

Research Article

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Author for correspondence:

Basem Mohammad Al-Frehat

 basemalfrehat@bau.edu.jo

 Ajloun University College, Al-Balqa Applied University, Jordan

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Machiavellian Personality and Its Relationship to Family Communication Patterns Among Students of Ajloun University College

Basem Mohammad Al-Frehat 

Abstract

Background/purpose. The purpose of this study is to determine the degree of Machiavellian personality and how it relates to family communication patterns among Ajloun University College students in Jordan. The study seeks to determine whether there are statistically significant differences with regard to this issue based on academic year, gender, and academic specialization.

Materials/methods. A descriptive methodological as well as correlational approach is employed to accomplish the study's goals, where a suitable sampling procedure is utilized to pick 570 students from Ajloun University College to administer the Machiavellian Personality Scale and the Family Communication Patterns Scale.

Results. The findings indicated a modest degree of Machiavellian personality, where the most common family communication pattern was the balanced one, with the blaming pattern coming in last. Additionally, the results show a statistically significant difference in family communication patterns and Machiavellian personality depending on academic specialties, favoring the humanities, and a gender variable, favoring men. Based on the academic year variable, no statistically significant difference was discovered.

Conclusion. In addition, the results show a statistically significant negative correlation between Machiavellian personality and the balanced pattern and a statistically significant positive correlation between Machiavellian personality and the distracting, blaming, placating, and super-reasonable family communication patterns.

1. Introduction

1.1. *Rational of the Study*

Communication, in general, is an important and influential process that can not be neglected in the formation of psychological and social personality. Given its profound influence in forming connections and interactions within the social environment, especially within the family, which is regarded as the main hub for social and psychological upbringing, human personality is a key area of study for comprehending human behavior. The “Machiavellian personality” stands out among the personality types that have attracted more attention in psychological literature. It is characterized by pragmatism, low empathy, manipulation of others, and a desire for control. These traits may have an impact on the dynamics of family relationships and communication.

1.2. *Summary of Previous Studies*

The Machiavellian Personality has become a part of the “Dark Triad,” which also includes narcissistic and psychopathic (antisocial) personalities, in the context of increased interest in complex personality patterns. A low degree of empathy, emotional detachment, and a practical attitude to interacting with people are among the psychological characteristics that these patterns have in common. Particularly, the Machiavellian personality is typified by characteristics linked to slyness, dishonesty, and controlling people for one's own benefit, as well as a poor capacity for emotional expression and issues controlling affect (Miao et al., 2019).

The researcher identified several interconnected studies in existing literature. Salehi et al. (2012) found no significant gender differences in family communication patterns among students at Azad Islamic University. Láng and Birkás (2014) reported that adolescents with high Machiavellian traits perceived their families as less cohesive and communicative. In the same vein, Al-Akaishi et al. (2020) found generally positive family communication in Emirati households. Meqableh (2021) showed that balanced family communication was linked to lower anxiety about choosing a life partner among Yarmouk University students. Miqdadi et al. (2021) found moderate levels of Machiavellianism among students, with males scoring higher. Shalabi (2022) revealed that consensual and pluralistic patterns were common among Riyadh college students, with males showing higher social self-efficacy. Al-Zboon (2023) noted that conversation-oriented communication was most common among Hashemite University students, again favoring males. Lastly, Antoniadou and Kokkinos (2025) found that Dark Triad traits and bullying were positively correlated, especially among males, and influenced by humor patterns.

1.3. *Research Gap/ Contribution*

The issue with the current study stems from the researcher's observations while working as a lecturer at Ajloun University College regarding the prevalence of certain undesirable behavioral traits among students. The researcher observed that these traits have started to negatively impact the students' relationships and interactions within the university setting. Given their detrimental impact on students' mental health and capacity to adjust to their academic and social environments, these behaviors are concerned not just for individuals but also for society in general. Given the significance of comprehending Machiavellian behavior in this context, research on its prevalence among college students, as well as the influence of family communication patterns on this behavior, has become essential. This is particularly true during the university study phase, where behavioral, emotional, and intellectual patterns are developed.

The great majority of scientific literature has concentrated on the negative effects of this pattern, whether at the level of the individual's mental health, within social relationships, or even in terms of its impact on the broader societal context (Al Aïn et al., 2013; Khaliq et al., 2019). On the contrary, some studies emphasize potential positive aspects among people with this personality pattern, such

as self-confidence, the ability to control, commitment, and physical activity. Interestingly, this personality type is characterized by a high degree of social maneuverability and a propensity for using flattery and indirect deception—functional methods used to further their own goals. Additionally, they are noted to have a strong grasp of social circumstances and the capacity to discern the intents of others, which enables them to effectively engage in social interactions and manage relationships to further their own objectives (Birkas & Kerekes, 2008; Wilson et al., 1996).

According to Taylor (2016), a Machiavellian personality is characterized by the development of interpersonal relationships based on deceit, sarcasm, manipulation, and a disregard for other people's interests, where the person's covert objectives are connected to attaining their own advantages. The drive to exert control over others and the concern for obtaining prestige are two additional components of the Machiavellian mentality that Dahling et al. (2012) add. McHoskey (2001), on the other hand, contends that because the person is frequently driven by pursuing their own particular interests, the most crucial traits of this personality type are not conforming to others, rejecting their influence, and not caring about building solid social ties. According to Arefi (2012), people with this personality also exhibit a condition of instability in their social connections and a below-average degree of responsibility, commitment to values, and social and ethical standards.

Given the cognitive and affective characteristics of Machiavellian personality, particularly those linked to manipulation, a lack of empathy, and a desire for control, these characteristics may have a direct or indirect impact on the dynamics of family relationships as well as the way a person communicates with others, especially in a family setting (Zuraikat et al., 2022). The major setting in which the fundamentals of social interaction are established and in which people learn to communicate, comprehend, and solve problems is the family. According to Al-Juhani and Abu Asaad (2019), communication is the process by which people interact in a particular context. It includes the sharing of facts and information, the perception of different feelings, emotions, attitudes, and points of view, as well as the transfer of diverse experiences through the use of language, gestures, and symbols to sway the recipient and guarantee that the message content is understood.

A person can interact with others in a variety of ways, including being involved in dialogue and sharing thoughts, feelings, and interests. Individuals' future, the kind of their behavioral patterns, and their attitudes are all greatly impacted by communication, which is an excellent instrument for change, growth, and engagement. Their relationships will be healthier and more prosperous the more positively they communicate, which makes them happier and more content with life and less likely to argue and fight (Salehi et al., 2012).

According to Zuraikat et al. (2022), communication is the process of conveying or sharing ideas, views, or information by means of writing, speaking, or gesture. According to Peterson and Green (2009), family communication, on the other hand, is a key component of creating solid family bonds through the verbal and nonverbal sharing of experiences and knowledge, as well as the meeting of needs, the expression of divergent opinions, and feelings of love and affection for one another. According to Ritchie and Fitzpatrick (1990), family communication patterns are the ways in which parents engage and communicate with their children. These patterns are demonstrated by two types of communication: conformity orientation, which encourages family members to be obedient to their parents and to have harmony with them in their views, attitudes, and beliefs, and conversation orientation, which encourages family members to participate and talk about a wide range of family-related topics without any constraints.

To achieve psychological and emotional fulfillment, family communication is crucial (Zuraikat & Mashreqi, 2022). Love is expressed through support, encouragement, the use of affectionate expressions and names for family members, and nonverbal cues like body language, eye contact, and gestures that show tenderness and care and boost self-esteem (Madahi et al., 2013; Zuraikat, 2023).

In addition to fostering harmony and understanding within the family and enhancing their shared characteristics, the goals are to set guidelines for constructive communication, accommodate each person's unique needs, inculcate values in them, teach them how to control their emotions, and give them listening skills (Xiao et al., 2011).

1.4. Research Aim and Research Questions

Since some research has indicated that families who employ inefficient parenting approaches, including overprotection or neglect, may raise children with Machiavellian qualities, the correlation between Machiavellian personality and family communication patterns is crucial. According to a prior study, negative communication techniques, such as manipulation and aggression, are used by people who exhibit introverted features (Láng et al., 2022). To the best of the researcher's knowledge, no research has connected the two factors in the current investigation, despite these possible drawbacks. Thus, the goal of the current study is to identify Machiavellian personality traits and how they relate to family communication patterns among Ajloun University College students. The present study specifically aims to respond to the following queries:

1. How much Machiavellian personality do Ajloun University College students possess?
2. How do students at Ajloun University College see the communication patterns within families?
3. Do the factors of gender, academic specialization, and academic year affect the degree of Machiavellian personality among Ajloun University College students in a statistically meaningful way?
4. Do the factors of gender, academic specialization, and academic year affect how Ajloun University College students perceive family communication patterns to a statistically significant degree?
5. Do Ajloun University College students' Machiavellian personalities and family communication patterns have a statistically significant correlation?

Both theoretical and practical viewpoints provide value to the current investigation. Since there aren't many Arab and international research that have simultaneously examined the connection between Machiavellian personality and family communication patterns, this study is theoretically a significant addition to the academic area. To the best of the researcher's knowledge, the first to look at the connection between Machiavellian personality and family communication patterns within the framework of Ajloun University College, even though several studies have looked at each variable independently. Therefore, offering fresh insights into these behavioral patterns in this age range helps to enhance the academic libraries in the area and in the Arab world.

Practically speaking, the study's conclusions might help psychological counselors, particularly those working in care facilities understand the importance of setting up training sessions and creating therapeutic and preventative counseling programs that aim to increase public awareness of the detrimental impacts of Machiavellian personality on both individuals and society. Furthermore, it could lessen the harm that bad family communication patterns do to people, families, and society at large. Additionally, this work could pave the way for more future studies in this field.

2. Literature Review

The researcher discovered a group of connected studies by looking through earlier research and educational literature. Research by Salehi et al. (2012) sought to determine whether gender variations in family communication patterns existed among a sample of Azad Islamic University students in Tehran. There were twenty-four male and female students in the research sample. The study's findings showed that there were no statistically significant variations in family communication patterns based on gender (conversation orientation, conformity orientation, and compliance).

Another study was Láng & Birkás (2014) which aimed to uncover the connection between adolescent family dynamics and Machiavellianism. There were 366 teenagers in the research sample. According to the study's findings, those with high Machiavellianism thought their families were less cohesive, less strict, more chaotic, isolated, and less flexible. People with strong Machiavellianism also expressed dissatisfaction with family life and inadequate communication inside the family. Furthermore, research by Al-Akaishi et al. (2020) sought to determine the connection between family communication and parental treatment patterns in Emirati households from the viewpoint of a sample of international students at the University of Sharjah. There were 259 female students who are nationals of the United Arab Emirates that made up the study sample. The findings showed that family communication is often good in Emirati households.

Additionally, using a sample of 736 female students from Yarmouk University in Jordan, Meqableh's (2021) study sought to determine family communication patterns and how they related to anxiety over selecting a life mate. The Anxiety of Choosing a Life Partner Scale and the Family Communication Patterns Scale were employed to accomplish the study's goals. According to the results, the blaming pattern came in last, while the balanced design came in at the top. The goal of Miqdadi et al.'s (2021) study was to determine how common Machiavellian personality is among students at Yarmouk University and how it relates to familial upbringing patterns. There were 617 male and female students in the study sample. According to the findings, Yarmouk University students had a moderate prevalence of Machiavellian personality, with males being more likely to exhibit this trait than females.

Research by Shalabi (2022) sought to determine the most prevalent family communication patterns and social self-efficacy levels of college students. A sample of 303 male and female students attending colleges in the Riyadh area were given the Family Communication Patterns Scale and the Social Self-Efficacy Scale to meet the study's goals. According to the findings, the study sample's most prevalent family communication patterns were the following: consensual, protective, pluralistic, and laissez-faire. Additionally, the results indicated a statistically significant difference favoring men based on the gender variable.

The goal of Al-Zboon's (2023) study was to identify the most prevalent family communication patterns among Hashemite University students in Jordan. A sample of 600 male and female students was given the Family Communication Patterns Scale in order to meet the study's goals. With a statistically significant difference in the level of the conversation-oriented family communication pattern according to the gender variable favoring males, the results showed that the level of family communication patterns was moderate, and that the conversation-oriented pattern was the most prevalent.

The study by Antoniadou and Kokkinos (2025) sought to investigate how the Dark Triad personality traits (Machiavellianism, narcissism, and psychopathy) and bullying behaviors among 662 university students can be moderated by Martin's humor patterns (affiliative, self-enhancing, aggressive, and self-defeating). Males scored higher on all factors, and the study found substantial positive associations between bullying and the Dark Triad qualities as well as gender. Finally, the study by Antoniadou & Kokkinos (2025) sought to investigate how the Dark Triad personality traits (Machiavellianism, narcissism, and psychopathy) and bullying behaviors among 662 university students can be moderated by Martin's humor patterns (affiliative, self-enhancing, aggressive, and self-defeating). Males scored higher on all factors, and the study found substantial positive associations between bullying and the Dark Triad qualities as well as gender.

3. Theoretical Frame Work

Satir is credited with helping to develop the philosophy of family communication and is regarded as one of the pioneers of family therapy. According to Zuraikat et al. (2025), people can speak

constructively, comprehend others, and accept them with familiarity and compassion since they are inherently positive and have life energy. They must communicate with one another, recognize the innate energy of communication, and reach self-actualization (Rasheed et al., 2009). By focusing on how members of the family send and receive messages and how communication occurs within the family, this theory highlighted the role and importance of family cohesion in helping them better understand one another. It also focused on relationships and concepts that achieve family stability by activating communication patterns and defining the relationships between them (Brubacher, 2006).

Classifying family communication patterns into five patterns is one of Satir's primary contributions to the field of family communication. She identified the first four patterns as negative communication stances: "blaming, placating, distracting, and super-reasonable," which are harmful, aggravating, and maladaptive habits that lower a person's self-esteem and have a detrimental impact on their physical health. The fifth pattern is adaptable and healthy (Piddocke, 2010). The five patterns are explained as follows:

- Plater: A timid and feeble person who constantly agrees with everything, tends to apologize, denies that there are disagreements, and overall comes across as kind.
- Blamer: is defined by control and judgment of others, always views themselves as right and others as wrong, finds fault in others, chastises them for their faults, refuses to accept responsibility for resolving disputes, and rejects their part in creating issues.
- Irrelevant (Distracter): Distracts and confuses others, lacks ties to family processes, avoids confronting issues and conflicts rather than resolving them, appears disengaged from others, and does not aid.
- Super Reasonable: Extremely reasonable, with rigidity and inflexibility, a calm and unemotional demeanor, a distance from others, emotional control, and a refusal to show emotion to others.
- Congruent: A flexible pattern that is defined by being honest, open, and true in one's self-expression. It is also distinguished by keeping eye contact, communicating in harmony with nonverbal cues, and avoiding passing judgment while speaking.

4. Methodology and Procedures

The Methodology section outlines the structure of the research, the population, and the sampling procedures conducted, in addition to the instruments utilized for the purpose of data collection. The statistical methods are also highlighted. The study adopted a correlational descriptive approach to analyze the correlation between Machiavellian personality traits and family communication patterns in the sample of this study.

In this study Machiavellian Personality is personality trait in which a person builds personal relationships with others through deceit, sarcasm, manipulation, and a lack of concern for other people and their interests. Their hidden agenda is connected to their own success (Taylor, 2016). Operationally, it is the respondent's overall score on the Machiavellian Personality Scale, which is employed in this study.

While, Family communication patterns are the activities and customs that family members engage in with one another, whether in everyday encounters or at periods of conflict and disagreement (Abu Ayta, 2019). One Operationally, it is defined as the respondent's score on the Family Communication Patterns Scale, which is employed in this investigation.

4.1. Study Design

Because it is appropriate for accomplishing the goals of present research, the correlational descriptive technique was employed in this study.

4.2. Study Population and Sample

All 4496 students who were enrolled in the second semester of the 2024–2025 academic year at Ajloun University College made up the study population. A straightforward sampling technique following Steven Samsons Formula was used to choose the 570 college students that made up the research sample. The distribution of the research sample members by variable is displayed in Table 1.

Table 1. Distribution of the Study Sample According to Their Variables

Variable	Categories	Frequency (n)	Percentage (%)
Gender	Male	225	30.0
	Female	525	70.0
Academic Level	Bachelor	555	74.0
	Diploma	195	26.0
Specialization	Scientific	285	38.0
	Humanities	465	62.0
Total		750	100.0

4.3. Study tools

4.3.1. First: The Machiavellian Personality Scale

The Machiavellian Personality Scale, which was created by Dahling et al. (2009) and adapted for the Jordanian setting by Jarwan et al. (2021), was employed to accomplish the study's goals. The sixteen elements on the scale are spread across four dimensions: mistrust of others, desire for status, desire for power, and unethical manipulation.

4.3.1.1. Scale Validity

The validity of the scale was confirmed by Jarwan et al. (2021) using two techniques: construct validity, which involved determining the correlation coefficients between each item and its corresponding dimension as well as with the scale overall, and content validity, which involved presenting the items to subject-matter experts to get their input. Several experts in educational psychology and counseling psychology were shown the scale's first iteration (16 items) in the current study. They were requested to give their thoughts on the scale items, including if they fit the dimensions, whether they were clear, whether they were appropriate for the research sample, whether they should be added, removed, or modified, and any other pertinent remarks.

The expert reviewers' feedback was considered, and certain elements were revised in terms of language. The scale's final form still included sixteen components spread over the four previously described dimensions. An exploratory sample of thirty male and female students from the study population who were not part of the main sample were given the scale to obtain construct validity indicators. Items had to meet two requirements to be accepted: the correlation had to be statistically significant and have a correlation coefficient of 0.20 or higher. The scale's construct validity was

demonstrated by the correlation coefficients, which varied from 0.40 to 0.88 for the items and their corresponding dimensions and from 0.43 to 0.85 for the scale overall.

4.3.1.2. Scale Reliability

The dependability of the scale was confirmed by Jarwan et al. (2021) using internal consistency (Cronbach's alpha) and test-retest reliability. An exploratory sample of thirty male and female students from the study population who were not part of the main sample were given the scale in order to confirm its reliability in the current investigation. Two weeks following the initial dose, the same sample was given the scale again. The retest reliability coefficients varied from 0.81 to 0.86, and for the scale, it was 0.90. The test-retest reliability was determined by calculating the Pearson correlation coefficient between the first and second administrations. Cronbach's alpha, or internal consistency coefficients, were also computed and ranged from 0.77 to 0.82. The scale's coefficient was 0.86, suggesting a good level of dependability.

4.3.2. Second: The Family Communication Patterns Scale

The Family Communication Patterns Scale, which was employed in the study by Jarwan and Abu Alrub (2024), was utilized to accomplish the study's goals. There are twenty-five items on the scale, which are divided into five patterns: congruent, super-reasonable, distracting, blaming, and placating.

4.3.2.1. Scale Validity

The validity of the scale was confirmed by Jarwan & Abu Alrub (2024) using two techniques: construct validity, which involved determining the correlation coefficients between each item and its corresponding pattern, and content validity, which involved presenting the items to subject-matter experts for their input. In the current study, many experts in educational psychology and counseling psychology were shown the scale's first iteration, which consisted of 25 items. Regarding the scale items, they were asked to express their thoughts on whether they fit into the patterns, if they were clear, whether they were appropriate for the research sample, whether they should be added, removed, or modified, and any other pertinent remarks.

The expert reviewers' feedback was considered, and certain elements were revised in terms of language. The scale's final form still included 25 components spread throughout the five patterns indicated above. An exploratory sample of thirty male and female students from the study population who were not part of the main sample were given the scale to obtain construct validity indicators. Items had to meet two requirements to be accepted: the correlation had to be statistically significant and have a correlation coefficient of 0.20 or higher. The scale's construct validity was demonstrated by the correlation coefficients, which varied between 0.46 and 0.90 between the items and their corresponding patterns.

4.3.2.2. Scale Reliability

The dependability of the scale was confirmed by Jarwan and Abu Alrub (2024) using internal consistency (Cronbach's alpha) and test-retest reliability. An exploratory sample of thirty male and female students from the study population who were not part of the main sample were given the scale in order to confirm its reliability in the current investigation. Two weeks following the initial dose, the same sample was given the scale again. The range of the test-retest reliability coefficients was 0.82 to 0.91. Cronbach's alpha, or internal consistency coefficients, were also computed and showed a high level of dependability for the scale, ranging from 0.71 to 0.89.

4.3.2.3. Scale Scoring and Statistical Criterion Used

A five-point Likert scale with the following weights was used to answer the items on both scales: “Always” (5 points), “Often” (4 points), “Sometimes” (3 points), “Rarely” (2 points), and “Never” (1 point). The following statistical standard was applied in order to interpret the arithmetic means: 3.67 to 5.00 (high level), 2.33 to less than 3.67 (moderate level), and 1.00 to less than 2.33 (low level)

4.4. Study Variables

The study included the following variables:

Initially, categorical variables, such as:

- Gender: Male and female are the two categories.
- Specialization: Scientific and humanities are the two levels.
- Academic Level: Bachelor's and diploma levels are available.

4.5. Second: Dependent Variables

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4.6. Statistical Analyses

Means and standard deviations were computed to address the first and second study topics. The third and fourth questions were addressed using a two-way analysis of variance (ANOVA). Using the Pearson correlation coefficient, the fifth question was addressed.

5. Results

The results section is structured to answer the questions posed by the study each section presents the descriptive and inferential statistics to answer each specific question.

The first question is How much Machiavellian personality do Ajloun University College students possess? As indicated in Table (2), the arithmetic means and standard deviations for the degree of Machiavellian personality among students at Ajloun University College were computed to respond to this query.

Table 2. Means and Standard Deviations for the Level of Machiavellian Personality among Ajloun University College Students

Rank	Dimension	Mean (M)	Standard Deviation (SD)	Level
1	Unethical Manipulation	3.45	0.65	Moderate
2	Desire for Control	3.36	1.05	Moderate
3	Desire for Status	3.32	0.81	Moderate
4	Distrust of Others	3.13	0.83	Moderate
Overall Machiavellian Personality		3.31	0.64	Moderate

The second question is: How do students at Ajloun University College see family communication patterns? To address this question, the arithmetic means and standard deviations for family communication patterns among students at Ajloun University College were computed, and the results are displayed in Table 3.

Table 3. Means and Standard Deviations for Family Communication Patterns among Ajloun University College Students

Rank	Pattern	Mean (M)	Standard Deviation (SD)	Level
1	Balanced (Congruent)	3.74	0.71	High
2	Placater	3.73	0.67	High
3	Super Reasonable	3.71	0.70	High
4	Distracter (Irrelevant)	3.69	0.60	High
5	Blamer	3.65	0.69	Moderate

The third question asks if the factors of gender, academic standing, and specialization significantly affect the degree of Machiavellian personality among students at Ajloun University College? According to the factors of gender, academic level, and specialization, the means and standard deviations for the degree of Machiavellian personality among students at Ajloun University College were computed in order to respond to this question, as indicated in Table 4.

Table 4. Means and Standard Deviations for the Level of Machiavellian Personality among Ajloun University College Students According to Study Variables

Variable	Categories	Mean (M)	Standard Deviation (SD)
Gender	Male	3.42	.648
	Female	3.26	.630
Academic Level	Bachelor	3.29	.659
	Diploma	3.35	.580
Specialization	Scientific	3.27	.622
	Humanities	3.37	.664

Table 4 shows that the study sample's mean assessments of their degree of Machiavellian personality appear to differ according to the various categories of the variables—gender, academic level, and specialization. As indicated in Table 5, a three-way analysis of variance (ANOVA) was employed to ascertain the statistical significance of these apparent differences.

Table 5. Three-Way Analysis of Variance (ANOVA) for the Effect of Gender, Academic Level, and Specialization on the Level of Machiavellian Personality among Ajloun University College Students

Source of Variance	Sum of Squares	Degrees of Freedom (df)	Mean Square	F Value	Statistical Significance (p-value)
Gender	3.808	1	3.808	9.487	.002
Academic Level	.898	1	.898	2.238	.135
Specialization	2.207	1	2.207	5.499	.019
Gender* Academic Level	.242	1	.242	.592	.442
Gender* Specialization	.905	1	.905	2.213	.137
Academic Level* Specialization	.056	1	.056	.138	.710
Error	299.409	746	.401		
Total	306.344	749			

As for the fourth question. It asks if the degree to which Ajloun University College students perceive family communication patterns varies statistically significantly depending on their specialization, academic level, and gender. The averages and standard deviations for the degree of perception of family communication patterns among students at Ajloun University College were computed based on the variables of specialization, academic level, and gender to respond to this issue, as indicated in Table 6.

Table 6. Means and Standard Deviations for Family Communication Patterns among Ajloun University College Students According to Study Variables

Variable	Categories	Placater (M/SD)	Blamer (M/SD)	Irrelevant (M/SD)	Super Reasonable (M/SD)	Balanced (M/SD)
Gender	Male	3.80 / .680	3.80 / .640	3.81 / .573	3.83 / .643	3.84 / .668
	Female	3.67 / .704	3.59 / .695	3.65 / .604	3.68 / .680	3.70 / .727
Academic Level	Bachelor	3.69 / .686	3.64 / .667	3.68 / .586	3.72 / .661	3.74 / .696
	Diploma	3.77 / .734	3.69 / .734	3.72 / .636	3.75 / .704	3.74 / .759
Specialization	Scientific	3.69 / .695	3.69 / .702	3.71 / .620	3.77 / .699	3.78 / .764
	Humanities	3.72 / .702	3.63 / .674	3.68 / .587	3.71 / .654	3.72 / .679

Note: M = Mean, SD = Standard Deviation

Table 6 shows that the means of the study sample's opinions of family communication patterns appear to change depending on the variables' classifications, including gender, specialty, and academic level. As indicated in Table 7, a three-way analysis of variance (ANOVA) was employed to ascertain the statistical significance of these apparent differences.

Table 7. Three-Way Analysis of Variance (ANOVA) for the Effect of Gender, Academic Level, and Specialization on Family Communication Patterns among Ajloun University College Students

Source of Variance	Pattern	Sum of Squares	Degrees of Freedom (df)	Mean Square	F Value	Statistical Significance (p-value)
Gender	Placater	4.068	1	4.068	8.400	.004
	Blamer	6.560	1	6.560	14.265	.000
	Distracter	4.341	1	4.341	12.258	.000
	Super Reasonable	3.263	1	3.263	7.289	.007
	Balanced	2.452	1	2.452	4.853	.028
Academic Level	Placater	1.264	1	1.264	2.611	.107
	Blamer	1.619	1	1.619	3.520	.061
	Distracter	.861	1	.861	2.431	.119
	Super Reasonable	.730	1	.730	1.631	.202
	Balanced	.258	1	.258	.511	.475
Specialization	Placater	.446	1	.446	.921	.338

	Blamer	.072	1	.072	.156	.693
	Distracter	.000	1	.000	.000	.984
	Super Reasonable	.139	1	.139	.311	.577
	Balanced	.182	1	.182	.360	.549
Gender* Academic Level	Placater	1.050	1	1.050	2.138	.144
	Blamer	.645	1	.645	1.369	.242
	Distracter	.019	1	.019	.052	.820
	Super Reasonable	.697	1	.697	1.537	.215
	Balanced	.325	1	.325	.638	.425
Gender*Specialization	Placater	.000	1	.000	.000	.986
	Blamer	.490	1	.490	1.040	.308
	Distracter	.404	1	.404	1.119	.291
	Super Reasonable	.276	1	.276	.609	.436
	Balanced	.956	1	.956	1.878	.171
Academic Level* Specialization	Placater	.002	1	.002	.004	.950
	Blamer	.172	1	.172	.365	.546
	Distracter	.042	1	.042	.116	.734
	Super Reasonable	.067	1	.067	.147	.701
	Balanced	.590	1	.590	1.159	.282
Error	Placater	361.288	746	.484		
	Blamer	343.064	746	.460		
	Distracter	264.181	746	.354		
	Super Reasonable	333.950	746	.448		
	Balanced	376.987	746	.505		
Total	Placater	366.227	749			
	Blamer	351.165	749			
	Distracter	269.147	749			
	Super Reasonable	338.226	749			
	Balanced	380.315	749			

The Fifth and final Question asks the following: Do Ajloun University College students' Machiavellian personalities and family communication patterns have a statistically significant correlation? As indicated in Table 8, Pearson correlation coefficients between Ajloun University College students' Machiavellian personality and family communication patterns were computed to respond to this query.

Table 8. Pearson Correlation Coefficients for the Relationship between Machiavellian Personality and Family Communication Patterns among Ajloun University College Students

Pattern	Pearson Correlation Coefficient (r)	Statistical Significance (p-value)
Placater	.467**	.000
Blamer	.723**	.000
Distracter	.635**	.000
Super Reasonable	.636**	.000
Balanced	-.642**	.000

Note: * Statistically significant at the (0.05) level. ** Statistically significant at the (0.01) level.

6. Discussions

This study aimed to explore the relationship between Machiavellian personality traits and family communication patterns among students at Ajloun University College. The results revealed notable differences in Machiavellian traits across gender and academic specializations and significant correlations between certain personality dimensions and specific communication patterns. This section interprets the findings in light of existing literature and discusses their implications for educational and psychological practice. The limitations of the study are acknowledged, and suggestions for future research are offered.

According to the findings in Table 2, the averages for the Machiavellian personality traits varied from 3.13 to 3.45. The “Unethical Manipulation” dimension had the greatest mean ($M = 3.45$), suggesting a moderate degree, while the “Distrust of Others” dimension had the lowest mean ($M = 3.13$), also indicating a moderate level (correction based on the statistical criterion). A moderate level was also indicated by the scale's overall mean of 3.31. This finding can be explained by the propensity of college students to want power and prestige at this pivotal point in their lives.

By securing a prominent place among their peers and exerting control over the connections that bind them to others, they want to project confidence and establish themselves. This may also be explained by the fact that students feel somewhat freed from the constraints and authority of their families once they move from school to college. This encourages them to take different approaches to handling their interpersonal relationships in ways that support their interests and goals. These interests include meeting their demand for importance and power, succeeding in their classes, and receiving peer support. The results of the research by Miqdadi et al. (2021), which also discovered a modest degree of Machiavellianism, are consistent with this conclusion.

Table 3 indicates that the research sample's perceptions of family communication patterns ranged from moderate to high, with means ranging from 3.65 to 3.74. At a high level, the “Balanced (Congruent)” pattern came in first place with a mean of 3.74 and a standard deviation of 0.71. On the other hand, the “Blamer” design came in last with a modest mean of 3.65 and a standard deviation of 0.69. This outcome can be explained by the balanced approach promoting communication between the father and mother figures and fitting in with the particular traits of the research group, which consists of parents who prioritize teaching their kids social and personal responsibility. In addition, the students are very skilled in group debate, discourse, and communication when it comes to solving difficulties. In addition to the fact that, as well-educated and knowledgeable university students, they believe that the balanced style is best suited for their age group and academic level, this may also be because of their vast network of According to the findings of the following research,

democratic, balanced, and open patterns were the most popular among their study samples: Al-Akaishi et al. (2020), Meqableh (2021), Al-Zboon (2023), and Miqdadi et al. (2021). social connections, language of communication, and cultural openness and diversity.

Table 5 makes clear that the study sample's assessments of the degree of Machiavellian personality by gender variable differ statistically significantly in favor of men ($p = .002$). This finding can be explained by the fact that males and females are raised differently in the community to which the research sample belongs. In contrast to women, men are given control and influence in the home in this traditional Eastern society, which also promotes competition among men and the pursuit of the highest standards of perfection.

This fuels their ambition to become powerful and prestigious, which pushes them to use deceit and greed to outdo others. In addition, males in the study community are more likely than females to join peer groups outside of the family at a younger age, which makes them more likely to develop competitive behaviors and rise in the eyes of their peers. This can cause them to mimic others and act selfishly and manipulatively. This runs counter to the traits of the Machiavellian mentality since women are more sympathetic to others due to their emotional nature. This discovery is in line with the findings of other research that demonstrated gender disparities favoring men, including Shalabi (2022), Miqdadi et al. (2021), and Antoniadou and Kokkinos (2025).

The sample's assessments of their degree of Machiavellian personality in relation to the academic level variable did not differ significantly, according to the results of this question ($p = .135$). This conclusion could be explained by the fact that most Ajloun University College students' personality characteristics are developed before they enroll in college. Furthermore, because they share a common university environment, values, and orientations, they are motivated by a somewhat similar cultural background that has little effect on their personality traits. As a result, the influence of academic level on their personality traits is lessened.

Additionally, the results of this question showed that the study sample's opinions of the degree of Machiavellian personality, according to the specialty variable, differed statistically significantly in favor of humanities specialties ($p = .019$). This could be the case since Machiavellianism is regarded as one of the Dark Triad's less extreme characteristics. According to these findings, students studying the humanities are more likely to manipulate and take advantage of others (Machiavellianism) and favor themselves over others (narcissism), but they are not always more likely to engage in extreme antisocial behavior, which is a feature of both psychopathy and everyday sadism. In terms of the lack of a psychopathy effect, primary psychopathy is defined by grandiosity, manipulative conduct, and surface-level appeal. In contrast, secondary psychopathy is characterized by impulsivity, irresponsibility, and antisocial behavior. This distinction is important because, given the decreased incidence of antisocial manifestations among university students, academic specialties differ in the former but not in the latter.

Additionally, Table 5 indicates that the study sample's assessments of the degree of Machiavellian personality by Interaction between gender* academic level variables do not significantly differ statistically ($p = .442$). This finding can be explained by the fact that, in the community to which the research sample belongs, males and females and Bachelor's and Diplomas for both genders do not affect the Machiavellian personality.

Furthermore, this table illustrates that the study sample's assessments of the degree of Machiavellian personality by Interaction between gender* Specialization variables does not significantly differ statistically ($p = .137$). This finding can be explained by the fact that, in the community (Home and educational institutions) to which the research sample belongs, males and females, and Bachelors and Diplomas for both genders do not affect the Machiavellian personality.

The same table also shows that the study sample's assessments of the degree of Machiavellian personality by Interaction between academic level* Specialization variables do not significantly differ statistically ($p = .138$). This finding can be explained by the fact that, in the educational institution to which the research sample belongs, males and females and Bachelor's and Diplomas for both genders do not affect the Machiavellian personality.

Table 7 makes clear that the study sample's perceptions of family communication patterns by gender variable differ statistically significantly in favor of males for the following patterns: Placater ($p = .004$), Blamer ($p = .000$), Distracter ($p = .000$), Super Reasonable ($p = .007$), and Balanced ($p = .028$). The nature of societal practices and traditions, where parents engage with their children in a balanced and forgiving manner, may be responsible for this outcome. In a similar vein, moms typically treat men with some tolerance and compassion. The macho upbringing of the male members of the research group also explains this conclusion. The following research' conclusions are in line with this outcome: Salehi et al. (2012) reported no gender differences, which contrasted with Shalabi (2022) and Al-Zboon (2023), who showed gender disparities favoring men.

According to the academic level variable as shown in Table 7, the study sample's opinions of family communication patterns did not change statistically significantly, according to the results of this question ($p > .05$ for all patterns). One possible explanation for this might be that the kids in the sample had comparable social and intellectual backgrounds. As a result, from the viewpoint of Ajloun University College students, there were no statistically significant variations in the impact of academic level on family communication patterns.

According to the specialty variable, the study sample's perceptions of family communication patterns did not change statistically significantly, according to the results of this question ($p > .05$ for all patterns). This might be because, after spending many years in their homes and being exposed to these communication patterns, kids have preconceived notions about the patterns their parents utilize in the home before they ever start college. This caused them to assess these patterns sooner, before enrolling in college, reducing the influence of academic specialization on students' opinions of their parents' home communication patterns.

Additionally, Table 7 indicates that the study sample's assessments of the degree of family communication by Interaction between gender* academic level variables does not significantly differ statistically for the following patterns: Placater ($p = .144$), Blamer ($p = .242$), Distracter ($p = .820$), Super Reasonable ($p = .215$), and Balanced ($p = .425$). Societal tradition in upbringings environment where the parents play a role in the child's upbringing through engagement. This finding can be explained by the fact that in the community to which the research sample belongs, it is for both genders and Ba. Degrees and Diplomas do not affect the family communication.

Furthermore, the same table illustrates that the study sample's assessments of the degree of family communication by Interaction between gender* Specialization variables does not significantly differ statistically for the following patterns: Placater ($p = .986$), Blamer ($p = .308$), Distracter ($p = .291$), Super Reasonable ($p = .436$), and Balanced ($p = .171$). This finding can be explained by the fact that, in the community (Home and educational institution) to which the research sample belongs, males and females and Bachelor and Diplomas for both genders do not affect family communication. As was discussed the Upbringings of the child with his parents is affected by the engagement of his parents in addition to the preconceived notions that the child has before ever going to college which can affect the degree to which he is affected by specialization.

In addition the table also clarifies that the study sample's assessments of the degree of Machiavellian personality by Interaction between academic level* Specialization variables does not significantly differ statistically for the following patterns: Placater ($p = .950$), Blamer ($p = .546$), Distracter ($p = .734$), Super Reasonable ($p = .701$), and Balanced ($p = .282$). This finding can be

explained by the fact that, in the educational institution to which the research sample belongs, males and females and Bachelors and Diplomas for both genders do not affect the family communication. The interaction between academic level and specialization showed no significant variation in students' perceptions of family communication patterns. This indicates that both factors did not influence how students viewed their family interactions, whether considered separately or together. The stability in perception may be attributed to long-standing communication habits formed before entering college.

Machiavellian personality and the family communication patterns of Super Reasonable, Distracter, Blamer, and Placater are statistically significantly positively correlated (Table 8). In contrast, among students at Ajloun University College, there is a statistically significant inverse relationship between Machiavellian personality and the Balanced family communication pattern. This conclusion may be understood by the fact that people raised in permissive households with a great degree of freedom may be able to participate in manipulation and selfishness to pursue their own goals without severe limits from their family restricting these behaviors. In addition, lenient families may overlook the early indications of Machiavellian qualities in their kids without taking anything to rectify them because they fear that doing so will damage their bond (Zuraikat et al., 2025). From a different angle, people from authoritarian households might feel pressured to escape these limitations as soon as possible. Attending school and then college could offer a good opportunity to do so and create new social connections that help them make up for any feelings of inadequacy. They might also rebel against certain societal norms to achieve their goals. This outcome can also be explained by the fact that both the Blamer and Super Reasonable patterns may encourage individualism, either to avoid pressure or pain in the Blamer pattern or to maximize gains in the Super Reasonable pattern. This may raise the likelihood of acquiring utilitarian traits in interpersonal relationships, which are typically linked to the Machiavellian personality. This conclusion aligns with the findings of Miqdadi et al. (2021) and Láng and Birkás (2014).

Only a convenience sample of Ajloun University College students enrolled in the second semester of the 2024–2025 academic year was included in the current study. The Machiavellian Scale and the Family Communication Patterns Scale, the validity and reliability data gathered for them, and the level of objectivity in the study sample members' replies to their items all restrict the study's conclusions.

7. Conclusion

Five hundred and seventy students from Ajloun University College participated in the present study. Machiavellian personality and negative family communication patterns (Blamer, Placater, Distracter, Super Reasonable) were shown to be statistically significantly positively correlated in the research population. Additionally, the findings demonstrated a statistically significant inverse relationship between the balanced family communication pattern and Machiavellian personality. In addition to disparities across academic specialties favoring humanities specializations, gender differences were found favoring men in Machiavellian personality and all types of family communication patterns.

8. Recommendations

Considering the study's conclusions, the researcher suggests the following:

- Offering students who display unfavorable family communication patterns social and psychological support services at university counseling facilities to empower and encourage them.
- Supporting workshops held by university psychological counseling facilities to educate students about the drawbacks of Machiavellian personality.

- Performing more research on Machiavellian personality and other human ideals, like universalism, accomplishment, and compassion.

Declarations

Conflicts of Interest. The author declares no conflict of interest.

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About the Contributor(s)

Basem Mohammad Al-Frehat, Associate Professor at Educational Sciences Department at Ajloun University College, Ajloun University College, Al-Balqa Applied University, Jordan
 Email: basemalfrehat@bau.edu.jo basemalfrehat@yahoo.com
 ORCID: <https://orcid.org/0000-0003-4422-8902>

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