



Full Length Research Paper

The role of University administrations in termination campus violence at the Jordanian Universities

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Abstract

The major purpose of the present study is to identify the role of university administration in dealing with violence problem among college students in Jordan by finding out the contributing factors to violence in the Jordanian universities so as to suggest a number of effectively suitable measures for university administrations to use with university violence for eliminating or limiting outspread of this problem. The total sample of the study was eleven universities were randomly selected out of twenty five universities. The sample (N=504) were randomly selected who assume positions of dean, deputy dean, department chair, and student council member in the sampled universities. The finding shows that the Tribal mentality and parochial fanaticism" was estimated top (M=4.34, SD=.92), followed by "Poor social maturity and low sense of responsibility among students" (M=4.30, SD=.82), and thirdly was "Misuse of cellular phones by students" (M=4.25, SD=.97). "Costly life standards and economic inflation" (M=3.45, SD=1.13) was placed in the last rank, indicating moderate contribution to student violence by this item. The findings related to administrative procedures" area related to the academic Units and Faculties" Shows that "Educational role of faculties in classroom and adjusting negative behaviors" was placed first (M=3.79, SD=1.09) implying that the academic units and faculties have great part to play in reducing student violence , "Promote student awareness to concepts of democracy and accept opinion of majority" was ranked secondly (M=3.76, SD=1.15) "Strengthening cooperation between administrators and faculties" (M=3.68, SD=1.13) was ranked in the third place, and" Reconsideration of student schedule so that to ensure academic involvement of student" was in the last place (M=3.43, SD=1.11) at a moderate degree.

Keywords: University student's violence, Academic Leaders, Student Councils.

INTRODUCTION

Higher Education Institutions (HEIs) are major components of today's communities, and serve essential role in knowledge transfer, development, nurturing human behavior and promulgate insightful cultures. As a social institution, a university affects and is affected with the social environment where they exist, most importantly university is the place is where technical, professional and political leaders are made, and from this perspective every university shall have its own mission for which the various resources must be harnessed to achieve.

Education can be viewed as one of social mobility actors (Abdulfattah, 1991) that is necessary to overcome most social hurdles through, for instance, increase job

opportunities, combat poverty, and reduce crime rates. Teaching for the disadvantaged and marginalized populations is significant not only to preserve community from decay, but also eliminates gaps between social classes and helps detect laden potentials (Cohen, 1978).

The education quality and level is linked with the part individuals take in the social building process (Abdutowab). Eventually, the higher the educational level one has, the more job opportunities he will obtain, and assume socially vantage placement in community proportionately with the educational level he/she achieved, thereby move up on the social ladder.

The technological advances globally witnessed necessitates high levels of education and training, which become also a major vehicle for upward social mobility, while poor education causes downward social mobility (Levine, 1989).

Table 1. Violence crimes committed by university students

Year/Crime	Murder	Attempted murder	Armed burglary	Rape	Grievous Harm	Sexual assault	Total
2010	11	9	56	7	166	160	409
2011	13	24	93	3	237	167	537
2012	13	53	167	14	199	212	658

The translation of university mission into more elaborated action plans implied many debatable issues driven by the philosophical perspectives of communities where universities exist. Due to the significance of universities in the life of both individuals and communities, the very components of campus life are critical for a university to achieve its goals and objectives. Taking this in mind, it is necessary to keep university campuses immunized against social and political negative influences ample within the wider community, so that to produce quality higher education products that are qualified and creative.

Over years universities in most parts of the world have experienced many influences and challenges and most importantly witnessed waves of campus violence. Violence at universities is dangerous because practiced by young people who already are impulsive and risk takers. College students, as a result, need to receive teaching and training on self-control skills to socialize with their colleagues rather than behave aggressively, and to be empowered to practice the activities that allow them self expression, and develop their potentials.

Universities in the 21st century are assuming greater roles in a world replete with challenges in different life areas under the New World Order, globalization post-industry era, and IT and Communication revolution that impose a new perspective for education stressing on various skills such as adaptability, elasticity, innovation, and prospecting change. The success of this new approach is governed by the higher education institutions that carry out their missions into action plans and behavioral practices represented by qualified professors, updated textbooks, effective administrations, and quality outcomes. Adaptability is a multifaceted problem with intervening factors both inside university walls and outside factors (Hamdi and Athamneh, 1999).

During 980's and 990's, crime rate have increased among young people, particularly at schools and universities in many parts of the world. For instance, in the United States, it is estimated that 16,000 crimes are committed per day, i.e. one crime every six seconds during school and college times (Stephens, 1998). More recently, quarrels and conflict involving students at the Jordanian Universities greatly increased mostly due to personal or tribal reasons. Many sociological studies attempted to investigate this phenomenon in Jordan, but very few studies addressed this problem from educational perspective to analyze this problem and find out

solutions. Table (1) shows the increase of violence offences over years among students in the Jordanian universities. As shown by the table, violence crimes exacerbated by the turn of the 21st century from only (409) in 2000 to (658) by 2002 (Al Badayneh, 2006).

This study seeks to cast greater light on violence problem in the Jordanian universities and to identify contributing factors and measures can be applied to eradicate or at least reduce this problem.

Statement of the Problem and Questions

Recently, student violence has escalated to unprecedented level at the Jordanian universities which greatly clouded the brightened academic scene in Jordan. The academic violence problem decayed not only the body, mind and culture of community, but also heightened to scaring levels of vandalism, use of sticks, rods, dagger, and fire arms. In most cases university administrations would find themselves forced to call the security police. Educators and other university administrators need to pay serious attention to this problem and develop effective remedial strategies eliminating the violence phenomenon in the Jordanian universities. In specific the present study attempt to answer the following questions:

1. *What are the reasons motivate student violence in the Jordanian universities from viewpoints of the academic leaders and student council members?*
2. *What measures can be taken to taken by university administrators to limit student violence problem from viewpoints of academic leaders and student council members?*

Objectives of the Study

The major purpose of the present study is to identify the role of university administration in dealing with violence problem among college students in Jordan by finding out the contributing factors to violence in the Jordanian universities so as to suggest a number of effectively suitable measures for university administrations to use with university violence for eliminating or limiting outspread of this problem. Further, this study purports to generate insightful research-based data that will be

helpful for higher education policymakers and other educational planners on the national level about the student violence problem and inherent risks including individual and group behaviors that require effective solutions. This study is an attempt to identify student violence problem in reality and to find out appropriately workable solutions.

Significance of the Study

The significance of the present study resides in its attempt to cast greater light on student violence problem in the universities. Overcoming this problem will help universities direct their resources towards teaching and researching objectives and develop the academic horizons of students. On the wider level, university graduates will contribute to their communities as good citizens by facilitating communication and avoiding social, tribal, and cultural conflicts. This, of course, will strengthen belongingness and loyalty between the citizenry and state and fosters social cohesiveness and solidarity which is an essential component sought after by the Jordanian educational system. In addition, there are ethical reasons necessitate elimination of campus violence, therefore, university administrators need enhance their decision-making powers, and undertake appropriate and effective procedures to protect their campuses and students from the fatal influences of violence. This study is significant because it is among few studies that addressed scientifically the campus violence at the Jordanian universities.

Operational Definitions

- University student's violence: describes illegal actions practiced by some college students that breaches effective regulations, and public conventions prevailing the community that include assault threatened assault against other students or university employees or its properties.
- Academic Leaders: refers academic staff in the positions of dean, deputy dean, their assistants and department chairs.
- Student Councils: In this study, a student council means a campus-based student organization at a university that has artificial personality and formed in accordance with Student Councils at Jordanian Universities Act

Limitations

This study is limited to academic leaders and student council members at the Jordanian public and private

universities during the academic year (2011/2012).

Litterateur Review

Historically, the evolution of man is tied with everlasting struggle with nature for survival. Everyone has inherited from ancestors qualities of goodness and evil that date back deep in history to days of sons of Adam: Cain and Abel since the first-ever crime was committed in history when Cain dared to kill his brother Abel to symbolize the utmost summit of human violence pyramid, i.e. shedding blood. The violence witnessed everywhere in the world generated throughout long years of history. As a result violence has become practiced both proactively and reactively and in many cases justified ethically. The phenomena of violence however is as old as humanity itself, the violent actions are not equal; they of course vary by time, place and culture.

In fact, violence forms have penetrated the academic institutions even in the western communities, and pervaded industrial and developed countries. However, the academic institutions were the focus of research for many educators and researchers so as to support the protective efforts from violence and crime. Early of 90's of the last century, violence has penetrated many of the educational institutions in the United States, France and many other European countries (Al Tawayha, 2006).

Human behavior is governed by two patterns of motives that drive one towards a specific goal or gratify certain needs. First, primary motives associated with survival, self preservation and the feeling of security. The second is secondary motives that are learned over process of socialization, such as motives of gain, competition, dominance and grouping. These motives are essentially linked with such emotions as anger, fear, envy, shyness (Al Fuqaha, 2001). For instance, motives of dominance would develop into attitude to aggression and violence through five stages (Smith and Sharp, 1994), including:

1. Feelings of parental apathy, essentially at single parent homes because of divorce or separation wherein child would develop aggression due to lack of parental caring within family or parental conflicts.
2. Belonging to evil gangs and other notorious friends
3. Joining friend groups that meet the need for belongingness
4. Children would do simple aggressive acts that latterly grow into crimes change friend group into a criminal band.
5. The gained qualities from the group are internalized by children and become characteristic traits to their personalities. Family violence, basically that develops as a result of conflicting matrimonial relations and serving as mechanism of control transfer to children, and bring the violence experiences they already acquired at home into school. Based on the interactive model of evolution,

violence behavior is a product of interrelationship between students, school and some other social variables.

A prominent problem faced by college students based on a statement to Alrai newspaper by Student Affairs Dean of University of Jordan was leisure times that lead to other fatal problems for young college students (Al Qudah 2006). further, Al Qudah reported a study conducted in 12 countries indicated that 60 per cent of young people spend their free times listening to cassette recordings or watching TV versus 40 per cent spent on book reading Al Qudah (2006).

Concept of Violence

Violence is commonly referred to as forcing other people to do something contrary to their wills. In other occasions, violence indicates repression of the free will, or else can be perceived as a behavioral pattern harmfully affecting others. Adler viewed violence as an expression of sense of inferiority and means of attracting attention. For politics scholars argue that violence is the last chance language of dialoguing with others where one feels unable to communicate using normal modalities, and is convinced of inability to make other recognize with his needs and existence (Al Zend and Mohammad, 2006).

World Health Organization (WHO) defines violence as "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation." (Al Badaina, 2006).

On the other hand, Al Nashef (2006) referred to violence as roughness and stands as the antonym of leniency. Moreover, workplace violence is also referred to as assault on or actual threatening of the victim; or the extreme force including actual or threatened assault and rape against individuals at workplace wherein they perform their job duties.

Prior Studies

There are dearth studies that directly addressed student violence at the Jordanian universities and most studies available studied aggressive behavior and its association of with some factors.

Abd Al Mukhtar (1992) sought to identify attitudes of students towards watching forms of violence and aggressive behavior forms. The conclusion was that male students were more affected than females with the violence views they encounter whether as violence and aggression programs that stimulate aggressive behaviors. However, humanistic faculty students were affected with such programs more than scientific faculty

students.

Mikhlafi (1995) conducted a study purported to explore the relation between aggressive behavior and values and to identify how influential such relation, if any, with a number of demographic variables such as gender, specialty, residence, GPA, academic level, and whether this relation vary by the variables. Participants were (669) students recruited from the Yarmouk University population (N=12713). Results demonstrated no variance in the relation between aggressive behavior and values by gender, specialty, achievement, and academic level. However, the study found that the relation between aggressive behavior and values varies by variance residence.

Alfayed (1996) intended to explore the aggression behavior dimensions among Cairo University students in Egypt. The study adopted Buss and Perry Aggression Questionnaire (Buss and Perry, 1992) that measures physical, verbal, angry, and hostility. The study found statistically significant differences between male and female students regarding physical and verbal aggression behaviors and the overall degree in favor of male students. However, female students outperformed male students on angry dimension, while on the hostility dimension they were equal. Male students at the humanistic faculties outperformed their counterparts at the scientific faculties on the physical aggression dimensions, but both groups were equal on the angry and hostility dimensions and the overall degree of both physical and verbal aggression; whereas no differences were found between rural and urban residence on the angry and hostility dimensions.

Saleh (1997) conducted a study for purpose of identifying the role of socialization institutions in acquiring young people aggressive behaviors in comparison with the role of family institution. Participants were males and females attending Bani Swaif campus of Cairo University aging between 16-25 yrs. The study ranked family top among socialization institutions in which children acquire their aggressive behaviors, basically within the extended family. Further, males tended more than females to behave aggressively; and there was effect of parent education on practice of violence behaviors, where aggressive behavior decreases with higher education level of parent. However, there was no effect of specialty, year of study or (grand point average) GPA on acquisition of aggressive behaviors by young people.

Abdallah (1998) sought to study the association between aggressive behavior and some demographic variables on a sample of (200) Social Sciences students attending Imam Mohammad bin Saud Islamic University in Riyadh City. To achieve the study goals, the researcher used such instruments as Buss and Perry Aggression Questionnaire, Jumah Salameh Questionnaire, and Gortney and Felming self-esteem scale. The study revealed no correlation between aggression behavior and self-affirmation; and no corre-

lation between aggression and year of study or achievement. However, there was a negative correlation between aggression and self-esteem; i.e. the higher self-esteem the lesser aggression will be; and the more aggression, the lesser self-esteem will be.

Al Fugaha (2001) aimed at identifying tendency to violence and aggression levels among Philadelphia University in order to suggest effective solutions. The study employed the correlative approach to survey the dependent variable of violence and aggression behaviors among Morning Program students in the university. Five independent variables were measured: faculty, gender, GPA, family members, and family income. The sample (N=602) represented 25% of student population. Among questionnaires administered, 551 were valid for analysis and the remaining participants did not respond for administrative inconvenience. Based on the overall rating of tendency level towards violence and aggression and significance of differences, and discriminative analysis, results showed that respondents tended to violence and aggression at low (44.3%), moderate (8%) and high (0.2%) levels. Further, there was statistically significant correlation between tendency to violence and aggression among college students and the independent variables of gender, cumulative average, family members, whereas variables of faculty and family income had no statistically significant effect on the tendency degree to violence and aggression among students.

Tawfiq (2003) sought to identify essential features of aggressive behavior among secondary and college-level students in Bahrain. To achieve the study goals, the author used Buss and Perry Aggression Questionnaire (1992). The factor analyses revealed six factors measuring aggressive behaviors among the college students, namely general aggression, verbal aggression, angry, hostility, verbal/physical aggression, and impulsiveness; and seven factors for secondary students, namely general aggression, hostility/verbal aggression, angry/aggression, angry/hostility, angry/impulsiveness and physical aggression. Comparisons showed significant differences by gender at (0.01) level for impulsiveness and physical aggression factor; and at (0.05) level loaded on general aggression, hostility/verbal aggression where secondary male students had main scores higher than females. However, there were significant differences at (0.05) level among respondents by gender, where males scored higher than females on the hostility factor, and females had mean scores higher than males on the verbal aggression factor.

Alzoubi and Mahafza (2004) was conducted with undergraduate students at the Hashemite University for purpose of investigating effect of some social, economic and academic variables on the tendency to aggression. Results demonstrated that tendency to self aggression the highest among other aggression types, followed by tending to aggressive tendency towards others. The study found

that tendency to aggression was declining on all areas among participants. Furthermore, tendency to aggression was affected by study variables (gender, family members, residence, family income, paternal education, maternal education, faculty, year of study, and GPA).

A study by (Safa and Lubna, 2010) aimed at identifying the causes of students' violence and the degree of their importance from the viewpoint of Jordanian university students, in public, and private universities. A special questionnaire was developed for this study, and it was distributed to a cluster-stratified sample of 2100 students- summer semester of the academic year 2008. After using the appropriate statistical analysis, the findings of this study showed in descending order the causes of student violence and the degree of their importance as follows: The first level is "personal students' skills" which are highly important without any statistical relationship to the variables of the study. The second level is "the educational and social background of students" which are highly important with the presence of statistical differences due to gender, type of university and location, academic level of the student, and specialization. The third level is "student's cultural background" with the presence of statistical differences which are moderately important according to the student's academic level and specialization. The fourth level is "academic aspects related to studying", which are moderately important with the presence of statistical differences according to student specialization.

The main objective of the study by (Turlanda and Cihad, 2010) to obtain the prevalence of childhood physical abuse experiences in college students. This cross-sectional study was performed on a gender-stratified random sample of 988 participants studying at Ondokuz Mayıs University, with self-reported anonymous questionnaires. It included questions on physical abuse in childhood, on whom and why the violence was inflicted, and on the reactions exhibited. Of the 988 participants, 527 (53.3%) had a history of childhood physical abuse (64.0% in men and 41.6% in women). The prevalence of being subject to physical violence was 1.5 times higher in men. Mothers more frequently inflicted violence on daughters and fathers on sons. According to participants, most frequent reasons for physical violence were "loss of perpetrator's self-control" and "establishment of discipline at home." The most frequent statement observed among the participants was humiliation after subjection to physical violence.

The aim of the study by (Demirok, Fezile, Cigde, Zehra and Muge, 2012) was to examine the relationship of time spent playing computer games, the violence of the game, and self-reported anger of students in North Cyprus. Four hundred participants between the ages of 15-18 completed the State-Trait Anger and the Anger Expression questionnaire, together with a section on gaming. The results showed that most (43%) students played computer games 3-4 days a week, with many

Table 2. Demographic Characteristics of Participants

University	Academic leaders		Student council members		Total	
	Total	Sample	Total	Sample	Total	Sample
Yarmouk	80	44	53	29	133	73
Jordan University of Science & Technology	70	32	34	17	104	49
University of Jordan	119	46	80	32	199	78
Hashemite	74	40	37	23	111	63
Hussein Bin Talal	42	24	42	11	84	35
Mu'tah	74	36	45	14	119	50
Tafila	37	19	22	16	59	35
Zarka National	50	24	33	20	83	44
Philadelphia	41	17	35	15	76	32
Jarash National	24	15	6	4	30	19
Irbid National	23	14	23	12	46	26
Total	554	311	410	193	1103	504

(31.5%) playing every day. It was found that students who played computer games for 2-3 hours a day scored higher on expressed anger than those who played for less than half an hour a day. Those young people who preferred to play action, adventure, fight and strategy games were found to have reported higher levels of anger than those who played other types of computer games. The implications for guidance counselors, parents and teachers are discussed.

A study by Mason and Smithey(2012), was to examines Merton's Classical Strain Theory (1938) as a causative factor in intimate partner violence among college students. Data were collected from 142 students in lower-division classes from Texas Tech University. Results show that general strain and cumulative intimate partner strain increase the use of dating violence among college students. The longer dating partners are in a relationship, the higher the chances of psychological aggression, physical assault, and sexual coercion. Converse to our expectations, time spent working reduces psychological aggression due to reducing time spent together rather than reflecting economic strain

METHODS

Procedures

Researchers adopted the analytical descriptive approach the surveys potential contributing reasons to violence by students in the Jordanian universities, and inquire about measures campus administration can apply to eliminate violence in the Jordanian universities since this approach seems more appropriate to the nature of the present study.

Population

Participants recruited were assuming positions of dean, deputy dean, departmental chair, and student council members at Jordanian universities both public and private. Jordan has 25 universities; ten of which (Yarmouk, Jordan University of Science and Technology, Aal Al Bayt, Hashemite, Jordan-German, Mu'tah, Al Hussein bin Talal, Al Balqa'a Applied, and Tafila Technology) are public universities versus to fifteen private universities (Amman National, Amman Arab University for Graduate Studies, Philadelphia, Educational Sciences College, Princess Sumaya Technology, Al Esraa, Petra, Graduate Studies, Zaytoonah, Zarka National, Applied Sciences, Irbid National, Jarash National, Jordan Academy for Music, and Jadara University).

Participants

Participants were sampled on two phases; eleven universities were randomly selected out of twenty five universities. The sample (N=504) were randomly selected who assume positions of dean, deputy dean, department chair, and student council member in the sampled universities. Table (2) describes population and participant characteristics.

Instrumentation

The instrument was represented by the questionnaire specifically designed by the authors depending on the

Table 3. Chronbach alpha Internal Consistency of university student violence

Factors	Internal Consistency
Academic	0.64
Management	0.78
Political	0.70
Socioeconomic	0.84
Overall factors contributing to violence	0.87

Table 4. Chronbach alpha internal consistency of administrative procedure areas

Area	Internal Consistency
Student Affairs Deanship	0.91
Academic Unit and Faculties	0.87
University Security Dept	0.86
University Presidency/Legal Affairs	0.89
Overall Administrative Procedures	0.96

related literature reviewed see appendix (1). Responses were rated on Likert 5-point scale (very high, high, moderate, little, very little)

Validity

To validate the instrument, the researchers showed the questionnaire to a number of professional judges specialized in education and psychology in addition to a number of law professionals experienced in violence issues. Judges were asked to review the questionnaire, make notes in terms of (1) accuracy of wording and language (2) belongingness of items to their items (3) suggest more appropriate items (4) move items between areas, and (5) deletion inappropriate items, if necessary. The authors accepted modifications as suggested by judges thereby the final version of the questionnaire was obtained.

Reliability

To ensure reliability, the authors administered the questionnaire to a pilot study sample of twenty subjects from the study population and without the original sample. The instrument was re-administered two weeks later. Pearson correlation coefficient between the first and second administrations (test-retest) was computed at (.88). Chronbach alpha coefficient was computed to validate internal consistency and tables (3 and 4) show related results.

Variables

Independent variables

1. University proprietorship with two levels (public and private)
2. Faculty with three levels (scientific, humanistic, other)
3. Sex: two categories (male-female)
6. University location (north, inland, and south) regions
7. Job title: (academic leaders, student council members)

Dependent Variable

Represented by participant's responses to items related to student violence phenomenon in the Jordanian universities and optimal means can be used by university administrators to curb this problem.

Procedures and Statistical Treatments

Following identification study population and sample, the researchers applied for official consent from the Jordanian universities participated in the present study to ensure their agreement on administration of the questionnaires to the academic leaders and student council members at the Jordanian universities. The researchers administered the questionnaires to participants from eleven Jordanian universities. Data collected were treated statistically by the authors using the Statistical Package for Social Sciences (SPSS) to

compute means, standard deviations, and F values for statistical significance of responses by study questions. The following scale was employed to judge agreement degree:

- Less than 1.49: Very Little
- From 1.5 to less than 2.49: Little
- From 2.5 to less than 3.49: Moderate
- From 3.5 to less than 4.49: High
- Greater than 4.5: Very High

GENERAL DISCUSSION OF RESULTS

Q1: *"What are the reasons of the student violence in the Jordanian universities from viewpoints of the academic leaders and student council members?"*

To answer this question, means and standard deviations of factors contributing to student violence at the Jordanian universities from viewpoints of academic leaders and student council members. Analysis of data collected by the instrument highlighted multifactor contributors to student violence in the Jordanian universities as demonstrated in table (5).

Table (5) shows mean scores in descendent order regarding reasons standing behind student violence in the Jordanian universities as perceived by participants in this study. As shown by this table, twenty four reasons contributed to student violence at a great degree; whereas seventeen reasons were at a moderate degree, and only one reason was estimated at low, i.e. item (42) "Difficulty of textbooks and inability to keep pace with teaching" (M=2.30). However, the reasons estimated at high degree were topped by item number (1) "Tribal mentality and parochial fanaticism" with highest mean score (M=4.34), followed by item (2) "Poor social maturity and low sense of responsibility among students" (M=4.30), and next item (3) "Misuse of cellular phones by students" (M=4.25), and followed by item (4) "Excessive electoral rivalry among students and related consequences" (M=2.18). The lowest mean score was for item (24) "Students are victims of family violence" (M=3.52) that was the lowest factor to violence among those estimated at high. In fact, the table shows twelve socioeconomic factors that were estimated at high, namely (items 1, 2, 3, 5, 6, 7, 8, 9, 11, 15, 18, and 24), whereas only nine (4, 12, 13, 14, 16, 17, 20, 21, and 22) of the administrative factors was estimated at high degree. The academic factors were estimated high for items (10 and 23). Finally, the political factors were considered as contributing to student violence in only one item (19) "Depressed feelings of students due to political conditions in the region". One can see that social, economic and administrative factors accounted for most factors contributing to student violence at a high degree (21 reasons were estimated at high) as shown by table (6). A detailed discussion will follow.

Table (6) shows means and standard deviations of

student violence at Jordanian universities from viewpoints of respondents. The socioeconomic area was placed top which highest mean score (M=3.86, SD=0.57), indicating that the socioeconomic factors form a major contributor to violence at a great degree. Similarly, the administrative factors area was ranked next in the second place (M=3.58, SD=0.58) major contributor to student violence at a great degree. The political factors area was in the third place (M=3.37, SD=0.72) indicating moderate contribution to student violence. However, in last rank was the academic factors area with least mean score (M=3.12, SD=0.65) indicating moderate contribution to student violence. The mean score of overall factors contributing to student violence was at (M=3.57, SD=0.45), indicating that the factors measured by the scale were contributing factors to student violence at a high degree as perceived by the academic leaders and Student Council members.

Following is a discussion in greater detail of factors within the socioeconomic and administrative areas.

Socioeconomic Factors Area

Table (7) shows means and standard deviations of items related to the "socioeconomic factors" area.

The above table demonstrates that items (28, 30, 32, 34, and 35) had the highest mean scores, meaning that they contribute to campus violence at a great degree.

Item (28) "Tribal mentality and parochial fanaticism" was estimated top (M=4.34, SD=.92), followed by item (35) "Poor social maturity and low sense of responsibility among students" (M=4.30, SD=.82), and thirdly was placed item (34) "Misuse of cellular phones by students" (M=4.25, SD=.97). However two items (30 and 32) occupied the same fourth rank, whereas item (41) "Costly life standards and economic inflation" (M=3.45, SD=1.13) was placed in the last rank, indicating moderate contribution to student violence by this item.

The researchers would account for the advanced ranking of "Tribal mentality and parochial fanaticism" in the first place from viewpoint of respondents with the effect of socialization and class gap among community population. The value system in a community has a significant part to play in bringing about and motivating impulsive reactions. A stereotypical proverb is "Support your brother as aggressor or aggression victim). Student in this context typically stand up for their relatives even if they were wrong. Hence, violence has become a value that every need to learn. To emphasize, social and cultural factors during the historical anthropological era are critical contributors to the collective mind, building attitudes and dominant values. The researchers argue that slowness of plurality of political parties (democratic openness in Jordan), lack of modern parties' law that motivates public participation on political parties, opens the door for tribalism, and tribal fanaticism overlay political belongingness. Students hide behind tribal and

Table 5. Reasons of student violence in the Jordanian universities from viewpoints of participants in descending order

No.	Item	M	Rating
1	Tribal mentality and parochial fanaticism	4.34	High
2	Poor social maturity and low sense of responsibility among students	4.30	High
3	Misuse of cellular phones by students	4.25	High
4	Excessive electoral rivalry among students and related consequences	4.18	High
5	Low religious motifs among students	4.16	High
6	Ineffective role of family in keeping track with their student members	4.16	High
7	Student involvement in gang groupings to satisfy their needs	3.99	High
8	Disrespect and impertinence towards other	3.91	High
9	Ineffective communication skills in students	3.82	High
10	Large lump of leisure time on student schedules	3.81	High
11	Poor adaptability to university life	3.76	High
12	Mix education classes	3.74	High
13	Lack control on student assembly places	3.71	High
14	Allowance of strange visitors to access the campus	3.69	High
15	Penetration of violence forms within environment external to university	3.67	High
16	Failure to punish offender students	3.65	High
17	Penalties disproportionate with student violence intensity	3.65	High
18	Frustration caused by low life standards of students	3.62	High
19	Depressed feelings of students due to political conditions in the region	3.62	High
20	Allowance of student assemblies in specific places	3.61	High
21	Employees at Student Affairs Deanship are poorly harnessed to deal with student issues	3.61	High
22	Inadequacy of Campus Police Staff to cope with violent events	3.61	High
23	Lack of motivation to learn	3.54	High
24	Students are victims of family violence	3.52	High
25	Watching violence on TV action programs	3.49	Moderate
26	Irrational consumer behaviors of students	3.74	Moderate
27	The administration provides no extracurricular activities to overcome academic routine	3.46	Moderate
28	Routine slowness when investigating students cases	3.45	Moderate
29	Costly life standards and economic inflation	3.45	Moderate
30	Sits-in and demonstrations inside campus without prior permission	3.44	Moderate
31	Limitations on student freedom and restrictions on demonstrations and protests that reflect student political opinion	3.43	Moderate
32	Ineffective regulations and legislations at universities	3.42	Moderate
33	Unfair competition among Student Club members	3.42	Moderate
34	Biased treatment of students by faculty members	3.38	Moderate
35	Intervention of political and intellectual currents from outside the university	3.36	Moderate
36	Failure to involve students in research efforts of the university	3.22	Moderate
37	Low quality of services provided including physical and learning resources	3.17	Moderate
38	Poor academic advisory process	3.07	Moderate
39	Weak political parties and organizations inside campus	2.93	Moderate
40	Teaching is rote-centered more than activity-centered	2.91	Moderate
41	Courses offered with specific instructors thereby narrowing selection freedom of students	2.83	Moderate
42	Difficulty of textbooks and inability to keep pace with teaching	2.30	Little

Table 6. Means and standard deviations of participant's viewpoints regarding student violence in the Jordanian universities in ascending order by means

Rank	No.	Area	M	SD	Rating
1	4	Socioeconomic Factors	3.86	.75	High
2	2	Administrative Factors	3.58	.58	High
3	3	Political Factors	3.37	.72	Moderate
4	1	Academic Factors	3.12	.65	Moderate
		Overall Violence Factors	3.57	.45	High

Table 7. Means and standard deviations of items with the fourth area "socioeconomic factors" in descending order by means

Rank	No.	Item	M	SD	Rating
1	28	Tribal mentality and parochial fanaticism	4.34	0.92	High
2	35	Poor social maturity and low sense of responsibility among students	4.30	0.82	High
3	34	Abuse of cellular phones by students	4.25	0.97	High
4	30	Retreating role of family in keeping track with their student members	4.16	0.94	High
4	32	Low religious motives among students	4.16	0.98	High
6	39	Student involvement in gang groupings to satisfy their needs	3.99	1.04	High
7	31	Disrespect and impertinence towards other	3.91	0.96	High
8	33	Ineffective communication skills in students	3.82	0.99	High
9	29	Poor adaptability to university life	3.76	1.01	High
10	37	Penetration of violence forms within environment external to university	3.67	1.09	High
11	40	Frustration caused by low life standards of students	3.62	1.04	High
12	36	Students are victims of family violence	3.52	1.16	High
13	38	Watching violence on TV action programs	3.52	1.16	Moderate
14	42	Irrational consumer behaviors of students	3.47	0.98	Moderate
15	41	Costly life standards and economic inflation	3.45	1.13	Moderate

vernacular shields vis-à-vis problems they face instead of intellectual and political parties. This analysis receives support from argument by Arabyat (2007)-president of Mu'tah University-when stated on "El Haki Elna" TV program that "tribalism exacerbates violence in the Jordanian universities though not an essential contributor to violence". He further explained that even a trivial problem would ramify into tribal and territorial directions.

The researchers would attribute the second place for item (35) "Poor social maturity and low sense of responsibility among students" to poor socialization and ineffective parental care that depend on suppressive parental styles that produce helpless children, and as adults they tend to separate themselves from participation in public life with poor commitment or responsibility. This result is expected in families adopting too loose or too strict parental styles that are associated with later passive participation on the campus activities provided by university to their students. In this context

was item (3) stating "Retreating role of family in keeping track with their student members" that was placed in the fourth rank; and is consistent with Al Sharabi (1977) and Marry (1972) that found association between parental fierce authoritative parental styles and child's positivity and initiation to neighborhood and community. The study concluded that tough parental relations not only reduce positivity but also threaten general behavior of children.

However, item (3) "Abuse of cellular phones by students" was placed in the third rank. The researchers account this result with the unfavorable use of cellular phones by students which is a learned behavior associated with cultural, social and socioeconomic backgrounds of students. Generally, learning theorists emphasize that the different forms of human learning are learned as a response to a specific stimulus (Al Zend and Mohammad, 2006); even aggression is learned resulting from accumulation of learning habits acquired by child since childhood years. Most recent learning approaches

Table 8. Means and standard deviations of items with the second area "administrative factors" in descending order by means

Rank	No.	Item	M	SD	Rating
1	17	Excessive electoral rivalry among students and related consequences	4.18	0.99	High
2	11	Mix education classes	3.74	1.24	High
3	19	Lack control over student assemble places	3.71	1.04	High
4	12	Allowance of strange visitors to access the campus	3.69	1.17	High
5	14	Penalties disproportionate with student violence intensity	3.65	1.18	High
5	20	Failure to punish offender students	3.65	1.13	High
7	9	Inadequacy of Campus Police Staff to coup with violent events	3.61	1.17	High
7	16	Employees at Student Affairs Deanship are poorly harnessed to deal with student issues	3.61	1.07	High
7	18	Allowance of student assemblies in specific places	3.61	1.13	High
10	10	The administration provides no extracurricular activities to overcome academic routine	3.46	1.18	Moderate
11	15	Routine slowness when investigating student cases	3.45	1.06	Moderate
12	13	Ineffective regulations and legislations at universities	3.42	1.08	Moderate
13	8	Failure to involve students in research efforts of the university	3.22	1.27	Moderate
14	21	Low quality of services provided including physical and learning resources	3.17	1.22	Moderate

argue that aggression is socially-driven stressing on behavior modeling (Banadora, 1991). A child learns by observing and interacting with other family members by first modeling the behavior of parents and sibling, then modeling behavior of classmates in school, and latterly friends in neighborhood and the wider scope of community.

Item (5) "low religious motives among students" was in the fifth place. The authors argue that lack of Islamic education and retreat of Islamic values at home, school and community contributes to violence among students who have become tending more towards westernized values and cultural habits in light of ethical looseness that contradict with the Islamic value system of the Jordanian community.

Item (39) stating "Involvement of student in gang groupings to satisfy their needs" was placed in the sixth rank. This result is consistent with (Shap and Smith, 1994) that found that individual's motives to practice control develop until becoming tendency to violence and aggression over five phases (first feeling parental apathy and conflict, second joining bad companionship, third, joining a gang to satisfy the need for belonging, children then come to practice simple aggressive acts latterly develop into crimes thereby changing a companion group into malicious gang. Family violence in form of matrimonial conflict as a pattern of conflict transfers to children who come to school with experiences of violence (Crais, 1996).

Violence, in addition, results from feeling alone caused by ambivalent feelings between one's actual relations and

that desirable (Peplau and Perlmom, 1982). College young people maintain high levels of loneness feelings as a result of their need to trustful friends with whom they can integrate, and when fail making intimate relations with others, they will be at risk of isolation and loneness feelings (Erickson, 1963).

Administrative Factors Area

Table (8) shows means and standard deviations of items with the administrative factors area, where item (17) "Excessive electoral rivalry among students and related consequences" was ranked top ($M=4.18$, $SD=0.99$), indicating contribution to student violence at a high degree by these factors. Next, item (11) "Mix education classes" was placed secondly ($M=3.74$, $SD=1.24$) implying contribution to student violence at a high degree. However, in the third place was item (19) "lack control on student assemble places" ($M=3.71$).

Item (17) "Excessive electoral rivalry among students and related consequences" ($M=4.18$, $SD=.99$) was placed top indicating great contribution by such factors to student violence. Following in the second place was item (11) "Mix education classes" ($M=3.74$, $SD=1.24$) implying high contribution degree to student violence. Following was placed item (19) "Lack control over student assemble places" ($M=3.71$, $SD=1.04$), and item (21) "Low quality of services provided including physical and learning resources" was placed last ($M=3.17$, $SD=1.22$) indicating moderate contribution by these factors to

Table 9. Means and standard deviations of "administrative procedure" areas to downsize student violence in Jordanian universities in descending order by means

Rank	No.	Area	M	SD	Rating
1	4	University Presidency/Legal Affairs	3.92	.96	High
2	2	Academic Unit and Faculty members	3.65	.82	High
2	3	University Security Dept	3.65	.95	High
4	1	Student Affairs Deanship	3.53	.87	High
		Overall Administrative Procedures	3.65	.79	High

student violence.

The researchers attribute the result of placing item (17) "Excessive electoral rivalry among students and related consequences" top the fact that students deviate from transparency and democratic principles. In addition, students who fail Students Council's elections would feel frustrated, suppressed and tendency to violence. This result is consistent with the humanistic approach asserting that aggression is a reaction to individual or collective frustration tied with failure to satisfy prospective benefits or ambitious. Miller and Dollard (cited in Al Zend and Mohammad, 2006) argues that frustration implies disappointment by an individual cause by failure to satisfy specific motives. In other words, frustration implies one's realization of an impediment preventing gratification of needs, one's expectation of that impediment in future.

Item (11) "mix education classes" was ranked in the second place by respondents. This result is because students are influenced by the other sex in mixed classes because are attracted to each other by desire. Mix education is associated with violence in that through instincts of young people who avoid pain and seek for pleasure they find pleasure with each other under mix education system. Scholars from the instinctive school argue that exist instinctive functions influenced by external forces that lead to call aggressive response (Al Zend and Mohammad).

Mix between both sexes s characteristic of the university community, and for many freshmen students it is a new experience that involves various risks and problems and requires advisory service (Al Tell and Bulbul, 1988). In general, Jordanian students are facing recurring social, religious, personal and psychological problems. Male students, in particular, encounter problems related to love, marriage and career future more than females (Mamser, 1970). In the current study, the researchers argue that mix education is a contributing factor to campus violence as students lack necessary experience to control their emotional instincts reinforced by the mix 4instincts reinforced by mix classes. Further, mix education enhances recurring problems that develop into abusive practices including aggression and violence.

Item (19) stating "Lack control over student assemblies places" was placed thirdly. The places where students typically gather also prove opportunity for students to

interact, and considering that they come from various cultural and social backgrounds, there is always a risk of violence to trigger out starting first from the individual and latterly to collective levels.

Item (12) stating "allowance of strange visitors to access the campus" was placed in the fourth place. The researchers argue that allowing entrance of foreign visitors into campus would increase likeability of violence inside a university. Many of strange people who are nonstudents would get inside the university to support one party to another whenever there is a quarrel because of tribal ties. For instance, quarreling parties would mobilize their supporters from outside the university in a minute using modern communication technologies, like cellular phones which further exacerbate the violence problem.

Items (14) "penalties disproportionate with student violence intensity" and (20) "failure to punish offender students" were placed in the fifth place. Both items were equally placed in the fifth rank indicating that respondent agree to weak application of penalties and enforcement of campus law and regulations and in many cases minimal legal procedures are applied to allow for self-correction of mistakes by students. Ineffective application of law encourages students practice violence knowing that social mediation and favoritism will save them by impunity. This laissez faire situation motivates students' behavior carelessly and avoids appropriate behaviors and getting involved in violence.

Q2 "What measures can be taken to taken by university administrators to limit student violence problem from viewpoints of academic leaders and student council members?"

To answer this question, means and standard deviations of means and measures undertaken by the administration to limit violence problem among student at the Jordanian universities from viewpoints of academic leaders and student council members. Table (9) shows related results.

Means and standard deviations

Table (9) shows means and standard deviations of administrative that would reduce student violence at

Table 10. Means and standard deviations of items with the first area "procedures by Student Affairs Deanship" in descending order by means

Rank	No.	Item	M	SD	Rating
1	10	Rehabilitation of employees at Student Affairs Deanship to deal with students issues	3.79	1.14	High
2	5	Organize periodically meetings and symposiums supervised by the Student Offence Investigation Committee in coordination with campus advisory department to analyzes and evaluate most critical students offences	3.69	1.10	High
3	7	Forming special committees by Student Union to survey negative behaviors and places where they occur	3.68	1.20	High
4	1	Organize advisory programs for students or regular basis	3.64	1.10	High
4	8	Involve NGO's in violence studies and suggesting solutions	3.64	1.24	High
5	2	Intensify extracurricular activities primarily of cultural nature	3.58	1.06	High
6	9	Release a publication by Student Union discuss issues about student personality and social and psychological adaptation	3.56	1.16	High
7	3	Enlarge Student Employment programs	3.50	1.26	High
8	4	Organize awareness promoting anti-violence events every semester	3.37	1.23	Moderate
8	6	Rewarding students who demonstrate good behaviors	3.37	1.42	Moderate
9	11	Strengthening the relations among alumni to make best use of their experience and keep communications channels open with them	3.27	1.18	Moderate
10	12	Guiding role of woman pertaining student issues	3.26	1.27	Moderate

Jordanian universities from viewpoints of participants, where all related areas were rated high. The area "University Presidency/Legal affairs" was placed first (M=3.92, SD=.96), followed by area "Academic Unit and faculties" (M=3.65, SD=.82), next was placed area of "University security Dept" (M=3.65, SD=.95), and finally in the lowest (M=3.53, SD=.87) rank was placed "Student Affairs Deanship" area. However, the overall mean score of administrative procedures was rated high (M=3.65, SD=.79).

First Area: Procedures related to Student Affairs Deanship

Table (10) shows means and standard deviations of items within area "procedures related to Student Affairs Deanship" counting twelve items, eight of which (10, 5, 7, 1, 8, 2, 9, and 3) were rated high and four items (4, 6, 11, and 12) were rated moderately.

Item (10) "Rehabilitation of employees at Student Affairs Deanship to deal with students issues" was placed first (M=3.79, SD=1.14), followed by item (5) "Organize periodically meetings and symposiums supervised by the Student Offence Investigation Committee in coordination with campus advisory department to analyzes and evaluate most critical students offences" (M=3.69, SD=1.10), and in the third place was item (7) "Forming special committees by Student Union to survey negative

behaviors and places where they occur" (M=3.68, SD=1.20), whereas item (12) "Guiding role of woman pertaining student issues" was placed in the lowest rank (M=3.26, SD=1.27).

The researchers attribute the first placement of item (10) "Rehabilitation of employees at Student Affairs Deanship to deal with students issues" to the observation that Student Affairs Deanship is concerned with student's personality development more than any other unit in the university, and takes responsibility regarding develop personalities of students in campus from the psychological, social and physical aspects, and serves as liaison between students and other units in campus and with the local community, on the other hand.

The researchers argue that item (5) was in the second place because monitoring problems and conflicts that would happen in campus by the guidance and investigative committees is vital, effective and fruitful in reduction of student violence. Establishing such committees make student feel that since their actions are controlled, monitored and surveyed, they expected to behave responsibly so long as they are in campus. The investigative committees are important because they collect and scrutinize data and suggest suitable penalties that need to be taken in coordination with the Advisory Dept. This is how student problems are dealt with by providing diagnostic or preventive recommendations, and problems are treated interactively by searching for the underlying reasons in order to evade future problems.

Table 11. Means and standard deviations of items within the second area "procedures by academic unities and faculty members" in descending order by means

Rank	No.	Item	M	SD	Rating
1	18	Educational role of faculties in classroom and adjusting negative behaviors	3.79	1.09	High
2	15	Promote student awareness to concepts of democracy and accept opinion of majority	3.76	1.15	High
3	19	Strengthening cooperation between administrators and faculties	3.68	1.13	High
4	16	Coordinate with scientific and cultural committees, and the investigation committee to organize conscious raising lectures among students to campus life and social responsibility	3.67	1.10	High
5	20	Involving students in activity planning and implementation	3.65	1.15	High
6	17	Deans and Division Heads organize open meetings with students every semester to discuss students problems and needs	3.63	1.18	High
7	13	Develop compulsory courses teaching students how to adapt to changes taking place in campus environment	3.58	1.10	High
8	14	Reconsideration of student schedule so that to ensure academic involvement of student	3.43	1.11	Moderate

This importance given to guidance and counseling programs and its effect on student behaviors is demonstrated by placing the related item (1) in the fourth place.

Similarly, the researchers attribute why item (7) stating "Forming special committees by Student Union to survey negative behaviors and places where they occur" was placed thirdly to the observation that committees formed by the Student Union are part of the student body and directly communicate student population, so they are the most effective in identifying problems finding out solution, and places where they mostly occur.

Additionally, item (8) stating "Involve NGO's in violence studies and suggesting solutions" was ordered by respondent in the fourth place. From author's view, that a university is part of the community where it functions, and the campus activity and interaction reflect the philosophy dominating that community from the political, economic, social, environmental, religious, etc aspects. This result receives support from Al Nashef (2006) in calling active involvement in various campus events by different local community stakeholders, including military and police veterans, schools, and the public in order to combat against student violence.

Second Area: Procedures related to academic units and faculties

Table (11) shows means and standard deviations of items within "administrative procedures" area related to the academic Units and Faculties". Item (18) "Educational role of faculties in classroom and adjusting negative

behaviors" was placed first (M=3.79, SD=1.09) implying that the academic units and faculties have great part to play in reducing student violence at Jordan universities. Item (15) "Promote student awareness to concepts of democracy and accept opinion of majority" was ranked secondly (M=3.76, SD=1.15) indicating high contribution of democracy practices to the reduced campus violence. Item (19) "Strengthening cooperation between administrators and faculties" (M=3.68, SD=1.13) was ranked in the third place, and item (14) " Reconsideration of student schedule so that to ensure academic involvement of student" was in the last place (M=3.43, SD=1.11) at a moderate degree.

The researchers would attribute the result that item stated "Educational role of faculties in classroom and adjusting negative behaviors" was placed top to the fact that teacher takes a significant part in solving or preventing adaptability problems faced by students, because teacher serves a model for his/her students This result is consistent with Hamdi (1997) in that teacher would help students overcome study problems by providing them guidance regarding best study methods, objective assessments, and varying evaluation and teaching methods. In addition, a teacher can create a positive classroom climate where support, encouragement and interaction are valued. The way a teacher interacts with students inside classroom during lecture time affects student behavior, adjustment and satisfaction as to university life.

Item (15) "Promote student awareness to concepts of democracy and accept opinion of majority" was placed in the second rank indicating, from researchers' viewpoint, tend to behave authoritatively to imitate the paternal

Table 12. Means and standard deviations of items within the third area "procedures by University Security Dept" in descending order by means

Rank	No.	Item	M	SD	Rating
1	21	Strict control on non-student access to campus unless necessary	3.96	1.23	High
2	24	Organize workshops for Security Dept employees on communication skills, problem solving, and managing emergencies	3.75	1.12	High
3	25	Enhance the role of Campus Security by increasing staff and training them	3.75	1.22	High
4	26	Increase powers of University security Officers in dealing with violence issues	3.69	1.20	High
5	22	Install machine protection including camera control at critical places in campus	3.55	1.35	High
6	23	Prevent students in faculty corridors and hall to reduce crowdedness	3.47	1.28	Moderate
7	27	Recruit women officers on Campus security Staff	3.36	1.46	Moderate

pattern of authority learned at home, school and community, which is tied with the family and community socialization. Marry (1972) found a relationship between fierce paternal authoritarian style and low positivity of children decreased initiation to environment and community. The study concluded that rigid parental relations not only reduce positivity among children, but also fatal to general behavior of them.

Third Area: Measures related to University Security Dept

Table (12) shows means and standard deviations of items within procedures of the University Security Dept, where items (21, 24, 25, 26, and 22) were estimated at a high degree, and items (23 and 27) were estimated at moderate degree. Item (21) "Strict control on non-student access to campus unless necessary" was ranked top ($M=3.96$, $SD=1.23$), indicating high degree of contribution to student violence. Item (24) "Organize workshops for Security Dept employees on communication skills, problem solving, and managing emergencies" ($M=3.75$, $SD=1.12$), followed by item (25) "Enhance the role of Campus Security by increasing staff and training them" in the third place ($M=3.75$, $SD=1.22$); whereas item (27) "Recruit women officers on Campus Security Staff" ($M=3.36$, $SD=1.46$) was in the last place.

The researchers would explain the item emphasizing tightened control on nonstudent entrance to campus unless necessary by the fact that many universities in Jordan located within cities and provide attractive facilities that many young people and adolescents who are strangers would visit the university for nonacademic purposes, but for passing time and amusement. Under uncontrolled campus, the interaction between students

and nonstudents would results in conflicts or malpractices or strange visitors would get involved in violence that might happen between students. So, it is necessary to prevent strangers access campus by tightening control on campus gats, thereby reducing aggression in campus unless necessary where Campus Security Officers shall check identity and purpose for visiting the university.

The researchers attribute the second placement for item (24) "Organize workshops for Security Dept employees on communication skills, problem solving, and managing emergencies" to the need to provide training and education for security officers which will improve job performance and acquire them the skills required to deal with violence events in most effective ways to prevent exacerbation and expansion to other places in the university. Specialists and experts can be outsourced from training academies at the Public Security Dept. and help providing training workshops for officers at University Security Dept. to acquire them the skills they need to deal with campus violence.

The item call for reinforce the role of University Security by increasing staff members and recruit young officers with adequate training would be justified that young officers when receive training can react actively and fast with violence events; and older officers usually are bored and feeble with least ability or desire to control violence practices of students. However, increase security staff members assists reduce violence actions, and effective campus law enforcement, and enhances disciplined behavior of students and compliance with instructions.

5.2.4 Fourth Area: Measures related to University Presidency/Legal Affairs

Table (13) shows means and standard deviations of items related to procedures of University Presidency/Legal Affairs Dept. As shown by the table, all

Table 13. Means and standard deviations of items within the fourth area "procedures by University Presidency/Legal Affairs" in descending order by means

Rank	No.	Item	M	SD	Rating
1	30	Search for essential contributing factors to sit-ins, and demonstration in campus	4.00	1.10	High
2	28	Rigorous penalties on student violence that are applied pervasively without exclusions	3.99	1.20	High
3	32	Eliminate favoritism, and recruit staff based on merit	3.94	1.32	High
4	31	Develop laws and regulations for the university that reflect the democratic life of the Jordanian society	3.89	1.05	High
5	33	Establish good relations between administrators and students so that for managers get knowledge about events beforehand	3.86	1.18	High
6	29	Hold administrators accountable for failure to deal with student violence	3.83	1.26	high

items within this area were estimated as high factors to curb campus violence among university students in Jordan, where item (30) "Search for essential contributing factors to sit-ins, and demonstration in campus" was placed top (M=4.00, SD=1.10), followed by item (28) "Rigorous penalties on student violence that are applied pervasively with exclusions" (M=3.99, SD=1.20). Item (32) "Eliminate favoritism, and recruit staff based on merit" occupied the third place (M=3.94, SD=1.32), where item (29) "Hold administrators accountable for failure to deal with student violence" was placed finally (M=3.83, SD=1.26).

Item (30) "Search for essential contributing factors to sit-ins, and demonstrations in campus" was placed top indicating that respondents were concerned with finding out definite solutions to violence problem among students through effective legislations procedures. Most important hurdles impeding develop solutions to the violence problem at universities is inadequate knowledge about campus violence as a social problem, meaning that there is a real need for studies depending on in-depth interviews rather than self-report studies (Wraikat, 2006).

Item (28) "Rigorous penalties on student violence that are applied pervasively without exclusions" was placed secondly indicating from the author's point of view that respondents feels comfortable when penalties are equally and justly applied to offenders, and discourage their involvement in violence actions since there is no impunity. This result receives support from Al Tawayha (2006) in the Jordanian universities have effective regulations and legislations to protect their integrity of students body and find solutions for the problems faced taking into account their goals away from external interventions in the decisions made, or impunity of students by government officers or social mediation.

RECOMMENDATIONS

1- Modify the studying programs and create operational

programs to invest free time of students inside university and get them actively involved in campus activities.

2- Encourage students get involved in the study using a variety of instructional methods, Learning Resources, and to provide them with financial aids, and find jobs appropriate to their specialties.

3- Fair treatment of students academically on equal and impartial basis.

4- To standardize student elections and develop workable mechanism that ensures just and democratic representation of students with no or less interventions.

5- To reduce mix between students and to separate males from females inside classrooms, by providing male-only and female-only classrooms with varied time and place schedules and select registration dates that differ between male and female students.

6- Create supervisory committees overseeing student assemblies.

7- Strict control over non-student visitors who don't have specific business to do in campus.

8- Enact legislations that criminalize violence acts that abuse the university life and to stress on active and equal implementation on all students.

9- Prevention of public demonstrations inside campus without prior consent by university administrations and in accordance with legal conditions ensuring best interest of the university and its security.

10- Take into account socioeconomic backgrounds of students as emphasized by this study, table (8).

11- Rehabilitate employees at Student Affairs Deanship to be able to deal with student issues.

12- Organize guiding and advisory programs for students, and to hold meetings and seminars periodically supervised by an investigation committee that is concerned with investigating student offenses in coordination with Campus Advisory Dept. in the university for purpose of analyzing and evaluating student offences and problems.

13- Establish committees by the Student Union to survey negative behaviors and places where they are most

frequent.

14- Calling the local NGO's to discuss violence problem and find out appropriate solutions.

15- Activate the educational role of faculty members inside classroom and modification of negative behaviors in student personality.

16- Promote student conscious to democracy and accepting the majority opinion

17- Strengthen cooperation between administrators and faculty members to combat against factors leading to violence.

18- Organize workshops providing training to Campus Police Staff on communication skills, and problem solving and how to manage emergencies.

19- Support the University Security Dept by increasing staff of campus police and provide them necessary.

20- Search for problem roots that motivate student's demonstration, protest, and sit-in at university.

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