

## The phenomenon of violence and Students' Violations in University Life at Al-Quds University from Students' perspectives

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**Abstract:** This study aimed to identify the violence phenomenon and student violations in university life at Al-Quds University from the students' point of view. The researcher used the descriptive-analytical method, and the study sample consisted of (481) male and female students, who were randomly selected. The main results indicated that there were no statistically significant differences in the forms and manifestations of violence in university life at Al-Quds University, while it was found that there are statistically significant differences due to the variable of the academic level. The results also indicated that there were no statistically significant differences in the students' attitudes towards violent behavior and student violations in university life at Al-Quds University from the students' point of view. Moreover, it was found that there are statistically significant differences in students' attitudes towards violent behavior and student violations in university life at Al-Quds University attributed to the GPA variable, and the differences were in favor of 60-75%. Furthermore, the results of the study showed that there were no statistically significant differences in the field of students' suggestions to reduce violence and student violations in university life at Al-Quds University from the students' point of view attributed to gender sex variable, place of residence, GPA, academic level and college.

**Keywords:** Violence Phenomenon, Student Violations, University life, and Al-Quds University.

### ظاهرة العنف والمخالفات الطلابية في الحياة الجامعية في جامعة القدس من وجهة نظر الطلبة

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الملخص: هدفت الدراسة إلى التعرف على ظاهرة العنف والمخالفات الطلابية في الحياة الجامعية في جامعة القدس من وجهة نظر الطلبة. استخدم الباحث المنهج الوصفي التحليلي، وتكونت عينة الدراسة من (481) طالباً وطالبة، تم اختيارهم بالطريقة العشوائية، وأشارت نتائج الدراسة إلى عدم وجود فروق في أشكال ومظاهر، العنف في الحياة الجامعية في جامعة القدس، بينما تبين وجود فروق تعزى لمتغير المستوى الدراسي. وأشارت نتائج الدراسة إلى عدم وجود فروق في اتجاهات الطلبة نحو سلوك العنف والمخالفات الطلابية في الحياة الجامعية في جامعة القدس من وجهة نظرهم. بينما تبين وجود فروق في اتجاهات الطلبة نحو سلوك العنف والمخالفات الطلابية في الحياة الجامعية في جامعة القدس تعزى لمتغير المعدل التراكمي، وكانت الفروق لصالح من معدلهم 60-75%. وأشارت نتائج الدراسة إلى عدم وجود فروق في مجال مقترحات الطلبة للحد من العنف والمخالفات الطلابية في الحياة الجامعية في جامعة القدس من وجهة نظر الطلبة يعزى لمتغير الجنس، مكان السكن، المعدل التراكمي، المستوى الدراسي، الكلية.

الكلمات المفتاحية: ظاهرة العنف، المخالفات الطلابية، الحياة الجامعية، جامعة القدس.

## Introduction:

The rule of law and the regulations not only principles promoted by Al-Quds University management, but one of the most important foundations we have learned and we take from it a fixed principle. Despite the fact that youth violence is a global phenomenon appears in every society, there are certain social conditions help to increase the visibility of those behaviors increasingly. Young university generation represents an important segment of Palestinian society in terms of numbers and production capacity. It occupies a privileged position due to the diversity of specialties and characteristics: social, economic, cultural and developmental which are influencing characteristics. The he importance of this segment is due to the fact that they are most especially vulnerable in light of the transformations that accompanied the Arab region, including the so-called Arab Spring, the spread of violence with its multiple forms and manifestations in the Middle East in general and Palestine in particular, which impacted heavily on youth violence mainly. Studies indicate that the stress of living and economic crisis, increase the rate of poverty among population and unemployment in turn lead to disintegration of the family, the erosion of informal groups and the emergence of other. Thus, deviant sub-cultures deviant become prevalent especially among the young. Moreover, the old behaviors models are no longer credible, family roles are changed. Moreover, the impact of the educational role has changed more and more. In addition, intimidation of technology, promotion and media exposure material filled with violence starting from the violence of image of violence, then content ... etc. (Hamarsheh, 2014)

The people who gain the violence learn it in the same way they learn other types of behavior. This learning process takes place within the family by virtue of external influences, whether they are present in the sub-cultural environment, or in the broader cultural environment. Some parents, for example, encourage their children to behave violently with others in some situations on the one hand and that does not require them to be victims of violence in different positions on the other. "In the opinion (Pandora) to respond to aggression nature depends first on the first social training or particularly more dependent on the promotion of actions persons experienced before and try to be modeled on those aggressive formula," Thus one can, according to the theory of social learning to make easily severe an aggressive child once he recognizes the aggressive successful models successful with its results and reward the aggressive individual continuously on his aggressive behavior (Gelles & Strause, 1989).

Perhaps the most important, explains the reasons for cracking the personally psychologically and nervously is the nature of the ideas held by the individual on himself, and what is produced by those ideas of sentimental feeling through appreciating or lack of appreciating self. This is confirmed by human psychologists, particularly Carl Rogers, who is the first to develop an integrated of self-theory theoretically and applicably. He points out in this regard that self-grow and formed through interaction between organism and the environment in which he lives particularly the environment surrounding him. He also it finds that self-subject to change and modification. Cooly (2007) points out in this regard that self grows

through social interaction, where the individual realizes self through the vision of others to him, so the surrounding environment is the mirror in which we reflect ourselves.

#### **Previous studies:**

Abdullah et al., (2009) conducted a study to determine trends of Al- Quds University students about university violence and extent of its prevalence through a sample from Al Quds University students and to know the variable that predicts violence at Al-Quds University. The study sample consisted of 170 students spread over the scientific and humanitarian faculties. The sample distributed by sex, school year, specialization, smoking, father and mother's education, watching violence films, degree of religiosity. The two researchers used a questionnaire designed for the study, factor analysis of the tool has been studied by way of the basic components and using orthogonal rotation.

Results of the study showed that the proportions (39.3%) of students have some degree of high violence, and there is (13.8%) have low degree of violence and (46.9%) had a medium degree of violence. The results also showed no differences between humanity and science colleges and differences between smokers and non-smokers in favor for the smokers. No differences have been showed between the students viewers of movies and non-violence viewers. The study did not show significant statistical differences due to the variable of school year. The study recommended the need to pay attention to students smokers through awareness programs.

Abu Zuhri, et. al (2008) conducted a study that aimed to know the trends of Palestinian university students toward violence and the level of its practice in their university life. The researchers designed the overall trends measure and applied on a sample of (365) students spread over most of the Palestinian universities in West Bank and Gaza Strip, the results indicated the presence of a high level toward violence among students. Upon studying the level of violence in some variables like religion, age, university, and place of residence, the researchers recommended interest in students of universities and activation of extracurricular activities programs to reduce the level of prevalence of the phenomenon of violence.

Al- Hawamdeh (2006) conducted a study that aimed to identify the prevalence of violence among college students, its various forms, and know the motivations behind it, and the extent of this phenomenon differ depending on the variables of fetus, study level and type of college.

The study sample consisted of (6) official and private Jordanian universities. The questionnaire has been used as a tool to gather information. The study results showed that the most prominent motives and reasons that led to the violence, a sense of overload suppression, tribal fanaticism, excellence and inequality in law enforcement, rescue friends when they are abused, not to adapt with university life. While the main forms of violence were, not to control emotions, cheating in exams, the riot in lectures, some students pejorative, damaging the university facilities, ridicule from colleagues and fist fights and quarrels with some of the students. One of the consequences on the effects of violent retaliation included

those who sent him violence, absence from lectures, feelings of anxiety and fear of the university, deliberate destruction of the university facilities.

According to a study of Chung (2005), School violence groups haunt parents. The study was conducted through a sample survey conducted by the Educational Research Institute in collaboration with the University of Jeonju. It has been found a marked increase in the prevalence of violence in middle and high schools in the university. It has been found that three out of every ten students in middle and high schools in Ghoua have felt scared or threatened once or twice at least. The study included (2068) students in 35 middle and high schools. The results showed that 30.2% of the pupils may have suffered from fear or abuse and that (19%) said that there is a presence of groups of violence at the university.

In Zayed's study, (2004) entitled Violence among school students in Egypt applied in 7 governorates (Cairo - Alsharqiya - Albueira - Monoufia - Giza - Minya - Sohag) through multi-stage random sample of (107) learning management through application on (3600) students. The questionnaire has been used as a key tool for the research, its outcomes has been divided into three categories: first; does not exceed the rate of (4.9%) of the total sample of students who do not have perceptions about the reasons for the outbreak of fights between bands. Second; it includes perceptions of students about the causes of violence, including hazing with a rate of (33.8%), the differences between female students about their relationships with the other sex by (10.7%), imitating films by (5.2%), and kidding rate by (63.1%). Third: include reasons that form a function or purpose which a student seeks to achieve through violence, including the show of force by (25.2%), taking the right by (22%), self-defense by (24.3%), imposition of opinion with (15.3%), and resisting injustice by (9%).

### **The problem of the study:**

Resorting to violence among some segments of society to achieve certain goals or an end in itself and whatever violence as a means or end. It reflects a state of disorder and disintegration prevailing in society. Since the phenomenon of violence exists within the Palestinian community in general, it is also present in the Palestinian universities in particular. The fact is that these universities represent a large segment of young people of different social, cultural and fundamental groups. Since many of the residents are now worried and talking about the reality of violence at the Al-Quds University and its increase between students and their fears on their children has become necessary to show the reality of violence at Al Quds University to put things in its perspective and the fact that the researcher served as deputy dean of student affairs and a member at Central Commission for Discipline at Al-Quds University for more than 13 years. It has become necessary to conduct this study to put the results between the hands of decision makers.

### **Goal of the study:**

The present study aims to answer questions about the phenomenon of violence and students' violations in the University Life at Al-Quds University from the perspective of students to answer the following questions:

- 1- What is level of violence and students' violations in the university life at Al-Quds University from the perspective of the students?
- 2- Are there any statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the phenomenon of violence and students' violations in the University life at Al-Quds University from the perspective of students due to gender?
- 3- Are there any statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the phenomenon of violence and students' violations at Al-Quds University from the Are

### **Importance of studying:**

The importance of the study lies in revealing the reality of the phenomenon of violence and students' violations in university life at Al-Quds University from the perspective of students, it is the first of its kind at the university level, as this study is a new breakthrough in its practical application as it can add to the researchers and field specialists in the area of university violence further features about what is happening on the ground.

### **Limits of the study:**

The study has been limited chronologically, spatially and objectively according to the following:

1. The study reflects the views of regular students in the faculties of the Al-Quds University including scientific and humanity faculties during the first semester of the academic year 2018-2019.
2. The study reflects the views of regular students in the faculties of the Al-Quds University including scientific and humanity faculties for undergraduates in the main campus of Al-Quds University in Abu Dis.
3. The study deals with the phenomenon of violence and students' violations in the university life at Al-Quds University from the perspective of students.

### **Terminology of study:**

#### **Violence:**

Encyclopedia of psychology and psychoanalysis defines violence as:

It is a behavior characterized by cruelty, aggression, oppression and coercion. It is usually far from urbanization behavior. Motivations and energies are invested clearly and primitively, such as beatings and

killings of individuals, crushing and destruction of property, use of force, for coercion and oppression of an opponent (Taha et al. 1993).

#### **Violence is defined linguistically:**

That breach and the lack of compassion, it is against friendship, heaviest thing means strongly taken, and taunting is censure and blame "( Ibn Manzoor, 1956).

#### **Students' violations:**

Any behavior that violates regulations and laws of university issued from students holders of university cards who are regular on their studies at Al-Quds University who practice deeds contrary to the rules and regulations in force at Al-Quds University. (Operational definition)

#### **Method and procedures:**

##### **Study Approach:**

In order to achieve the objectives of the study, the researcher used the descriptive and analytical approach.

##### **The study population:**

The study population consisted of all students at Al-Quds University almost 12,000 students.

##### **The study sample:**

The study sample included (481) male and female students. Table (1) shows the distribution of the study sample:

**Table (1) shows the distribution of the study sample according to the study variables.**

Variable	Level	number	percentage
Sex	Male	228	47.4
	Female	253	52.6
Place of residence	City	200	41.6
	Village	265	55.1
	Camp	16	3.3

##### **Reliability of tool:**

The researcher has designed a questionnaire in its preliminary image, and then checked the validity of the study tool by presenting it on a group of arbitrators of specialists and experts. The researcher distributed the questionnaire on a number of arbitrators. They were asked to express their opinion on the paragraphs of questionnaire in terms of: the clarity of the language of paragraphs and its

linguistic correctness, extent of the inclusion of paragraphs the studied side, in addition to any information or amendments or paragraphs they deem appropriate. In accordance with these remarks, the questionnaire has been finalized.

On the other hand, the authenticity of the tool has been verified through calculating the Pearson correlation coefficient of paragraphs of questionnaire, it has been found statistical significance in all questionnaire paragraphs which shows that there is internal consistency between the paragraphs of questionnaire.

#### The study reliability:

The researcher has made sure of reliability and stability of the tool, through calculating the total score for the coefficient for fields of study according to the Cronbach's alpha coefficient. The total score of the phenomenon of violence and students' violations in university life at Al-Quds University from the perspectives of students is (0.919). This result suggests that this tool enjoys consistency that fulfills the purposes of the study. The following table shows the reliability of coefficient for the areas of the total score.

**Table (2) Results of reliability for the areas of coefficient**

Areas	Reliability coefficient
Causes of violence and students' violations	0.818
Forms of violence and students' violations	0.907
Students' trends towards violence and students' violations	0.742
Students' suggestions to reduce violence phenomenon and students' violations	0.841
Overall degree 0.919	

#### Study procedures:

After making sure of the reliability and validity of the study tool, identify study sample, the researcher applied the tool on the study sample. After compiling questionnaires from respondents after answering it correctly, researcher found that the number of recovered questionnaire is valid and so was subjected to statistical analysis: (481) questionnaire.

#### Statistical treatment:

After collecting questionnaires and validated for analysis, they are encoded (given specific figures), in preparation for entry data in the automated computer system to make the appropriate statistical treatments, and analyze the data according to the study questions and study. Statistical treatment of the data has been extracted by calculating arithmetic means and standard deviations for each paragraph of questionnaires, and (t-test) (t- test), and a test of variance (One Way ANOVA), and Pearson

correlation coefficient, and the equation of (Cronbach alpha), by using statistical packages (SPSS) (statistical Package for Social Sciences).

Degree	Extent of means
Low	2.33 and less
Medium	2.34-3.67
high	3.68 and high

## Study Results:

### Results related to the first question:

What is the level of violence and students' violations at Al-Quds University based on perspectives of students?

The researcher calculated averages, standard deviations of the responses of study sample questionnaire on areas that reflect the phenomenon of violence and students' violations at Al-Quds University from the perspectives of students.

A. The field of the causes of violence and students' violations:

**Table (3) arithmetic means and standard deviations of the responses of a sample study individuals for the field of the causes of violence and students' violations at Al-Quds University**

N	paragraphs	means	St.d	degree
7	Personality proof	4.01	0.974	High
6	Scarcity of religious awareness	3.99	1.111	high
10	Some tend to control students	3.93	0.996	High
9	Not feeling in justice applied on students	3.90	1.086	high
1	Mixing with bad companions	3.87	1.239	High
15	Differences between students	3.85	1.094	High
17	Free time and not bearing responsibility behind the youth violence	3.84	1.074	High
5	Weakness of engaging free time for students	3.78	1.167	High
16	Tribal and family problems	3.78	1.085	High
14	Worseness of social situations	3.76	1.020	high
12	Not applying university laws and regulations	3.68	1.122	High
4	Families bias for their children and what result from this of violations at university	3.66	1.130	medium
11	Weakness of university security	3.55	1.193	medium
8	Strength language through which I can get my right	3.47	1.213	medium
13	Smoking	3.45	1.224	Medium
3	Violence films in visual means	3.43	1.248	
2	Mixing between the two sexes at university	3.29	1.194	medium
	Overall degree	3.7195	0.57195	High



It is noted from the above table that reflects the arithmetic means and standard deviations of the responses of a sample study individuals on the field of the causes of violence and students' violations in university life at Al-Quds University from the perspectives of students that the arithmetic average of the total score is(3.71) and a standard deviation is(0.571).This shows that the causes of violence and students' violations in university life at Al-Quds University from the perspectives of the students came with a high degree.

The results in the table (3) show that (11) paragraphs came with a high degree and (6) paragraphs came moderately. The paragraph "personal proof" came with the highest arithmetic average (4.01), followed by a paragraph "lack of religious awareness" with a mean of (3.99). The paragraph "mixing between the sexes in the university," has got the least arithmetic average (3.29), followed by paragraph "violence in films in visual aids" a mean of (3.43).

Researcher sees that the application of laws and regulations of the university and the feeling of students in justice in all respects towards them will reduce significantly the causes of student violence, despite the fact that Palestinian society is a society that likes control, personal identification, composition of personality, familial, unexploited free time for students, political conflicts between students by virtue of the political and security situation at the university, were all in high degree. As the researcher confirms that the fear of parents on their children is a kind of family cherishing, smoking, and mixing between the sexes in the university, some students have established concepts by using force and taking the right by their own hands, due to the weakness of the university's security. They were all moderate and the overall degree of the reasons is high and so responding about the reasons of violence in the university life at Al-Quds University.

B. Area of forms and manifestations of violence and students' violations:

**Table (4): the arithmetic means and standard deviations of the responses of the study sample to the field forms and manifestations of violence and students' violations in university life at Al-Quds university from the standpoint of students**

number	Paragraphs	mean	Standard deviation	degree
2	Girls harassment inside the campus and quarrel for their sake	3.99	0.929	high
4	Cursing and insults	3.97	1.004	high
5	Speech conflicts that reach quarrel and physical harms	3.95	1.064	high
1	Some types of kidding and joys not adequate inside the campus	3.94	0.997	high
10	Political or parties conflicts(politicized)	3.87	1.010	High
6	Moving problems from outside university walls to inside university walls	3.86	0.983	high
3	Proud and pride and sometimes blaming	3.81	0.986	High
9	Individuals fight	3.78	0.946	High

number	Paragraphs	mean	Standard deviation	degree
8	Bands and mobilization	3.71	1.072	High
13	harassment	3.70	1.196	High
7	Damaging works	3.68	0.995	High
16	falsifying	3.61	1.171	Medium
14	Cheating in exams	3.59	1.199	Medium
11	robbery	3.51	1.169	Medium
12	Abuse to tutor	3.48	1.162	Medium
15	Personality change	3.45	1.145	Medium
Overall degree		0.69127	3.7444	high

Results in Table No. (4) show that (11) paragraphs came with a high degree and (5) paragraphs came moderately. The paragraph "harassment girls inside the campus and scuffling for them," received the highest arithmetic average (3.99), followed by a paragraph "curse and insult" with a mean (3.97).

The paragraph "Impersonate" got less arithmetic average (3.45), followed by paragraph "offending the teacher" with a mean (3.48).

Researcher finds that the manifestations and forms of violence and students' violations begin in many cases through harassment of girls inside the campus and scuffling for them, insults, humiliation, and some kinds of fun and banter which is unwanted within the campus and verbal conflicts, condescension, contempt, sometimes curses and blame, leading to individual fights, then bands and clannish, grudges which then transferred outside and within the university, leading to acts of vandalism and destruction of the property of the university. All these manifestations and forms came with a high degree. The researcher sees that cheating in exams has become a dilemma in itself and needs to develop solutions and measures to eliminate them. Moreover, impersonating a student for a student is to make a test instead of him, or to enter a friend with his card to the campus. Offending a teacher has become, unfortunately, the forms we see from time to time. Moreover; the phenomenon of falsifying the teacher's signature or a document needed by the student without a right through falsifying through advanced computer technologies. Other phenomena are theft devices and cellular properties from some students from their bags. While these manifestations have come moderately.

C. The field of student attitudes towards the behavior of students' violence and students' violations:

**Table (5) the arithmetic means and standard deviations of the responses of the study sample for the field of student attitudes towards violent behavior and students' violations in university life at Al-Quds University:**

N	paragraphs	means	Standard deviations	degree
2	Violence is acquired behavior and human beings can learn not to be violent	3.88	0.909	high
5	Style of socialization	3.73	1.024	High

N	paragraphs	means	Standard deviations	degree
9	Most of violence acts are committed by certain individuals	3.72	0.945	High
3	Most violence is made against girls due to positions and sexual beliefs for men	3.70	1.059	High
1	It is acceptable to use violence to defend self	3.54	1.245	medium
7	Some individuals encourage violence to appear different	3.54	1.097	Medium
6	I cannot justify using violence against the other	3.47	1.248	Medium
10	Violence acts made at Al-Quds university are programmed	3.30	1.180	Medium
4	Most violence acts are committed by individuals suffer from low academic achievement	3.27	1.147	Medium
8	Using violence might be necessary to get what you want from university	3.12	1.232	Medium
	Overall degree	3.53	0.611	Medium

It is noted from the above table that reflects the arithmetic means and standard deviations of the responses of the study sample on students' attitudes toward violent behavior and student' violations in university life at Al-Quds University that the arithmetic average of the total score is (3.52) and a standard deviation is (0.611). This shows that the students' attitudes toward violence behavior and students' violations in university life at Al-Quds University came in medium degree.

The results in table number (5) show that (4) paragraphs came with a high degree and (6) paragraphs came moderately. The paragraph "Violence is a learned behavior, and humans can learn not to be violent," has got the highest arithmetic average (3.88), followed by a paragraph "socialization style" with a mean of (3.73). The Paragraph "the use of violence may be necessary to get what they want in the university," has got the lowest arithmetic average (3.12), followed by the paragraph "Most of the acts of violence committed by individuals suffering from low academic achievement" a mean (3.27).

The researcher finds that students' attitudes towards violent behavior and students' violations in university life at Al-Quds University came with several paragraphs of high degree due to the fact that violence is a learned behavior and humans can learn not to be violent shows that students can be placed in conditions that force them to be violent, especially the socialization on violence begins from the earliest ages of children through urging them to be violent against their peers at school, then at university, and commit a lot of violence against girls as a result of the positions of and sexual beliefs in men, thus confirming that the Palestinian community is like other Arab homeland societies men as a masculinity society, and that the directions of students about behavior of violence and disagreements are limited to a specific category of university students.

Moreover; students' attitudes toward violence behavior and violations came in several paragraphs as medium violence as a means for self-defense and to appear before the students in appearance of force and bullying. So that these students program acts of violence and to develop appropriate solutions to them, which led to the diversion of violence to the means to get what students

want from the university. Moreover; most of students' violations committed are by weak academic achievement students. While these trends came with a medium degree.

D. St prudent suggestions to reduce the problem of student violence and students' violations:

**Table (6) the arithmetic means and standard deviations of the responses of the study sample for the field students suggestions to reduce the problem of violence and students' violations in the university life at Al-Quds University**

N	paragraphs	means	Standard deviation	Degree
12	It is necessary to move students between cities for some courses to go out to other communities and other places	4.33	0.739	High
3	Reinforcing the concept of belonging and partnership between students	4.29	0.807	high
11	To hire transportation companies for students between cities from to university and the adjacent area	4.29	0.786	High
8	Developing social skills through bearing responsibility and accept differences	4.27	0.742	High
2	Talking to students and try to find real solutions for issues of their employment	4.23	0.746	High
5	Guiding students energies to participate in various activities and to make them acquire new knowledge and skills persistently through self-learning	4.22	0.913	High
9	Develop mental skills of students through ability of critical thinking and god planning	4.22	0.870	High
1	Trust and responsibility that is taken over by university administration for students and respect their thinking	4.21	0.845	High
7	Changing negative society culture toward reducing the value of manual and handicraft work	4.18	0.906	High
4	Respecting the role of school and family, providing good model to be able to face what is transmitted by various media means	4.17	.8170	high
6	Guiding students towards small and private projects and not to depend on government work	4.07	0.918	High
10	Hiring private guarding companies for university security	3.92	0.923	High
Overall degree		4.50	0.50477	High

It is noted from the above table that reflects the arithmetic means and standard deviations of the responses of the study sample on the field of students' suggestions to reduce the problem of violence and students' violations in university life at Al-Quds University. The arithmetic average of the total score is (4.19) and standard deviation is (0.504). This shows that the suggestions of students to reduce the problem of violence and students' violations in the student campus life at Al-Quds University came with a high degree.

As the results indicates in Table 6 that all the paragraphs came with a high degree. The paragraph "the students should move between cities for some courses to get out into other communities and elsewhere," has got the highest arithmetic average (4.33), followed by the paragraph "reinforce the concept of belonging and partnership between students" and "hire transportation companies for students moving between cities, from the university and the neighboring region" has got an average (4.29). While the "hire private security companies for the security of the university" has got the lowest arithmetic average (3.92), followed by the paragraph "directing students toward small and private enterprises and not to rely on government work" has got a mean (4.07).

The researcher gives great importance to the results of students' suggestions to reduce the problem of violence and students' violations in the student campus life at Al-Quds University have got a high degree.

From here we have to look carefully and with great interest to suggestions of students to reduce the problem of student violence and students' violations and to the fact that students are the closest and most familiar with their surroundings in campus and beyond. The trust and responsibility that the university administration gives for students and respect their thinking is the nucleus that should expand the family and the school's role and providing a good example to be able to face what is broadcasted by various biased media. It is also necessary to develop mental skills for students through the ability to think critically, proper planning and direct students toward small and private enterprises and not rely on government work because the chances of getting government work has become very difficult due to the large numbers of students, graduates. Concerning transporting students between the cities for some courses out into communities and elsewhere can be capable of opening new horizons and relationships that change students' behavior for the better. While hiring companies to transport students between cities to and from the university and in the surrounding area a joint- stock company that works to serve students in particular and the institution in general.

#### **Results of the second question, which is read as follows:**

Are there significant differences at the level of significance ( $\alpha \geq 0.05$ ) in the phenomenon of violence and irregularities in the student campus life at the University of Jerusalem from the perspective of students due to gender?

To answer the second question, 't' test was used and the arithmetic mean of the response in the study sample in the phenomenon of violence and students' violations in the student campus life at Al-Quds University from the perspective of students according to gender.

**Table (7) results of t test for the independent samples for the response of respondents the phenomenon of violence and students' violations in the student campus life at Al-Quds University from the perspectives of students by sex variable**

sex	number	mean	Standard deviation	"t" value	Level of significance
male	228	3.7392	0.53839	0.717	0.473
females	253	3.7017	0.60044		

It is shown from the previous table that the value of "t" for total score is (0.717), and the significance level is (0.473), which means that there are no differences in the phenomenon of violence and students' violations in university life at Al-Quds University from the viewpoint of students due to the variable sex.

The researcher finds that the female students make up more than half of the number of Al-Quds University students, who are living in their majority in private communities inside and outside the university and have little interaction with a small number of males. There are girls who are more open to students in terms of relations with colleagues in and outside the university, as well as the case for males. Large numbers of students live in their own world communities distant from female students, and the other category of other males have extensive relationships between university students from different disciplines. Accordingly, the researcher believes that there is one type of relationship between sexes, they are partners in everything, living the same conditions, they are the closest to each other and have the most ability to understand the reality of their lives.

The results of the third question, which is read as follows: Are there significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the phenomenon of violence and students violations in the student campus life at Al-Quds University from the perspectives of students due to the variable place of residence?

The answer the third question, the means has been calculated for the response of study sample about the phenomenon of violence and students' violations in the student campus life at Al-Quds University from the perspectives of the students by place of residence variable.

**Table (8) the means and standard deviations of the response of the study sample in the phenomenon of violence and students' violations in the student campus life at Al-Quds University from the perspectives of the students by place of residence variable**

Place of residence	Number	mean	Standard deviation
City	200	3.7135	0.58759
Village	265	3.7285	0.54159
Refugee camp	16	3.6434	0.83892

It is noted from table (8) the existence of differences in the phenomenon of violence and students' violations in university life at Al-Quds University from the viewpoint of students due to the variable place

of residence. To know the significance of differences, one-way analysis of variance (one-way ANOVA) has been analyzed as shown in the table (9):

**Table (9): results of variance of the response of the respondents in the phenomenon of violence and students' violations in the student campus life at Al-Quds University from the perspectives of students due to the variable place of residence**

Sources of variance	Total of squares	Degree of freedom	Mean of squares	Value of calculated "F:	Level of significance
Between groups	0.121	2	0.061	0.185	0.831
Within groups	156.700	478	0.328		
total	156.821	480			

It is noted that the value of F total score is (0.185) and the significance level is (0.831) which is greater than the significance level ( $\alpha \geq 0.05$ ) meaning statistically that the significant differences do not exist in causes of violence and students violations in university life at Al-Quds University from the viewpoint students due to the variable place of residence.

The researcher believes that the reason for this is due to the fact that Palestinian life is narrowing in its population so that cities, villages and refugee camps have become an integral part of each other due to the extension of the urban structures in all directions available for Palestinian populations, overlapping ratios between its residents, which gives the Palestinian people close stereotype in public concepts regardless of their place of residence in documents.

In light of the above results the following recommendations can be included:

- 1- Activate the role of the Student Affairs Deanship through connect and communicate with all university students even visit them in their faculties, and the establishment of seminars and programs, pamphlets, lectures about the dangers of factionalism (such as tribal and clan fundamentalism, regional, organizational and political).
- 2- Hold training workshops for university students about communication skills and conflict resolution through peaceful means, critical thinking construction, dialogue and acceptance of the other.
- 3- Build a permanent scout camp at Al-Quds University because of its great importance in shaping students' personality, planting the spirit of belonging and giving, engage students' free time for all that is constructive and useful.
- 4- Raise a family, clan and regulatory cover from all students involved in the irregularities and Violence University.
- 5- Achieve justice and equal opportunities in all aspects of university life for students Al-Quds University.

- 6- Activating the role of mentor / psychological / social with the Chairman of the student union at Al-Quds University of Jerusalem and integrate them in students' discipline and sub-central committee.
- 7- Put cameras and alarms in all university facilities in public squares, in all colleges, corridors, staircases, elevators and around the walls of the university so that students feel safe and secure.
- 8- Promote the effective role of the students by showing their talents and what they present to university of good representation by supporting them through media, materially and morally.
- 9- Activating the role of the students' Council of the Union and student clubs in various university faculties, sports, social, cultural, scientific, political and service to reach the largest possible segment of university students to enhance their affiliation and their giving to the university and the surrounding community.
- 10- Emphasis to make Mondays of each week from eleven a.m to one hour after the afternoon to suspend attendance so that students exercise their legitimate right in extracurricular activities at Al-Quds University away from lectures and laboratories.
- 11- Activate the control and disciplinary laws of the university.
- 12- Conduct similar studies to shed light on the phenomenon of violence to determine its causes, forms, motivations and to develop the appropriate solutions.

## Conclusions

1. The researcher concluded that the causes of violence and student violations in university life at Al-Quds University from the students' point of view are of a high degree. The study also indicated that there were no statistically significant differences due to the variables of gender, place of residence, GPA, academic level, and college.
2. The forms and manifestations of student violence and violations in university life at Al-Quds University were also of a high degree from the students' point of view. The study also indicated that there are no statistically significant differences due to the variable of sex, place of residence, GPA, and college.
3. The field of violent behavior and student violations in university life at Al-Quds University were of a medium degree. The study also indicated that there were no statistically significant differences due to the variable of sex, place of residence, GPA, academic level, and college.
4. The field of student proposals to reduce the problem of violence and student violations in university life at Al-Quds University was of a high degree. The study also indicated that there were no statistically significant differences due to the variable of sex, place of residence, GPA, and college.



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