

## **The Role of University Administrators in the Prevention of Campus Violence in Shaqra University and Al Balqa Applied University**

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### **Abstract**

*Violence, according to American Psychological Association (APA), is an extreme form of aggression including assault, murder or rape. This action has many causes: frustration, exposure to violent media, violence in home or neighborhood, and exposure to other people's actions as deemed hostile. These situations may arise to aggression like drinking, insults and other provocations. Bullying, however, is defined as a form of aggressive behavior intentionally and repeatedly performed by another person that causes injury or discomfort to the victim. These two issues were both gaining attention most especially to educational sector due to its incremental records for the past years including Jordan and the Kingdom of Saudi Arabia. Thus, this paper aims to focus on the important role of University Administrators in preventing campus violence and bullying through the help of the two selected participating universities, Shaqra and Al Balqa Applied University. Of 500 questionnaires distributed, 427 had been reclaimed and found to be statistically valid. Upon checking its stability and coefficient, the study concluded that the causes of campus violence inside Shaqra and Al Balqa Applied University based on the perception of the students of both universities are mostly related to the policy and university administration. The role of the proposed university administrators in facing violence among students also found to have a statistically significant difference in the first and second dimensions in favor of the University of Al Balqa.*

**Keywords:** Shaqra University, Al Balqa Applied University, School Violence, Bullying, Jordanian Universities, Kingdom of Saudi Arabia, School Shooting, Impact of Student Violence

### **Introduction**

According to UNESCO Global Status Report about school violence presented at the International Symposium conducted at Seoul, Korea last January 2017, more than 1 Billion children attend school worldwide in which 246 Million children and adolescents encountered or experienced campus violence and bullying every year (Tang, 2017). 100,000 young people based on 2016 UNICEF U-report conducted in 18 countries has already been victims of bullying in any form, 16-85% of which are members of Lesbian, Gay, Bisexual and Transgender (LGBT) community (Pais, 2016). This violence encompasses physical cruelty which includes corporal punishment, psychological violence that includes verbal abuse, sexual ferocity like rape and harassment, and bullying that also includes cyber bullying. Most of the time, the causes of this violence and bullying among students are gender discrimination, role expectations, stereotypes, and different power status linked to sexual orientation. The common places of occurrence for these activities are changing rooms, toilets, corridors, and playgrounds which are all less supervised by teachers and other school officials. The impact for this physically is non-fatal to fatal injuries, while sexually it may cause unintended pregnancy and dissemination of HIV and other sexually transmitted infections. In bullying, this may result in stomach pains, headaches, difficulty in sleeping and eating, depression, anxiety, loneliness, low self-esteem and suicidal attempts or thoughts. Hence, this paper desires to emphasize effects of bullying to students and elaborate the important role of administrators in preventing the prevalence of violence and bullying inside university premises. Through the perception of the students of Shaqra University and Al Balqa Applied University, the paper demonstrated the main point of the study and the results being gathered.

### ***Statement of the Problem***

Education, as expounded by United Nations Educational, Scientific and Cultural Organization (UNESCO), is a fundamental human right and foundation for building peace and driving sustainable development in general (Tang, 2017). One of the current global campaigns of UNESCO is the 17 Sustainable Development Goals in which education, as the 4<sup>th</sup> objective, primarily aims to achieve and ensure inclusive and equitable quality education including promotion of lifelong learning opportunities for all. However, the increasing cases about school violence and bullying inside campuses had been subject of concern in the past years which infringe the fundamental intention of educational rights. The unsafe or risky environment and feeling of danger at school premises reduce the willingness and capability of students to receive a quality education that also affects them physically, emotionally and morally. Thus, as the Assistant Director-General for Education of UNESCO further explains that if learners experience violence in school, no country can attain inclusive and equitable quality education.

One of the recent studies in Jordanian universities concludes that from the year 2010 to 2012, the records of violence and crimes committed by the students dramatically increased (60.88%) from 409 to 658. In 2012 alone, the number of documented cases of Jordanian youth enacted for sexual assault is 212, grievous harm 199, armed burglary 167, attempted murder 53, actual murder 13, and rape 14 (Yaseen et al., 2013).

Herein lies the essential role of administrators to preventing or at least lessening the cases committed by students regarding violence that also complies with the global campaign of UNESCO's "inclusive and equitable quality of education." The problem of the study fundamentally aims to determine and understand the factors that contribute to University violence based on the viewpoints of the students of Shaqra University and Al Balqa Applied University.

The question arises from the following sub-questions:

1. What are the causes of the phenomenon of student violence in the universities of Shaqra and Al Balqa from the students' view relating to the policy, university management, field of awareness, and social factors?
2. What are the most important actions that the university administrators can take to reduce the phenomenon of student violence from the students' point of view?
3. What are the recommendations to reduce and prevent the phenomenon of student violence in Shaqra University and Al Balqa Applied University?
4. What are the proposed methods to measure the active role of the administrators in confronting the phenomenon of violence at both universities and create a violence-free academic environment?

### ***Importance of the Study***

This study primarily aims to be a significant endeavor in determining and understanding the important role of University Administrators in preventing and reducing the prevalence of school violence among youth in Jordanian and KSA Campuses. This paper is purposed to be beneficial for the following:

**Academic Heads** – This study aspires to awaken the attention of university authorities about the current situation among students regarding violence and bullying that happens inside and outside of the school. This paper also wants to influence persons in charge, not just in Shaqra and Al Balqa Applied University but also to all state colleges and universities in Jordan and KSA, to profoundly determine the best alternative course of action and enforce policies to be implemented inside organizations for the effective deliverance of school violence reduction and prevalence.

**Students** – This paper aims to help students manage themselves and contends for their right against bullying and violence in all forms, be mindful of the various forms of violence, bullying and cyberbullying, learn how to engage and actively report cases of violence, and know the steps that can be taken to respond to it.

**Parents** – This paper also look forward to increasing parents' awareness about the cases of school violence that may happen or is currently happening to their children. Of all, domestic attention and care are two of the serious factors in developing and helping children to cope up with university violence.

**Other organizations** – All other institutions that can encounter violence in any form may also benefit and take advantage of the collected data discussed herein.

**Researchers** – Other researchers who may discover the significance of this study for their future studies that may relate to universities, colleges, school violence, and leadership role in regards to violence and bullying among others may also be a beneficiary of this paper.

### ***Study Objectives***

The primary aim of this study is to identify the role of university administrators in addressing issues of violence inside Shaqra University and Al Balqa Applied University and determine the effective methods of preventing its occurrence. This paper also desires to have an in-depth understanding of the importance of establishing safe university environment for the benefit of students full acquisition of quality education and determining the extent to which university management can administer to different aspects that affect students such as emotional, physical, moral and psychological. Lastly, this research also desires to establish methods to fathom reasons of the incrementing cases of violence in Jordanian and KSA Campuses.

### ***Review of Related Literature***

Various studies about school violence and bullying were conducted over the past years, and the increasing number of issues about the subject matter had been a course of debate in the international educational realm nowadays (Yaseen et al., 2013). One recent event happened in the United States is the possession of a deadly weapon of a student leaving a fatal shot to an assistant principal allegedly performed inside their own school grounds. A month later, a student of Middle Tennessee State University was also purportedly shot and wounded a former student of their university as reported in the campus journal of University of Chicago (Kennedy, 2011). These incidents made researchers and academic authorities realized the need of focusing in the school violence. The incremental records of shooting, murder, violence, and bullying among others happening inside schools committed by students themselves resulted into different performed studies like the Student Violence in Zalingei Univeristy-Central Darfur State Sudan (Hamid, 2015). This study was carried out during the academic year 2012-2013 and primarily aimed to determine the manifestations, causes, effects, and solutions of student violence in the said university. With the use of descriptive statistical analysis and distribution of questionnaire forms, the result of the paper concluded that the manifestations of violence in Zalingei are conflicts between students and administrators as well as the fight among students. The prime causes of this subject matter, on the other hand, are residential and academic deterioration, war and conflicts. Academic underachievement and university closure are the possible effects of this incident as per perceived through the results of the study. The presented resolution of the researcher for the issue is the usage of dialogue to resolve conflicts and disputes with regards to the university interest and residential environment (Hamid, 2015).

Another study was organized that intended to understand the tragedy and the real meaning of school shootings. The authors emphasized and examined three books about violence namely (1) Ceremonial Violence: A Psychological Explanation of School Shootings, (2) Education Under the Security State, and (3) Books, Blackboards and Bullets: School Shootings and Violence in America. The paper also discussed topics from these books including how school shootings might be observed as ceremonial rituals, how come schools can be seen as appropriate places for shooting, and how advice relating to school violence to educators may affect or change the practice of teaching (Warnick, Jonson, and Rocha, 2010).

Accordingly, more and more studies about the impacts and effects of student violence to the students are coming across the board like the “Learning the Hard Way: The Effects of Violent Conflict on Student Academic Achievement” of Bruck, Di Maio, and Miaari. This paper focuses on the effects of Israeli-Palestinian disagreement in the high school final examination to the students of the West Bank. The result figured to have negative outcomes on the students’ probability to pass the examination and evident to heterogeneous effects of continuous exposure to violence and other conflicts (Bruck, Di Maio, and Miaari, 2014).

In Sri Lanka, a research study about the Socio-Political Impact of Violence and Indiscipline in Universities and Tertiary Education Institutes was undertaken for the National Education Commission. Students from three selected campuses located in Colombo District and Western Province of Sri Lanka participated the conducted survey. Upon gathering and interpreting the results, the author suggested since violence and indiscipline in campuses has multiple causes, it also has to have multi-dimensional solutions about critical areas.

These critical areas may be methods of conflict resolution, practical courses introduction, provision of better opportunities for women’s participation in student councils, establishment of counseling for intra-departmental

level, demand for accountability and transparency of student affair bodies, launching of security and surveillance of student activism, and encouragement of meaningful participation of students in the university management among others. About the policy changes, the paper recommends to grant greater autonomy to academes, prioritization of students for disbursement of funds, change of school syllabi for promoting character-building, practical skills among students, social awareness and improve the capacity of universities to handle violence and indiscipline (Weeramunda, 2008).

A different study that tackles about understanding educational policy formation in the case of school violence policies was conducted in Israel. It emphasized the need of giving more attention to diffusion processes when accounting to educational policy formation. The paper further stated that even though interest and action toward school violence were influenced by a global trend, Psychological Counseling Services (PCS) of Israeli Ministry of Education (MOE) seen to have no enough actions for the matter. PCS is said to be the legitimate authority for school violence in Israel and was argued to run no appropriate activities yet such as shaping the adoption, rejection, and institutionalizing certain school violence policy ideas and practices (Fast, 2016).

The impact of this violence and bullying in educational outcomes are said to be significant. A 2010 study in the United Kingdom (UK) found that bullied students at the school are twice as like to be without education, employment or training, and have lower wage levels compared to those who were not bullied (Ellery, F et al., 2010). This issue may further cause depression, anxiety, fear, stress, loss of confidence, low self-esteem, suicidal thoughts or attempts and criminal cases. In Thailand, 31% of homophobic students who experienced teasing or bullying tend to increase absences in the past months (Pais, 2016). In Argentina, 45% of transgender students tend to drop out and demonstrate poorer academic performance (Pais, 2016). Last 2006, the UN World Report on Violence Against Children stated that verbal abuse, bullying and sexual harassment cause lack of motivation, absenteeism, and dropouts. Corporal punishment also has a factor as shown in the study conducted in Nepal stating that 14% of school drop-out was attributed to punishment and fear of teachers (Annan, 2006). This issue harms the physical, mental and emotional health of children and adolescents. It also shows social and economic cost as per the report in the 2017 UN Studies. In the East Asia and and Pacific region, the estimated economic cost of health consequences of child maltreatment is equivalent to between 1.4% and 2.5% of the region's annual Gross Domestic Product (GDP). As recommended, UNESCO encouraged all the countries to have a comprehensive educational response against school violence and bullying through the following: supportive legal environment, partnerships and involvement of children and young people, impactful policy, leadership and awareness raising, effectual reporting mechanisms and support services, reliable data and rigorous monitoring and evaluation, and capacity building for teachers and other staff, children and young people (Tang, 2017).

### **Methodology**

The research method used in the development of analysis for the faculty members' view about their current level of participation in decision making particularly inside the organizations of Shaqra University and Al Balqa Applied University is Quantitative Cross-sectional Survey Approach. Through the distribution of questionnaires, Survey Approach was organized to get responses in more details and Stratified Sampling was undertaken to take a relatively large sample from a small specific group in the study population that enables drawing of more valid conclusions.

### **Study Group**

The study group of this research is composed of students in Shaqra University (SU) and Al Balqa Applied University (BAU). SU and BAU were chosen for the convenience of the study and the availability of the constituents based on the location of the paper's success. The study has depicted the SU with its entire majors, and samples have been chosen randomly from the original community. A random sample is regarded as a primary condition to use the statistical tools and the morale tests. This study has been described as being simple due to the sample formation and knowing the size of the community such as the number of students.

### **The Study Tool**

The study was conducted through the distribution of a prepared questionnaire to collect data for this study from the subjects, SU and BAU.

For the purpose of identifying the actual perception of students about the current issues encountered from their respective universities regarding school violence and bullying, the research was carried out.

**Field Study Tools**

This paper used the following methods to collect data and information:

1. Personal interviews. To identify the students’ opinion about the issues about school violence and bullying inside and outside their campuses.
2. Questionnaire. To gather written data from the insights of the study group which was carefully examined and built according to scientific procedures.

The questionnaire was designed and formulated through the use of Google Forms. The following actions for the survey questionnaire development were also taken:

1. Formulated questionnaire through online.
2. Collected list of college students of SU and BAU, sent e-mail, WhatsApp message and SMS message to request the participation of students in answering the questionnaire.
3. Re-send online poll to those who did not show their involvement in the system after ten days.

**Study Tool Authenticity and Stability**

To ensure the sincerity and effectiveness of the tool, the data was presented to four arbitrators all holding doctorate specifically in measurement and evaluation and higher education to assess the survey questions based on paragraph appropriateness, language formulation, segments clarity, and sentence fields’ affiliation. All the amendments requested by arbitrators as deemed necessary for the paper are successfully deleted and reformulated. This tool, in its final form, has been 70% inclined with the criteria suggested by and with the agreement to the arbitrators and its Parish dimensions has also verified the construction of the instrument.

As regards to the stability of the tool, test method and distribution of questionnaires three weeks before the actual study was conducted. The Pearson method, Pearson correlation coefficient, and Cronbach alpha coefficient are all the methods used to calculate stability in which is all high indicators of consistency in the study.

**Implementation Procedures**

After the preparation of the tool, the revision to its final form, verification of its validity and stability, and determination of study sample, the researcher electronically and manually distributed the questionnaire to the study population during the second semester of the academic year 2016-2017.

**Data Gathering and Interpretation**

**The Study Sample**

The study was carried out during the academic year 2016-2017 participated by 427 respondents in the course of the research. A sample had been chosen randomly.

Table 1.1 The sample community, numbers, and percentages of the distributed and reclaimed questionnaires

Section name	No.	No. of distributed questionnaire	No. of reclaimed questionnaire	Percentage	No. of nonvalid questionnaire	No. of valid questionnaire
SU	232	300	232	77.33	0	232
PAU	195	200	195	97.5	0	195
Total	427					427

300 questionnaires were distributed inside Shaqra University, and 232 had been reclaimed and found statistically valid. While 200 questionnaires were dispensed inside Al Balqa Applied University and 195 had been retrieved and found statistically valid.

Table 1.2 Distribution of the study sample according to some variations in the study

	First year College	Second-year College	Third Year College	Fourth Year College	Total
SU	44	35	70	83	232
BAU	34	20	65	76	195
Total	78	55	135	159	427

From the Table 1.2, it can be seen that the total number of respondents who actively participated in the survey is 427 wherein 232 came from SU and 195 from BAU. The 232 SU students includes 44 first year students, 35

second year, 70 third year and 83 graduating students. While in BAU, the 195 students were composed of 34 first year students, 20 second year, 65 third year and 76 graduating students.

### Study Steps and Procedures:

1. Collection of scientific materials related to school violence and bullying in addition to the collection of previous studies and researched literature about the subject matter.
2. Analysis and classification of scientific materials to achieve the study objectives and answer its questions.
3. Performance of field study and data analysis about school violence and bullying inside Shaqra and Al Balqa Applied University.

**Table 1.3: Causes of Student Violence in University Education Based on Politics and University Management**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	RANK
<b>FIRST AXIS: CAUSES OF STUDENTS VIOLENCE INSIDE UNIVERSITIES</b>											
<b>First: The Reasons Related to Politics and University Management</b>											
1	The students not participating in decision making at the university	4.39	0.89	3.22	1.09	12.20*	0.26	4	9	3.86	6
2	The University management not providing enough extracurricular for beating the academic routine	4.52	1.30	3.61	1.06	7.83*	0.13	3	5	4.10	1
3	The weak personality of the students	4.68	0.83	2.89	0.72	23.57*	0.57	2	12	3.86	5
4	The non-existence of awareness programs for the students about their societal role to be conducted by university administrators	4.72	1.21	2.64	1.48	15.96*	0.37	1	14	3.77	8
5	The sometimes unpleasant and tough interactions between employees and students	3.65	0.96	2.82	0.79	9.61*	0.18	13	13	3.27	14
6	The increase of students' subject load and the politics happening inside the campus	4.11	1.32	3.25	1.37	6.59*	0.09	5	7	3.72	9
7	The biased implementation of systems about the violence or disobedience committed by students	4.08	1.33	3.94	1.07	1.18	0.00	6	2	4.02	3
8	The discipline regulation in the university is not suitable and within the normal level whenever enacted	3.95	1.07	3.85	1.21	0.91	0.00	8	3	3.90	4
9	The tolerance of some security and academic staff in some cases of students disobedience, bullying or violence	3.75	1.14	3.32	1.08	3.98*	0.04	10	6	3.55	10
10	The management's inability to deal directly with the campus' internal problems	4.08	1.30	4.11	1.22	0.24	0.00	7	1	4.09	2
11	The management's openness to know and deeply listen about students' complaints	3.73	1.06	3.85	1.28	1.06	0.00	11	4	3.78	7
12	The current university system that lacks encouragement for freedom of speech for students	3.76	0.90	2.96	1.30	7.47*	0.12	9	11	3.39	13
13	The low and limited service level of the university regarding infrastructures, entertainment and the likes	3.64	0.86	3.19	0.59	6.20*	0.08	14	10	3.43	12
14	The ineffective penalties performed for university violence	3.69	1.25	3.24	1.37	3.55*	0.03	12	8	3.48	11
	Total	4.05	0.46	3.35	1.00	9.58*	0.18			3.73	

Based on Table 1.3, the arithmetical average and standard deviation were conducted to understand the responses of the two study samples on the first axis statements - causes of student violence in university education based on politics and university management. The first dimension for the total score had a statistically significant difference, and was found between the responses of the Shaqra University and the Al Balqa University in favor of SU in which the average is 4.05 and the BAU's average is 3.35. It is also evident that this difference is represented in the phrases 1, 2, 3, 4, 5, 6, 12, 14 that show statistically significant differences between the responses of SU and BAU sample in favor of Shaqra University. The feedback to the phrase nine (9), on the other hand, is in favor of Al Balqa University and found no significant differences in the phrases 7, 8, 10, 11.

**Table 1.4: Causes of Student Violence in University Education Based on Students' Awareness**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	RANK
Second: The Reasons Related to Students Awareness											
16	The ignorance of students about the negative consequences of committing school violence	4.42	1.16	4.16	1.60	1.94	0.01	4	1	4.30	4
17	The absence of students' freedom in expressing their opinions	4.48	1.29	4.12	1.25	2.92*	0.02	3	2	4.32	3
18	The lack of proper introduction of the systems and regulations of colleges to the students	4.63	0.98	4.08	0.99	5.76*	0.07	2	5	4.38	2
19	The illiteracy of students about their rights and duties in the university and the systems being followed	4.72	1.18	4.11	1.27	5.15*	0.06	1	3	4.44	1
20	The lack of information dissemination about the students' responsibility of keeping the university environment safe	4.36	1.39	3.31	1.28	8.05*	0.13	5	6	3.88	6
	Total	4.48	1.39	3.98	1.45	3.60*	0.03			4.25	

According to Table 1.4 which regards to the second dimension for the total score, there is a statistical significant difference between the responses of the Shaqra University and Al Balqa University with the average of 4.48 for SU and 3.98 for BAU.

There is also a statistically significant difference between the answers of the Shaqra University and Al Balqa University in favor of SU where the mean in the phrases 17, 18, 19, and 20 was not significant in the two terms 15 and 16.

**Table 1.5: Causes of Student Violence in University Education Based on Social Factors**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	RANK
Third: The Reasons Related to Social Factors											
21	The weakness of communication skills for some students	3.72	1.25	3.88	1.07	1.41	0.00	4	2	3.79	3
22	The ineffective use of social communication program for some students	3.91	0.95	3.76	0.94	1.63	0.01	2	3	3.84	1
23	The incapability of adaptation and occurrence of disharmony for some students during their collegiate life	3.82	1.03	2.89	0.66	10.89*	0.22	3	6	3.40	6
24	The lack of parents' monitoring for their children's academic journey	3.68	1.12	3.18	1.21	4.42*	0.04	5	4	3.45	5
25	The inflexibility in accepting negative opinions	4.11	0.99	3.13	1.17	9.41*	0.17	1	5	3.66	4
	Total	3.77	1.09	3.54	0.99	2.22*	0.01			3.66	

It can be seen in Table 1.5 that there is no statistical difference between SU and BAU as regards to the reasons related to social factors with average mean of 3.77 and 3.54. Phrases 21, 22, 23, 24 and 25 show no statistical significant difference for both universities.

**Table 1.6: Procedures for the Role of University Management**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	Rank
<b>SECOND AXIS: THE ROLE OF THE UNIVERSITY MANAGEMENT TO AVOID RECURRENCE OF STUDENT VIOLENCE</b>											
Procedures related to the role of the university management											
26	The importance of clear understanding of the academic staff and students about the definition and scope of violence	3.65	1.13	4.32	1.49	-5.27*	0.06	10	10	3.96	11
27	The importance of in-depth study in establishing educational regulations that may be based on Islamic values for facing university violence	3.72	1.24	4.63	1.07	8.05*	0.13	7	2	4.14	4
28	The importance of experience and training courses for deans and members of teaching authority for them to know and perform their significant roles in facing university violence	3.46	1.33	4.39	1.14	7.68*	0.12	18	8	3.88	13
29	The importance of encouraging students to give constructive criticisms for the management and academic work performance	3.73	1.42	4.72	1.29	7.46*	0.12	5	1	4.18	3
30	The coordination with the local government or society to disseminate awareness about university violence	3.69	1.10	4.55	1.17	7.85*	0.13	9	5	4.08	7
31	The contribution in facilitating communication between academic staff and students for resolving problems	3.72	1.35	4.63	1.48	6.63*	0.09	8	3	4.14	5
32	The acceptance of student activities that may demonstrate cultural differences and values of students	3.51	1.28	4.52	1.11	8.63*	0.15	16	6	3.97	10
33	The encouragement of students to love their study, understand discipline that may gain and habits they may acquire	3.64	1.10	4.37	1.23	6.46*	0.09	11	9	3.97	9
34	The strengthening of methods of discussion while imposing respect for the opinion of each students	3.49	1.37	4.62	1.39	8.44*	0.14	17	4	4.01	8
35	The establishment of awareness of the students about committing violence through undisciplined publication in social media	3.52	1.54	4.39	1.04	6.71*	0.10	15	7	3.92	12
36	The establishment of students discipline and its application at all times	3.76	1.06	3.89	1.12	1.23	0.00	4	13	3.82	14
37	The foundation and encouragement of the active role of student union in providing solutions and plans for facing university violence before it happen and become complicated	4.51	1.17	3.59	1.07	8.39*	0.14	3	18	4.09	6
38	The solution to the children's problems through discussion and proper communication	4.63	1.55	3.84	1.28	5.67*	0.07	2	14	4.27	2
30	The design of university building in a way that helps flexibility of academic supervision	4.72	1.08	3.94	0.64	8.87*	0.16	1	11	4.36	1
40	The development of national distance education in the university for strengthening the national affiliation and institutions for the students	3.57	1.02	3.69	0.79	1.34	0.00	14	17	3.62	18
41	The foundation of private management that receives students' complaints and monitors the performance of the management and academic work in the university	3.62	1.33	3.81	1.39	1.44	0.00	12	15	3.71	16
42	The development of students awareness about the academic systems and regulations	3.58	1.07	3.76	1.21	1.63	0.01	13	16	3.66	17
43	The creation of security systems for the benefit of everybody whenever problem arises	3.73	0.98	3.91	1.07	1.81	0.01	6	12	3.81	15
<b>TOTAL</b>		<b>3.79</b>	<b>1.05</b>	<b>4.20</b>	<b>0.79</b>	<b>4.45*</b>	<b>0.04</b>			<b>3.98</b>	

It can be seen in Table 1.6 that the first dimension for the total score had a statistically significant difference between the responses of the students in Shaqra University and the Al Balqa University in favor of BAU in which the average is 4.20. It is also evident that this difference is represented in the phrases 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38, and 39 while found no significant differences in the phrases 36, 40, 41, 42, and 43.



**Table 1.7: Procedures for the Role of Teaching Authorities**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	Rank
Procedures related to the colleges and members of teaching authority											
44	Execute teaching mandatory programs for increasing the concepts that may contribute in making harmony with the changes and the challenges in the university environment	4.11	1.22	4.62	1.02	4.62*	0.05	3	4	4.34	3
45	Revise learning schedule in such a way the students will become academically busy	3.85	1.21	4.52	1.49	5.12*	0.06	4	6	4.16	5
46	Strengthen the democratic activities inside university and commitment to listen to the majority opinion	3.73	1.16	4.84	1.12	10.01*	0.19	5	2	4.24	4
47	Organize scientific and cultural committee to conduct lectures for students awareness towards university life and social responsibility	3.64	1.61	4.67	0.97	7.84*	0.13	6	3	4.11	6
48	Strengthen the role of university deans and departmental heads in doing open interviews with the students in every class to know the students problems and needs	4.36	1.44	4.52	1.20	1.23	0.00	2	5	4.43	2
49	Activate the significant role of the members of the teaching authority	4.76	1.15	4.85	1.22	0.78	0.00	1	1	4.80	1
TOTAL		4.08	1.64	4.67	1.17	4.24	0.04			4.35	

Based on Table 1.7, the total score between the responses of the partakers from SU and BAU had no statistical significant difference with the average of 4.08 (SU) and 4.67 (BAU). It can be clearly seen in the phrases 44, 48 and 49.

**Table 1.8: Procedures for the University Security Management**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	Rank
Procedures related to the management of University Security											
50	Set up security systems such as CCTV cameras, signs and warning alarms in delicate and hidden areas of the campus	2.76	1.44	2.53	1.09	1.84	0.01	4	5	2.65	4
51	Prohibit students to sit and gather casually in the hallways to avoid crowding	2.43	1.19	2.73	1.06	2.73*	0.02	5	4	2.57	5
52	Organize training workshops for the university security employees including communication skills and problem-solving improvement and the skills on how to deal with emergency situations	3.11	1.29	2.95	1.05	1.39	0.00	3	3	3.04	3
53	Strengthen the role of university security by increasing the number of its members	3.37	1.21	3.59	1.38	1.75	0.01	1	1	3.47	1
54	Develop system and provide helpful facilities for the security employees when facing any violence threat	3.33	1.16	3.51	1.65	1.32	0.00	2	2	3.41	2
55	Deploy university security personnel in all places where students stay or gather, especially those with a high density of students.	1.96	1.26	2.46	1.12	4.29*	0.04	6	6	2.19	6
TOTAL		2.83	1.09	2.96	1.24	-1.20	0.00			2.89	

According to Table 1.8, the total score had no statistical significant difference between the responses of the students in Shaqra University and the Al Balqa University in favor of BAU in which the average is 2.96. It is also evident as represented in the phrases 50, 51, 52, 53 and 54.

**Table 1.9: Procedures Related to Students**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	Rank
Procedures related to the students											
56	Increase the student guidance in operation and academic matter and ensure its continuity during the entire academic year	4.36	0.99	4.16	1.18	1.91	0.01	5	2	4.27	7
57	Increase the student activities especially the cultural matters to strengthen the national affiliation	4.39	1.36	4.18	1.21	1.68	0.01	3	1	4.29	5
58	Expand the students working program inside campuses	4.39	1.14	4.13	1.36	2.15*	0.01	4	4	4.27	2
59	Prepare interviews and conferences supervising the students' discipline for the purpose of analyzing the problems committed by these students including student violations	4.42	1.17	4.11	1.39	2.51*	0.01	1	5	4.28	1
60	Observe the appearance of the negative behavior and the relative places where recurrence of indiscipline may take place	4.28	1.24	4.15	1.21	1.09	0.00	7	3	4.22	4
61	Make qualifying courses for the members of student affairs about violence	4.32	0.99	4.09	1.14	2.24*	0.01	6	6	4.21	6
62	Expand monitoring in public places to ensure safety of the students	4.41	0.79	4.05	1.27	3.57*	0.03	2	7	4.25	3
TOTAL		4.37	0.88	4.12	1.17	2.44*	0.01			4.26	

It can be seen in Table 1.9 that the first dimension for the total score had no statistical significant difference based on the viewpoints of the students of SU and BAU. The result is in favor of SU with the average total mean of 4.37.

**Table 1.10: Procedures for Student Union**

		SU		BAU		T-test	Eta2	Rank		M3	
		M1	Std1	M2	Std2			M1	M2	MEAN	rank
Procedures related to the students union at the university											
63	Strengthen the role of student union in the university to reduce and prevent school violence	4.72	0.94	4.69	0.89	0.34	0.00	2	2	4.71	2
64	Activate the role of students union that may possibly help in changing the university students behavior	4.68	0.86	4.58	0.93	1.15	0.00	4	5	4.63	4
65	Encourage participate of the students union in making decisions	4.59	0.73	4.62	0.78	0.41	0.00	5	4	4.60	5
66	Encourage participation of student union representative in coordinating with foundations of different countries about school violence prevention	4.69	0.88	4.73	1.21	0.39	0.00	3	1	4.71	1
67	Encourage the student union in representing the students' needs for the university management	4.73	1.05	4.65	1.03	0.79	0.00	1	3	4.69	3
TOTAL		4.68	0.73	4.65	0.76	0.39	0.00			4.67	

According to Table 1.10, the total score had no statistical significant difference between the responses of the students in Shaqra University and the Al Balqa University in favor of SU in which the average is 4.68 while 4.65 for BAU. It is also shown as represented in the phrases 63, 64, 65, 66, and 67.

**Table 1.11: The arithmetic average, the standard deviation and the values of ( t ) of the average of the responses of the sample of the Shaqra University and the sample of the Al Balqa University on the study axes**

	SU		BAU		t-test	Eta2	mean
	mean	Std	mean	std			
First Axis — The reasons for the student violence in the higher education and the preventive procedures and the methods for facing it							
First : the reason related to the politics and the university management	4.05	0.46	3.35	1.00	9.58*	0.18	3.73
Second: The reasons related to the awareness field :	4.48	1.39	3.98	1.45	3.60*	0.03	4.25
Third : The reasons related to the social factors	3.77	1.09	3.54	0.99	2.22*	0.01	3.66
Second axis — the role of the university management to avoid recurrence of student violence							
Procedures related to the role of the university management	3.79	1.05	4.20	0.79	4.45*	0.04	3.98
The procedures related to the colleges and the members of the teaching authority	4.08	1.64	4.67	1.17	4.24*	0.04	4.35
The procedures related to the students	2.83	1.09	2.96	1.24	-1.20	0.00	3.43
The procedures related to the management of the university security	4.37	0.88	4.12	1.17	2.44*	0.01	4.26
The procedures related to the students union at the University	4.68	0.73	4.65	0.76	0.39	0.00	4.67

It is clear from Table 1.11 that there is a difference in dimension in the study axes between the responses of the Shaqra University and the Al Balqa University in favor of Shaqra University. The second dimension of the first axis ranked first, followed by the first dimension and by the third dimension.

The explanation that causes violence are reasons mostly related to the policy and administration of the university, to the field of awareness and social factors at SU which is larger than BAU.As for the second axis, the role of the proposed university administrators in facing violence among students found to have a statistically significant difference in the first and second dimensions in favor of the University of Al Balqa. The differences were not significant in the third and fifth dimensions while in the fourth dimension, the differences were significant in favor of Shaqra University. This means that the role of the Al Balqa University in terms of procedures related to the role of university administration and faculty members is better than the role of Shaqra University. The role of the universities of Shaqra and the Al Balqa in reducing violence is almost equal - in terms of procedures related to the management of university security and procedures related to the university students union. The role of procedures related to students was better at the Shaqra University than at the University of Al Balqa.

**Table 1.12: Correlation coefficients between the score of each phrase and the degree to which the phrase belongs**

First axes					The second axis												
First		Second		Third	First		second		Third		fourth		fifth				
No	r	no	R	no	R	No	R	no	r	no	r	no	r	no	r		
1	0.721	15	0.704	21	0.760	27	0.697	36	0.709	45	0.769	51	0.788	57	0.624	64	0.730
2	0.638	16	0.720	22	0.678	28	0.748	37	0.700	46	0.639	52	0.647	58	0.616	65	0.751
3	0.741	17	0.778	23	0.741	29	0.500	38	0.745	47	0.639	53	0.686	59	0.692	66	0.720
4	0.666	18	0.725	24	0.633	30	0.580	39	0.627	48	0.691	54	0.745	60	0.406	67	0.664
5	0.725	19	0.748	25	0.790	31	0.702	40	0.748	49	0.636	55	0.684	61	0.776	68	0.714
6	0.739	20	0.728	26	0.639	32	0.680	41	0.755	50	0.726	56	0.700	62	0.406		
7	0.727					33	0.631	42	0.667					63	0.474		
9	0.682					34	0.665	43	0.661								
10	0.692					35	0.581	44	0.778								
11	0.814																
12	0.738																
13	0.746																
14	0.773																

Table 1.12 shows that the correlation coefficients are calculated for each dimension separately with the degree to which those terms belong higher than the tabular value at an indication level 0.01 indicating the internal consistency of the questionnaire. Interconnections have also been calculated by determining the correlation coefficient between the total score for each axis of axes and the total score of the questionnaire as shown in the table.

### **Measurement of resolution stability**

Consistency or precision in measurement from the transactions used to measure the stability through the use of Cronbach's alpha ( $\alpha$ ) is the meaning of resolution stability measurement. The researcher applied the scale to a sample ( $n = 30$ ) from the research in order to ensure the validity and stability of the scale. This scale is maintained by calculating the stability coefficient for the vocabulary of each axis separately with the calculation of the coefficient of total stability of the axis. Every time the scores of one of the expressions are deleted from the total score of the axis to which the term belongs to ensure the consistency of the total resolution.

**Table 1.13: Stability coefficients of the dimensions of the resolution axes**

First axes						The second axis											
First		second		Third		First				second		Third		Fourth		fifth	
no	Stability	no	Stability	no	Stability	no	Stability	no	Stability	no	Stability	no	Stability	no	Stability	no	Stability
1	0.824	15	0.856	21	0.809	27	0.860	36	0.881	45	0.758	51	0.892	57	0.839	64	0.872
2	0.815	16	0.846	22	0.804	28	0.854	37	0.816	46	0.761	52	0.843	58	0.849	65	0.860
3	0.822	17	0.827	23	0.827	29	0.824	38	0.816	47	0.791	53	0.767	59	0.843	66	0.868
4	0.806	18	0.798	24	0.848	30	0.846	39	0.882	48	0.758	54	0.805	60	0.845	67	0.859
5	0.824	19	0.709	25	0.831	31	0.826	40	0.805	49	0.815	55	0.817	61	0.838	68	0.858
6	0.816	20	0.831	26	0.739	32	0.831	41	0.816	50	0.813	56	0.839	62	0.854		
7	0.813					33	0.841	42	0.882					63	0.844		
9	0.808					34	0.769	43	0.794								
10	0.835					35	0.822	44	0.825								
11	0.817																
12	0.835																
13	0.824																
14	0.811																

It is clear from Table 1.13 that the values of the coefficients of the consistency of the phrases is less than the coefficient of dimensional stability which means all statements are found to be consistent. Hence, we can say that the instrument of study has a high degree of stability in which results can be relied upon and trusted. All the values of Cronbach's alpha for all axes are high where the coefficient of total consistency of the dimensions of the questionnaire (0.899, 0.82, 0.837, 0.857, 0.844) that means high stability coefficient was (0.905).

### **Main Findings and Recommendations**

According to the results gathered and interpreted, the causes of school violence inside Shaqra and Al Balqa Applied University based on the perception of the students of both campuses are mostly related to the policy and university administration. Thus, it demonstrates the importance of the active role of University Administrators in helping reduce the prevalence of violence and bullying inside their respective institutions. The impacts of this issue for the victims had already been discussed with the help of other studies conducted at various universities worldwide which are evidence of the long-term harm that this may cause to the victims.

With all of this information, the researcher recommends to implement actions as regards to policy-making, relationship-building and trust development, awareness and involvement programs, and nationwide movement if possible as enumerated below:

- The need to take care of the administrative procedures related to the services provided to students.
- Focus on the development of a department dealing with student problems and finding appropriate solutions.
- Develop relationship between the students and the university administrators.
- Review and update the university legislation in proportion to the new patterns of Violence on campus.
- Put the university authority for violence in compulsory training programs in the field solving personal conflicts.
- Develop programs to support victims of university violence.

- Develop awareness programs within the therapeutic activity for the victims of violence.
- Develop guidelines and training for students, parents, and teaching staff at Saudi and Jordanian universities to raise public awareness of the community about the risks of violence among students.
- Establish a committee from student's parents and members of civil communities to study the problems that may arise in regards to school violence and bullying.
- Establish seminars and forums for university student's awareness.
- Strengthen student-teacher relationship and allow discussion to solve issues and concerns between the two parties.

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