table (1) explains that.

Table (1). Cronbach's alpha and reliability coefficients for the study scale

No.	The scale	Number of paragraphs	Cronbach's alpha.
1	Psychological factor	23	0.85

Correlation is significant at the 0.01 level**

It appears from Table (1) that the Cronbach Alpha coefficient for the scale as a whole was (0.85), where the reliability coefficient is high and acceptable for the purposes of applying this study, as the Cronbach Alpha reliability coefficient is acceptable if it exceeds (0.70).

The response scale on the psychological factor scale among female students of the College of

Sports Sciences at the University of Jordan. A five-point Likert scale was used to respond to the items of the psychological factor scale among female students of the College of Sports Sciences at the University of Jordan. Three criteria were determined to judge the psychological factor among female students of the College of Sports Sciences at the Jordan University.

Table (2). Criteria for judging the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan.

No.	the level	Degree
1	low	to 2.33) (1
2	middle	(2,34 to less than 3.67)
3	high	(3, 67 to 5.0)

Results related to the first question answer:

The results of the questionnaire showed that (69) female students, representing 75% of the study sample, had not previously been exposed to any verbal harassment. They answered the questionnaire question (Have you ever been

subjected to verbal harassment within the boundaries of the college and its facilities?) and their answer was (No, we were not exposed to it). The students who answered (Yes, we were subjected to verbal harassment) completed the answers to the questionnaire phrases. Through

their answers, we will learn about the impact of verbal harassment on the psychological factor among female students of the Faculty of Sports

Sciences at the University of Jordan and the results of the study.

Table (3)

Number of study sample	Percentage and number of those who were not subjected to harassment	Percentage and number of people exposed to harassment
92 female students	69female students, 75%	23female students, 25%

The previous table shows clear and real statistics about the percentage of female students who were subjected to verbal harassment at the Faculty of Sports Sciences at the University of Jordan. Presenting the results of the study that aims to identify the impact of verbal harassment on the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan.

Results related to the answer of the second question:

What is the effect of verbal harassment on the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan?

To answer this question, the researcher used arithmetic means and standard deviations for all items and for the scale as a whole. The results can be presented as follows:

Table (4) Arithmetic means and standard deviations for all items and for the scale as a whole for the effect of verbal harassment on the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan and the scale as a whole (n=23).

No.	Paragraph	Arithmetic average	standard deviation	Rank	Relative importance%	Classification
1	I can recognize verbal harassment expressions	4.04	1.40	4	81	high
2	I feel sad when others express verbal harassment	4.04	1.36	5	81	high
3	I get emotional when I hear verbal comments about the way I dress	2.83	1.53	19	57	middle
4	I stay with friends to avoid verbal harassment	3.26	1.54	14	65	middle
5	I avoid being in places where male students gather during free time	3.52	1.41	11	70	middle
6	I feel uncomfortable when I hear words offensive to public modesty in college facilities	3.96	1.43	7	79	High
7	My mental concentration is affected when I am exposed to any form of verbal harassment	3.96	1.26	8	79	High
8	My heart rate increases when I hear verbal harassment	3.17	1.40	16	63	middle
9	I feel comfortable while I am in the college facilities	2.74	1.25	20	55	middle
10	I feel safe while I am in the college facilities	2.57	1.47	21	51	middle

11	I feel confused when using sexual language while talking to colleagues	4.26	1.05	2	85	high
12	Ignore verbal harassment situations	3.57	1.38	10	71	middle
13	A woman's dress plays a role in her exposure to verbal harassment	2.43	1.38	22	49	middle
14	A woman's adornment plays a role in her exposure to verbal harassment	2.30	1.49	23	46	middle
15	Girls laughing loudly exposes them to verbal harassment	2.87	1.39	18	57	Middle
16	It bothers me when someone compares me to animals (deer, horse, camel... etc.)	4.00	1.28	6	80	High
17	It bothers me when someone compares me to fruits and vegetables)Apple, mango, strawberry, lettuce...etc.)	3.91	1.44	9	78	High
18	Ignore any sounds with sexual connotations, such as whistling	3.48	1.59	12	70	middle
19	I find it difficult to confront forms of verbal harassment	3.00	1.48	17	60	middle
20	Lack of sense of responsibility makes young people commit verbal harassment	4.04	1.30	3	81	High
21	Lack of respect for the rights of others makes young people commit verbal harassment	4.26	1.29	1	85	High
22	I feel like I don't belong in the place where I am being subjected to verbal harassment	3.35	1.40	13	67	middle
23	Have you been subjected to verbal harassment more than once from the same person?	3.17	1.40	15	63	Middle
24	The scale as a whole	3.42	0.55		68	Middle

It appears from Table (4) that the arithmetic means and standard deviations for all items in the scale ranged between (4.26-2.30), and the highest was for paragraphs (21), which states, "Lack of respect for the rights of others makes young people commit verbal harassment," with an arithmetic mean of (4.62, with a high degree, and the paragraph (11) "I feel confused when using sexual language while talking to colleagues" and Paragraph (20) "Lack of sense of responsibility makes young people commit verbal harassment." The researcher attributes the reason to the fact that there is a small percentage of students who do not respect freedom, pluralism, or accept others, and

this is reflected in their indifference in behavior. Irresponsibly, it leads to confusion and a negative impact on the psychological factor of female students who have been exposed to forms of verbal harassment.

The lowest was for paragraph (14), which states, "A woman's adornment has a role in her exposure to verbal harassment," with a mean of (2.30) and a moderate degree, and paragraph (13), "A woman's dress has a role in her exposure to verbal harassment." The researcher attributes the reason to the students' external appearance being of Grooming or clothing does not necessarily expose the student to verbal harassment, and any girl may

be exposed to this act, regardless of her external appearance.

The arithmetic mean for the field as a whole was (3.42) with a moderate degree.

Results related to the answer of the third question:

Are there any statistically significant differences depending on the academic qualification variable? At the significance level ($\alpha \leq 0.05$) for the effect of verbal harassment on the

psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan

Table (5) Arithmetic means and standard deviations of the effect of verbal harassment on the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan according to the academic qualification variable (n=23).

Table (5): Results of the T-test for independent samples to identify averages of the effect of verbal harassment on the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan according to the academic qualification variable.

the scale	qualification	the number	Arithmetic average	standard deviation	Degrees of freedom	t value	Significance level
Psychological factor	Bachelor's	20	3.36	0.54	21	1.38	0.180
	Postgraduate	3	3.38	0.49			

Table (5) shows:

There are no statistically significant differences in the effect of verbal harassment on the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan at the significance level ($\alpha \geq 0.05$) between the averages according to the academic qualification variable, where the arithmetic average for bachelor's students was (3.36), while the arithmetic average for students was (3.36). Postgraduate students (3.83), where the calculated t-value was (1.38), with a significance level of (0.180), which is greater than the calculated value (0.05).

At the end of the questionnaire, it included a question: (Is it possible to write down one of the statements of verbal harassment that you were exposed to?), "It was optional to answer it." The answers showed some of these statements, the most prominent of which were:

- What a deer, what a camel, what a meanness.
- What a rocket, may God be pleased, what a nice body!
- About the way of dressing (there is nothing more narrow than this).

-Comment on the method of running during the lecture.

Conclusions:

According to research objectives, questions, and sample limits, and after discussing the results, the following conclusions were reached:

- 1- 25% of the study sample were subjected to verbal harassment.
- 2- The criteria for judging the questionnaire statements ranged between (2.30-4.26), which is between medium and high in terms of the psychological factor affected by the verbal harassment experienced by female students.
- 3- There are no statistically significant differences in the effect of verbal harassment between female graduate and undergraduate students as a variable of academic qualification.
- 4- There are verbal harassment expressions of various forms and formulas that male students use towards female students, all of which are offensive to public modesty and negatively affect the psychological factor of those who are exposed to this act among female students.

Recommendations:

Within the limits of the procedures included by the researcher and the results they yielded, the researcher recommends the following:

- 1- Conducting social workshops to introduce and raise awareness of verbal harassment and its impact on the psychological factor in local community institutions.
- 2- Conduct social workshops to introduce and raise awareness of verbal harassment and its impact on the psychological factor in universities.
- 3- Develop and activate laws to deter and prevent the spread of this phenomenon and not be lax in their application.
- 4- Conduct studies on forms of verbal and non-verbal harassment and suggest solutions to reduce it.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (April /2024)

Author's contributions:

All contributions of this study were done by the researcher (A.K) who get the main idea and work on writing and concluding also with number of experts, Anas Mohammed Rasheed in Statistics, Huda Shihab in revision, Taj Al-deen Alaa Al-deen in translating, Nasser Yasser in proofreading

The final questionnaire:

Dear fellow Honorable students

After Greetings:

Within the subject (Sociological sport theories), researcher Anas Muhammad Khair Rashid Kayed is preparing a questionnaire to find out:

Facilitate the task: this study was supported by female students of Physical Education College / University of Jordan – Jordan.

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(The effect of verbal harassment on the psychological factor among female students of the Faculty of Sports Sciences at the University of Jordan). I ask you to kindly answer the questionnaire paragraphs with complete objectivity, knowing that the information will be treated with complete confidentiality, and for the purposes of scientific research only.

With sincere respect and appreciation.

Academic stage: Bachelor’s / Postgraduate studies (Master’s, Doctorate)

Have you ever been exposed to verbal harassment within the college and its facilities?

Yes, No .

Questionnaire statements	Very much agree	Highly agree	agree	Slightly agree	Agree to a very small degree
I can recognize verbal harassment expressions					
I feel sad when others express verbal harassment					
I get emotional when I hear verbal comments about the way I dress					
I stay with friends to avoid verbal harassment					
I avoid being in places where male students gather during free time					
I feel uncomfortable when I hear words that offend public modesty in college facilities					
My mental concentration is affected when I am exposed to any form of verbal harassment					
My heart rate increases when I hear verbal harassment					
I feel comfortable while I am in the college facilities					
I feel safe while I am in the college facilities					
I feel confused when using sexual language while talking to colleagues					
Ignore verbal harassment situations					
A woman's dress plays a role in her exposure to verbal harassment					
A woman's adornment plays a role in her exposure to verbal harassment					
Girls laughing loudly exposes them to verbal harassment					
It bothers me when someone compares me to animals (deer, horse, camel... etc.)					
It bothers me when someone compares me to fruits and vegetables (apple, mango, strawberry, lettuce, etc.)					
Ignore any sounds with sexual connotations, such as whistling					
I find it difficult to confront forms of verbal harassment					

Lack of sense of responsibility makes young people commit verbal harassment					
Lack of respect for the rights of others makes young people commit verbal harassment					
I feel like I don't belong in the place where I am being subjected to verbal harassment					
Have you been subjected to verbal harassment more than once from the same person?					

اثر التحرش اللفظي على العامل النفسي لدى طالبات كلية علوم الرياضة في الجامعة الاردنية

انس محمد خير رشيد كايد

الجامعة الاردنية / كلية علوم الرياضة – الاردن

مستخلص البحث

هدفت الدراسة التعرف الى اثر التحرش اللفظي على العامل النفسي لدى طالبات كلية علوم الرياضة في الجامعة الاردنية ، و استخدم الباحث المنهج الوصفي لما يتناسب و طبيعة هذه الدراسة ، وتكون مجتمع الدراسة من طالبات كلية علوم الرياضة في الجامعة الاردنية مرحلة البكالوريوس والدراسات العليا وعددهم (754) طالبة ، وتم اختيار مجموعة عشوائية مكونة من ن = (92) طالبة وتم توزيع الاستبيان الذي قام بإعداده الباحث عليهن ، ولمعالجة بيانات الاستبيان استخدم الباحث برنامج الحزم الاحصائية للعلوم الاجتماعية spss للحصول على المتوسطات الحسابية و حساب معامل الثبات الفا كرونباخ والانحراف المعياري للفقرات و الرتب و التصنيف و الاهمية النسبية ، و اظهرت اهم النتائج ان 25% من عينة البحث قد تعرضوا للتحرش اللفظي و ان معايير الحكم على عبارات الاستبيان تراوحت بين (2.30-4.26) وهي بين المتوسط والمرتفع من حيث تأثر العامل النفسي من التحرش اللفظي الواقع على الطالبات ولم تظهر النتائج اي فروق ذات دلالة احصائية بين طالبات الدراسات العليا و البكالوريوس كمتغير للمؤهل العلمي . و يوصي الباحث بعمل ورشات اجتماعية للتعريف و التوعية بمخاطر و اثار التحرش اللفظي وتأثيره على العامل النفسي في المجتمع المحلي و الاكاديمي ، ووضع و تفعيل قوانين لردع و منع انتشار هذه الظاهرة و عدم التهاون في تطبيقها ، و عمل دراسات حول اشكال التحرش اللفظي و غير اللفظي و اقتراح حلول للحد منه .

التحرش اللفظي ، العامل النفسي .

الكلمات المفتاحية