

Causes of Campus Violence as Viewed by Students Who Practiced Violence Inside Universities

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Abstract: The idea of this research is to identify the underlying causes for campus violence phenomenon and accordingly developing solutions and suggestions for this phenomenon. This study attempted to identify reasons for campus violence through the lenses of students who are involved in violence in their universities. The research was based on a questionnaire and the study population consisted of students who participated in campus violence during the academic year (2015-2016) in the Hashemite University in Jordan. The results of the study revealed many causes that lead to violence inside the university such as lack of religious and ethical restraints and poverty. One of the most important proposed solutions for this phenomenon is through enacting proper, suitable laws to hold accountable the perpetrators of the campus violence; cancellation of the student's union elections; formation of a student's council through recommending the first-rank students of different departments to carry out this task; enforcement of a compulsory course to teach students values of tolerance, cooperation and solidarity; adherence to religion, habits, traditions and laws and avoidance of nepotism and favoritism in accepting students in the university.

Key words: Campus violence, students, universities, Jordan, avoidance of nepotism, accepting students

INTRODUCTION

Universities in Jordan form a basic pillar of higher education in the country. These universities are witnessing increased violence within the campus, until it reached a level that cannot be ignored, overlooked a level that we cannot remain hiding behind on the pretense that it is an occurrence that did not reach the phenomenon level. It is well noted that the student's violent behaviors increased recently, especially, inside the Jordanian public and private sectors universities. Violence, whether individual or as a group is not a civilized method. More worsening, violence, sometimes, takes the criminal or subversive character in terms of the damages that inflicted the students, the universities facilities their reputation and the local community (FawwazAyyoub *et al.*, 2014). Since, the aim of the universities is to serve the community, reinforce the Jordanian economy and fulfil the desires of the students who want to pursue their university studies these students are the most expressive social categories about the contents of social and political transformations as well as their trends that the community witnesses. The students are the most courageous category to examine the nature of the social and political changes their contents and trends.

Violence has its disastrous results upon the individual, community or the state, alike which are present in the destruction of the public property, counter-aggression, delinquency, isolation, lack of self-confidence, low academic achievements, low self-esteem, psychological pressure, nutrition problems, fear, depression, loss of right communication channels in dealing with the surroundings, inability to face stress, tension and pressures in a positive manner and inability to solve the problems (Duridi, 2007).

Violence study problems usually lies in the difficulty in defining the actual causes of the campus violence phenomenon. In addition, it is constantly increasing and even more worsening is the use of the live bullets and sharp objects during the brawls and clashes. There are no studies attempting to identify the reasons for this phenomenon through the views of the students who practice violence. There is also a clear lack of awareness of the official parties about the dangerous consequences of campus violence both on academic level of the Jordanian universities and their competitive ability to market their services, locally and regionally. Furthermore, violence has its negative, detriment and dangerous effects on the social and psychological aspects of students. In this regard, the importance of this study stems from its

serious attempt to identify the causes of violence, through the views of the students who practiced violence. Therefore, this study attempts to answer the following questions: what are the reasons of violence in the Jordanian universities as viewed by the students involved in violence during the academic year 2015/2016 and do the violence causes among Jordanian universities as viewed by the student participating in it, vary depending on specific variables and what are the proposed solutions to overcome the campus violence.

Violence is the actual threat or injury, both physical and psychological caused by the individual to others which takes multiple shapes such as verbal violence, exploitation or physical punishment (Harris, 2010). Rather campus violence is a number of psychological or physical behaviors the university student (or a group of people) carry out against a student (or a group of students). It includes physical or psychological injury, theft, tamper in the property of others, destruction of university property, etc. In the light of the previous definitions, the campus violence can be defined as any aggressive behavior directed toward other student with the intention of hurt and infliction of damage through the physical, verbal, symbolic or material violence or assaulting the public and private property inside the university. Campus violence spreads in different shapes and images such as verbal violence, a violence intended to hurt others by speech, words, i.e., insults, verbal abuse, ostracism and humiliation (Yahia, 2000). Physical or material violence is another type which is defined as the use of the physical (body) force intentionally against others, for the aim of hurting them and causing them body injuries as an illegal punishment way which will lead to pains, aches and psychological sufferings of these injuries. Examples of this type include burning with fire, ironing, kicks by legs, strangulation and beatings with hands (Al-Khaldi, 2008). A third kind is the psychological violence which is a violence practiced through imposing authority over the thoughts and feelings. In this type of violence, the intellectual initiation, the options of the individuals and groups are suppressed and imposition of certain thoughts of the other occurs. Psychological violence may be done through an act or refraining from performing a certain act. All are in compliance with societal measure and scientific knowledge of the psychological injury. Those acts may happen at the hands of a person or a group of people who have the power and control which affect the behavioral, emotional, mental and physical functions.

Campus violence is the product of multiple factors and these reasons include social reasons: reasons that are related to community such as the absence of the religious

restraint; products of the medias and internet; weakness of the societal rules and legislations and prevalence of undesired habits, traditions and values in the community. Other reasons are related to the family upbringing such as large family members who all live in one house for the extended family, spousal conflicts, fights between the spouses, children's excessive ignorance or excessive protection, extreme cruelty or extreme pampering (Al-Saleh, 2003). Where economic reasons includes poor economic conditions are among the most important reasons contributing to the prevalence of violence among the university students, particularly when the community has two opposite levels of living. One can safely say that our current times are characterized by degradation of the economic conditions at the international level (Abdul Salam, 2007). There are reasons related to students in terms of their eagerness to obtain the prohibited items their inability to establish healthy social relations; feelings of failure or deprivation of passion and kindness and high rates of the ego. Violence is the image of the ego and selfishness in the individual with the relation between both is direct. In other words, the more the ego, the more the violence is. In addition, there are too many psychological and economic pressures placed on the students as well as reasons related to the mental growth of the students. Peer group: one of the most remarkable deviational culture sources with the deviants are friends and peer group. In addition there are university and university Administrations-related reasons. As the reasons related to the physical environment and applicable systems in the universities; curricula lacking activities calling for the development of the thinking mind of the student and experience. Other causes of violence also include risk, adventure and fun; student's feeling of inequality and fairness; absence of these values from the university and its instructions; tribal and clan fanaticism; self-defense; provocation, apathy, agitation; tradition of the peers and friends and emulating them and the student's ignorance of penalties and the consequences of that behavior (Hassouneh, 2012).

Literature review: Many studies dealt with the violence phenomenon. In this concern, Al-Qudah (2016) aimed at identifying the causes of the violence phenomenon prevalence in the Jordanian universities as viewed by their administrations and their role in recessing this phenomenon, to contribute to providing some solutions to reduce it. The study sample consisted of 333 of the academic administrators in the Jordanian universities. For the analysis of the study data, the means, standard deviations and the two-way analysis of variance, Scheffe

test for the post-comparisons. The results showed that the estimation of the study sample members to the violence phenomenon 5 in the Jordanian universities was “medium”. The results further showed statistically significant differences in the violence reasons inside the Jordanian universities attributed to the (occupational level) variable, in favor of the (Vice Rector, College Dean and Vice College Dean). The study concluded that there is a role of the university administrations to recess violence in the Jordanian universities and suggesting solutions thereof. FawwazAyyoub *et al.* (2014) made a study that investigated the reasons of violence with the students of the Jordan University of Science and Technology (JUST), in the light of certain variables. The study followed the descriptive, analytical method and the researchers developed a measurement for the violence reasons which included 52 items. The results indicated the existence of statistically significant differences in the means of violence, attributed to the residence place variable, in favor of the residents in Badia (Northern parts of the desert). The study further showed statistically significant differences in the factors causing violence, dependent on the income level, in favor of low-income student. Moreover, the results indicated that the most violent students are the fourth year students and the lowest are of the first and fifth years students. The results did not show any statistically significant differences attributed to the academic rating variable or the college variable.

Alrfoo and Alrawwad conducted as study aimed at investigating in the suitable solutions to reduce the prevalence of violence in Al-Hussein Bin Talal University. The study sample consisted of 906 male and female students studying in this university. The results showed that the main causes of violence were tribalism, fanaticism and nepotism; disrespect, improper treatment, tension, weakness of the religious restraint and failure to employ the free times properly. Ghoneem (2012) made indicated that the tendencies of the students and motivations toward violence were low. The results further showed statistically significant differences ascribed to the gender variable in favor of males; the academic level variable, attributed to the first and second academic years and to the academic achievement variable, attributed to the low level. On the other hand, the study did not show statistically significant differences attributed to the specialization and economic level variable. Al-Subaihi and Al-Rawajfeh (2010) conducted a study aimed at identifying the participation degree of the students in violence inside the campuses and its relation with certain variables. The study included 1000 male and female

students of the Jordanian universities. The results showed a 6 statistically significant differences in student’s participation in university violence attributed to the academic level variable, in favor of the first year students the accumulative average variable in favor of the low average the income variable in favor of low-income students the gender variable in favor of the males and the residence variable in favor of the countryside, Badia and camps residents. The study concluded that the most reasons that push students to participate in violence were fanaticism to the tribe, clan, relatives and friends; feeling of the injustice of the university regulations; lack of confidence in the future and being rejected by the other gender.

Al-Louzi and Farhan (2009) conducted a study aimed at analyzing the student violence in the Jordanian universities, addressing its reasons and results in an attempt to propose solutions to reduce this phenomenon. They concluded that the most frequent reasons of student’s violence inside the campus were related to the tribal fanaticism, masculinity tendency, lack of fear of punishment, irrelevant family upbringing and poor investment of time. Jalal and Al-Ashqar (2009) conducted a study indicated that the tribal fanaticism, students elections and absence of awareness of the importance of the laws are among the most important causes of violence. The results further showed that activating the university security role, ingraining good student’s interpersonal relations, development of the problem-solving skills and law enforcement are very important procedures to reduce violence.

Al-Kandari (2008)’s study aimed at identifying the causes of the student’s violence among the lists of the student’s associations in Kuwait University. She carried out a field study to achieve this objective, through constructing a 26 item questionnaire which was distributed over a sample of 417 male and female students. The results revealed that the most important violence reasons are competition for winning the elections, lack of student’s awareness of the university student’s regulations, inability of some students to achieve the development level that controls their emotions and ability to manage their negative feelings and poor union awareness. Gover *et al.* (2008) aimed at making sure, whether exposure to violence during childhood is linked to the college student’s violence and whether there are differences ascribed to the gender (males, females) between experiencing violence during childhood and being subject to both physical and psychological abuse later. The data were collected from about 2500 university students in the United States. The results showed that

experiencing violence during childhood is a clear predictor of being subject to violence in the colleges, without difference between the males and females in this area.

The previous studies showed that the campus violence topic drove the attention of researchers both at the Arab world or international levels. The previous studies focused on the causes of the university violence prevalence as viewed by the managements such as that of Al-Qudah and Dagher (2016). Others underlined the violence causes as viewed by students themselves such as study of Alrawwad and Alrfooh (2014). Some other studies tackled the reasons of the university violence and proposed solutions as seen by the students such as Jalal and Al-Ashqar (2009). Moreover, there are studies that investigated the causes of violence in the light of certain variables such as study of FawwazAyyoub *et al.* (2014). Finally, the study of Al-Subaihi and Al-Rawajfeh (2010) demonstrated the relation of the student's involvement in violence inside the campuses and certain variables. Our current study was conducted to deal, through demonstration and analysis with the previous attempts in the research areas which are related to the campus violence causes in the Jordanian universities and the role of the university students to reduce it and propose solution thereof.

MATERIALS AND METHODS

Methods and procedures: The instrument consisted of three parts. First part was allocated to the demographic variables which included (gender, age, marital status, specialization, general secondary exam average, order of the student in the family, number of the family members, place of residence, monthly income, occupation of the guardian, educational level of the father and educational level of the mother). Part two was about the violence inside the campuses of the Jordanian universities as viewed by the students involved in this violence (30 items). Finally, part three included the proposed solutions to overcome the campus violence. The study sample consisted of all the students involved in the campus violence during the academic year (2015/2016) in the Hashemite University in Zarqa (Jordan). The sample comprised of 126 students who were selected through the intentional mode, out of those involved in the campus violence. Table 1 illustrates the distribution of respondents according to their personal variables.

The researcher employed this instrument for the current study. To verify its validity, he presented it to 7 arbitrators of experience and efficiency. The researcher

Table 1: Distribution of study sample respondents according to personal and functional variables

Variables	Category	Frequency (%)
Gender		
Male	96	76.20
Female	30	23.80
Total	126	100.00
Age		
<18	9	7.10
19-22	107	84.90
23-26	8	6.30
More than 27	2	1.60
Total	126	100.00
Marital status		
Married	11	8.70
Single	115	91.30
Total	126	100.00
Specialization		
Literary	68	53.97
Scientific	58	46.03
Total	126	100.00
Average in the secondary education exam		
69-65	56	44.40
79-70	35	27.80
89-90	29	23.00
90 and more	6	4.80
Total	126	100.00
Accumulative average		
2-2.49	29	23.00
2.99-2.50	40	31.70
3-3.49	42	33.30
4-3.50	15	11.90
Total	126	100
Order of the student in the family		
First	31	24.60
Second	23	18.25
Third	25	19.84
Other	47	37.30
Total	126	100.00
Number of the family members		
<4	11	8.70
5-7	64	50.80
8-10	48	38.10
>11	3	2.40
Total	126	100.00
Place of residence		
City	106	84.10
Village	17	13.50
Badia (desert)	3	2.40
Total	126	100.00
Monthly income (JD)		
<250	3	2.40
251-500	58	46.00
501-750	43	34.10
>751	22	17.50
Total	126	100.00
Occupation of guardian		
Public sector employee	84	66.67
Private sector employee	7	5.56
Retired	29	23.02
Free business	4	3.17
Other	2	1.59
Total	126	100.00
Educational level of the father		
Total	126	100.00
Educational level of the mother		
Secondary and below	40	31.75
Diploma	48	38.10
BA	30	23.81
Higher education	8	6.35
Total	126	100.00

JD: Jordanian Dinar

Table 2: Correlation coefficients between all the items of (causes of the campus violence) as viewed by the participants in violence in the Jordanian universities and the measure as a whole

Item No.	Correlation with the measure as a whole	Item No.	Correlation with the measure as a whole
1	0.436**	16	0.481**
2	0.312**	17	0.358**
3	0.325**	18	0.359**
4	0.467**	19	0.349**
5	0.373**	20	0.383**
6	0.402**	21	0.552**
7	0.530**	22	0.424**
8	0.335**	23	0.396**
9	0.580**	24	0.446**
10	0.387**	25	0.438**
11	0.491**	26	0.403**
12	0.367**	27	0.481**
13	0.360**	28	0.404**
14	0.494**	29	0.510**
15	0.414**	30	0.417**

**Acceptable correlation coefficients and statistically significant at ($\alpha = 0.01$) level

aimed at judging the relevance degree of suitable wording, item relatedness to the area; in addition to deletion, addition or amendment of whatever they considered necessary be done. Based on the consensus of the arbitrators, the questionnaire was amended in compliance with their notes and suggestions. To obtain the validity indicators of all the items of the instrument, it was applied to an exploratory sample of 30 male and female students of the study population, from outside the original sample. Pearson correlation coefficient between each item and the instrument as a whole were calculated (Table 2).

Table 2 shows that the correlation coefficients between the items (causes of the campus violence) as viewed by the participants in violence in the Jordanian universities and the total degree are more than (0.30) all of which are statistically significant at ($\alpha \leq 0.05$) level. This indicates the existence of a strong correlation coefficient which is acceptable for the application of the study. Chronbach Alfa reliability equation was applied to the instrument, (causes of the campus violence) as viewed by the students involved in violence inside the campuses of the Jordanian universities. The correlation coefficient was (0.82), a high and acceptable value for applying the study. On the other hand, reapplication of the reliability coefficient on the instrument, (causes of the campus violence) as viewed by the students involved in violence inside the campuses of the Jordanian universities, brought a value amounting (0.85). Once again, a high and acceptable value for the application of this study as Chronbach Alfa coefficient is acceptable if it is more than (0.70). The instrument, in its final shape, consisted of (30) items. The researcher utilized Lickert 5-point graded scale to measure the views of the study respondents. Strongly agree was given (5), agree (4), neutral (3), disagree (2) and

strongly disagree (1), by ticking (\surd) against the response that reflects their agreement degree. The following categorization was adopted to judge the means as follow: $3/(5-1) = 1.33$, length of the single one category. Accordingly, the level of the categories is: $<2.33 =$ few reasons; from 2.34-3.66 = medium reasons and from 3.67-5.00 = strong reasons. To answer the study questions, the researcher employed the following statistical processing through SPSS program. Frequencies and percentages of the personal and occupational variables of the sample respondents; Chronbach alpha internal consistency coefficient for all the study domains; Pearson correlation coefficient to obtain the reliability of repetition; means and standard deviations of the responses of the sample respondents about all the study instrument areas and ANOVA.

RESULTS AND DISCUSSION

These results will be presented dependent on the study questions. Answer of the first question: What are the causes of violence in the Jordanian universities as viewed by the students involved in violence during the academic year 2015/2016? To answer this question, the researcher obtained the Means (M's); Standard Deviations (SD's) of all the items that measure the reasons campus violence in the Jordanian universities as viewed by the student involved in violence and the overall general mean.

Table 3 shows that the means of all the items that measure the campus violence causes as viewed by the students involved in violence, ranged between (3.25-4.52). Item No. (27) ranked first which provides, "Nepotism and favoritism affect tendency toward the campus violence", followed by item No. (19) with (4.51) mean and high degree which provides, "There is a relationship between the lack of the religious restraint and violence". However, the lowest was item No. (15), providing, "There is a relationship between the low financial level (poverty) of the student and violence practice" with (3.25) mean and medium degree. Finally, the general mean of all the items that measure the violence in the Jordanian universities as seen by the students who participated in violence was (3.95) with a high degree.

Second question: Do violence June 14, 2018 causes in the Jordanian universities as viewed by the student participating in it, vary depending on the following variables. Gender, age, social status, specialization, average in the secondary stage, accumulative average, order of the student in the family, number of the family

Table 3: Means and standard deviations of all the items which measure the causes of violence in the Jordanian campuses as viewed by the students involved in violence (n = 126)

Items	M	SD	Rank	Degree
The father's style based on violence and severity affects the bringing-up of the children and subsequently. Orienting them toward campus violence	4.27	0.99	7	
The mother's style based on violence and severity affects the bringing-up of the children and subsequently. Orienting them toward campus violence	4.06	1.03	13	High
Fraught and troubled family atmospheres lead directing its children toward campus violence	4.22	0.89	8	High
Obtaining low achievement level leads the student toward violence	3.90	1.14	17	High
Peers or colleagues have a role in practicing campus violence	4.37	0.73	4	High
There is a relationship between the members of the extended tribe toward campus violence	4.30	0.93	6	High
There is a relationship between the teacher and the student in practicing the campus violence	3.79	1.06	7	High
The presence of girls in the university is a reason leading some students toward campus violence	3.78	1.25	21	High
There is a relationship between the spare times and the campus violence practice	3.81	1.07	19	High
There is a relationship between student's elections that take place in the university, the way they are carried out and tendency of the students toward violence practice	4.11	1.01	12	High
There is a relationship between the acceptance policies in the universities and violence practice, due to accepting unqualified students	4.13	1.05	10	High
There is a relationship between the examinations systems, ways of student evaluation and tendency toward violence	3.72	1.02	24	High
There is a relationship between the disciplinary steps enforced by the university against the deviants and tendency of students toward violence	3.91	1.04	16	High
There is a relationship between the student activities, their presence inside the university and tendency of the students toward violence	3.64	1.19	25	Medium
There is relationship between the low financial level (poverty) of the student and violence practice	3.25	1.23	30	High
There is a relationship between ignorance of the penal law of the university and the direction of the students toward the exercise of violence	3.58	1.18	27	Medium
There is a relationship between the surrounding reality the student lives and their future ambitions and thus, their tendency toward violence	3.75	1.10	23	High
There is a relationship between the student's feeling responsible toward the girls of the one clan and violence	4.13	1.00	10	High
There is a relationship between the lack of the religious restraint and violence	4.51	0.75	2	High
There is a relationship between cline or social classes fanaticism and tendency toward violence	4.44	0.86	3	High
There is a relationship between specialization and campus violence; students in the colleges are more inclined to violence	3.41	1.47	28	Medium
Lack of air-conditioned areas, well arranged to spend spare times there	3.93	1.15	14	High
Ignorance and lack of awareness of the effects of the campus violence upon the student, the clan and the community	4.15	0.78	9	High
Rarity of the university security staff leads to violence	3.90	1.13	17	High
There are courses, workshops and counseling sessions concerning the campus violence	3.77	1.25	22	High
Interest of the faculty members in facing the campus violence through their lectures	3.93	1.02	14	High
Nepotism and favoritism affect tendency toward the campus violence	4.52	0.79	1	High
Love of show-off and boasting in front of the others	4.31	0.95	5	High
Lack of the requirements (assignments) of the courses and leniency of the teachers with the students	3.37	1.29	29	Medium
Campus violence is related to (18-22) age group students	3.64	1.14	25	medium
General mean	3.95	0.42		High

members, place of residence, monthly income work of the guardian and educational level of both the father and 13 mother. To answer this question, the researcher applied Multiple Analysis Of Variance (MANOVA) to identify differences in causes of violence in the Jordanian universities as viewed by the students who participated in violence based on differences in gender, age, social status, specialization, average in the secondary stage, accumulative average, order of the student in the family, number of the family members, place of residence, monthly income, work of the guardian and the educational level of both the father and mother.

Table 4 shows non-existence of statistically significant differences at ($\alpha = 0.05$) level, in the total degree of the causes of the campus violence as seen by the university students who participated in violence, according to the (gender, age, marital status, accumulative

average, order of the student in the family, number of the family members, place of residence and education level of the father) variables. Exceptions were (specialization, general secondary average, monthly income, occupation of the guardian and the education level of the mother) variables which were in favor of the literary specialization. To identify the spots of differences depending on the (general secondary average) variable, the researcher applied Scheffe test for the post-comparisons.

Table 5 indicates that the places of differences in the total degree of the campus violence causes as viewed by the students themselves as per the (general secondary average) variable were between (65-69) and (89-90) in favor of the average (65-69). The mean of this average was (4.08) and that of the (89-90) average was (3.63), without statistically significant differences among the other averages. To identify the differences locations (in the

Table 4: Results of MANOVA to identify the differences in the total degree of the campus violence causes as viewed by the students who were involved in it, as per the study variables

Variables	Total squares	Freedom degrees	Square average	F-values	Statistical significance
Gender	0.034	1	0.034	0.247	0.620
Age	0.476	3	0.159	1.143	0.336
Marital status	0.003	1	0.003	0.023	0.880
Specialization	0.632	1	0.632	4.557	0.035
Average in the secondary stage	1.492	3	0.497	3.586	0.017
Accumulative average	0.875	3	0.292	2.103	0.105
Student's order in the family	0.447	3	0.149	1.074	0.364
Number of the family members	0.046	3	0.015	0.109	0.954
Place of residence	0.127	2	0.063	0.456	0.635
Monthly income	1.468	3	0.489	3.528	0.018
Occupation of the guardian	1.669	4	0.417	3.009	0.022
Education level of the father	0.780	3	0.260	1.874	0.140
Education level of the mother	3.242	3	1.081	7.792	0.000
Error	12.760	91	0.139		
Corrected total	22.540	125	-	-	-

Table 5: Results of scheffe test of post-comparisons for identifying the spots of the differences, according to the general secondary average

General secondary average	Mean	65-69	70-79	80-89	90 more
90 and more	3.65	-	-0/32	-0.42	-0/29
70-79	3.95	-	-	-0.13	0/03
89-90	4.08	-	-	-	0.16
65-69	3.92	-	-	-	-

Table 6: Scheffe test results of the post-comparisons to identify the spots of differences in the total degree of the campus violence as per the monthly income variable

Monthly salary	Mean	<250	250-500	500-750	More than 750
Less than 250	3.59	-	-0.41	-0.36	-0.31
250-500	4.00	-	-	0.05	0.10
500-750	3.95	-	-	-	0.05
More than 750	3.90	-	-	-	-

causes of the campus violence) according to the monthly income variable, the researcher applied Shceffe test for the post-comparisons.

Table 6 indicates that the places of differences as per the monthly salary variable were between (<250) Jordanian dinars and (251-500) Jordanian dinars in favor to the latter with their mean amounted (4). Meanwhile, the mean of (<250) JOD was (3.59) and no statistically significant differences existing between other income categories. To identify the locations of the differences in the (causes of the campus violence) as viewed by the students of the university, dependent on the (occupation of the guardian) variable, the researcher applied scheffe test of the post-comparison.

Table 7 indicates that the places of differences in the total degree of the campus violence causes as viewed by the students themselves as per the occupation of the guardian variable were between (free business) and (other) in favor of (free business) with (4.16) mean. On the other hand the mean of (other) was (3.48) and no statistically significant differences were among other occupations. To identify the locations of the differences in the (causes of the campus violence) as viewed by the

Table 7: Scheffe test results of the post-comparisons to identify the spots of differences in the total degree of the campus violence as per the occupation of the guardian variable

Guardian occupation	Public sector		Private sector	Free business		Other
	Mean	employee	employee	Retired	business	
Public sector	4.01	-	-0.05	0.22	-0.15	0.53
Employee						
Private sector	4.06	-	-	0.27	-0.10	0.58
Employee						
Retired	3.79	-	-	-	-0.37	0.31
Free business	4.16	-	-	-	-	0.68
Other	3.48	-	-	-	-	-

Table 8: Scheffe test results of the post-comparisons to identify the spots of differences in the total degree of the campus violence as per the education level of the mother variable

Education level of the mother	General secondary and below			Higher studies	
	Mean	Diploma	BA	Diploma	BA
General secondary and below	3.98	-	-	0.19	-0.21
Diploma	3.79	-	-	-0.40	-0.09
BA	4.19	-	-	-	0.31
Higher studies	3.88	-	-	-	-

students of the university, dependent on the (education level of the mother) variable, the researcher applied Scheffe test of the post-comparison.

Table 8 indicates that the places of differences in the total degree of the campus violence causes as viewed by the students themselves as per the education level of the mother variable were between (Diploma) and (BA) in favor of the (BA) with (4.19) mean. On the other hand, the mean of (Diploma) was (3.79) and no statistically significant differences were among other occupations.

Third question: What are the proposed solutions to overcome the campus violence? To answer this question, the researcher took out the responses of the respondents, to obtain the frequencies of all the solutions by the students themselves. The most important solutions were: all should be accountable and suitable laws should be enforced to hold accountable the perpetrators of violence

(19 frequencies). Cancellation of the student's union election; instead, 16 forming a student's council by recommending the students who rank first in the departments for this assignment (6 frequencies). Imposition of a compulsory course to teach students values of tolerance, cooperation and solidarity (5 frequencies). Adherence to religion, habits, traditions and laws (4 frequencies). Elimination of the favoritism for acceptance in the university (3 frequencies). One of the causes of campus violence is non-utilization of the spare times and instead, resorting to the gangs (3 frequencies). Guidance and increase of the student's awareness, student initiatives and lectures to aware them and introduce them to the university laws (3 frequencies).

CONCLUSION

Results concerning the first question showed that the "causes of the campus violence as viewed by the students who took part in the violence inside the Jordanian universities" were multiple but "favoritism and nepotism" ranked first with a high degree. This is because students feel that there is discrimination between them and their colleagues by either the faculty members, administrative departments or the university colleges. Their feeling of injustice elicits tendency toward revenge and rage, this resorting to vent this feeling through problems and violence which in their belief will recover them their rights. The item stating, "There is a relationship between the lack of the religious restraint and violence", came with a high degree. This could be explained by that the students who are religiously committed realize that the heart feeling of the fear from Allah, the Exalted, originally stems from the belief in Allah, with the rewards and punishments are the primary motives for doing goodness and avoiding badness, in sayings, deeds and behaviors, throughout the life. As such. If the inner religious feeling is absent, then such absence will be a cause of campus violence. This result is in line with that of Alrawwad and Alrfooh (2014), in that the weakness of the religious restraint is among the main causes of violence.

The item providing, "There is a relationship between the low financial level (poverty) of the student and violence practice" came with medium degree. This is due to the fact that students know that widening the gap between the rich and the poor, with the accompanying threat to the middle class, prevalence of unemployment among both the holders and non-holders of university degrees, openness policies and the resultant aspects of luxury, vulgarity and extravagant consumption amid others deprivation, lead to violence.

Results related to the second question did not show statistically significant difference at ($\alpha \leq 0.05$) level in the overall degree of the campus violence as viewed by the students involved in violence, attributed to the following variables, these are gender, age, marital status, accumulative average, order of the student in the family, number of the family members, place of residence and educational level of the father). The researcher explains this in that the study sample respondents are all of the same conditions and environment, regardless of gender, age, marital status, accumulative average, order of the student in the family, number of the family members, place of residence and educational level of the father. This study is in disagreement with that of FawwazAyyoub *et al.* (2014) which indicated the existence of statistically significant differences in the means of the causes of violence, attributed to the gender variable. Furthermore, the results showed statistically significant differences in the overall degree of the violence causes as viewed by the university students who participated in violence, imputed to the specialization in the secondary stage in favor of literary stream specializations. This is due to that these specializations do not require too much effort spent on their courses as compared to those of the scientific stream such as geometry, mathematics which require many hours daily to study. Subsequently, the literary stream students have spare time to perform social media and the resultant campus violence-related problems.

In addition, there were statistically significant differences in the overall degree of the campus violence as viewed by the students who took part in it, attributed to the (general secondary exam) average in favor of the (65-69) average. Because they believe that the lower the student's performance, the more they know about the campus violence as the education level may cause student's disappointment, making them more vulnerable to be driven toward negative behaviors. Statistically significant differences were also found in the total degree of the campus violence causes as viewed by the involved students in violence, attributed to the (monthly income) variable, in favor of the (251-250) income. The researcher explains it by that those of low income may be subject to psychological pressures because of inability to get all their university needs. These pressures produce problems in their university surroundings, subsequently they know more about the reasons of the university violence and motives. This study is in agreement with that of FawwazAyyoub *et al.* (2014) on the presence of statistically significant differences in the participation of the students in the campus violence, attributed to the limited income variable.

The results also showed statistically significant differences in the total causes of the campus violence as viewed by the students involved in the violence, attributed to the (education level of the mother) variable in favor to the BA degree level. This is due to her high awareness of the university nature and what is going on inside which make her more knowledgeable about the causes of the campus violence. This study is in agreement of that of Al-Qudah and Dagher (2016) on that there are statistically significant differences in the causes of the violence phenomenon in the Jordanian universities, attributed to the (occupational level) variable. Finally, results concerning the third question indicated that among the most important proposed solutions, to overcome the campus violence is holding everybody accountable and imposing laws to hold accountable those who cause violence. Simply, because any student involves in such events deserves being punished without any leniency or hesitation. Here, the community should stand beside the university in demanding the imposition of punishment for those students, a punishment cleansing them; deterring the others and healing the wound they caused to their loved institution which form with too many of its graduates an honorable status.

Other solutions included cancellation of the student's union election and instead, forming a student's council by recommending the students who rank first in the departments for this assignment. Increasing the student's awareness of the university regulation's and imposition of a compulsory course to teach students values of tolerance, cooperation and solidarity as common values across the human beings and respect of the individual's rights and realization of the intellectual security in compliance with objectives consistent with the religious and national principles.

RECOMMENDATIONS

Based on the results of the study, the researcher recommends the following: preparing a list of ethics of the student affairs employees, developing tasks of the student organizations councilors and regulating the enlightenment meetings of the student organizations and introducing amendments and changes to the student's regulations and penalties; necessity for initiating counselling programs to support the students, for the aim of introducing them to the university systems and instructions in the deanships of the student affairs in the universities; finding multiple solutions to reduce the campus violence phenomenon such as: performing awareness campaigns, strengthening the religious restraint, punishing the delinquent, inform the parties of

the concern about this wrongdoer and reducing the favoritism and nepotism; the universities should adopt the ideas of the university family system, student behavior code, partnership contract with the populate, introduction of the university service course and offering the students opportunities to contribute, themselves in solving the university campus violence; building places specially designated students to spend the free time in a useful manner inside the university and encouraging the extracurricular activities and conducting more research work about the campus violence, because it is a new phenomenon which is noticeably increasing.

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