

## Towards an Effective Role of Students Activities to Face the Phenomenon of Violence in Egyptian Universities after the Revolutions of 25 January and 30 June: A Case Study

Hanim Khalid Mohammed Mohammed

Lecturer of Education Foundations Faculty of Specific Education, Zagazig University, Zagazig, Egypt

Email: [dr.hanimkhalid@yahoo.com](mailto:dr.hanimkhalid@yahoo.com)

**Abstract:** The present study aimed at recognizing the reality and factors of the phenomenon of students violence in Zagazig University after the Revolutions of 25<sup>th</sup> January and 30<sup>th</sup> June and recognizing the most important factors which have led to the two revolutions. The study also recognizing the reality of practicing students activities and the most important factors which hinder this practice and reaching some mechanisms and procedures through which students activities role can be optimized to restrict the phenomenon of students violence in Zagazig University after the Revolutions of 25<sup>th</sup> January and 30<sup>th</sup> June. The present study used the descriptive methodology and used the case study as one of its methods to deeply recognize the factors correlated to the variables of the study. The study concluded (1) the percent of practicing students activities after 25<sup>th</sup> January Revolution as a whole has reduced to 18.9%, viz. 0.8% in scout activities, 1.7% in cultural activities, 2.1% artistic activities; these percent emphasized the negligence of scout, cultural and artistic activities because of the dominance of the Brotherhood members over students' unions and being the agents of the committees students and students' groups/families. (2) Most of Egyptian Universities were overthrown by students demonstrations and severe violence waves expressing their unacceptance of the 30<sup>th</sup> June Revolution; a matter which has led to reluctance of most students to participate in activities. In addition, it has led to not implement most of students activities plans in universities. The percents of the activities have been further reduced to become 11.8%, 0.6%, 1.2%, and 1.5% respectively as a result of postponing study at most universities, hindering the course of educational and instructional process, and the continuous threaten of the Brotherhood students for the universities staff, students and employees. The study suggested stipulating new untraditional mechanisms and alternatives through which students can be stimulated to practice activities with their different types on the condition that it should be included in the academic assessment of the university student.

[Hanim Khalid Mohammed Mohammed. **Towards an Effective Role of Students Activities to Face the Phenomenon of Violence in Egyptian Universities after the Revolutions of 25 January and 30 June: A Case Study.** *J Am Sci* 2015;11(5):137-158]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>. 18

**Key Words:** Students Activities, Violence in Universities, 25<sup>th</sup> January Revolution, and 30<sup>th</sup> June Revolution.

### 1. Introduction:

Universities are considered the essential component and the top of the educational pyramid in the higher education in most countries of the world. They are responsible for the continuous development, updating and change of the human communities to cope up with and lead a new age that is full of huge turn outs and rapid changes and in which the position of countries is measured by their abilities to international participation and continuous competition to fulfill the urgent needs that are imposed by the contemporary social circumstances.

Perhaps, "this assures that we live in an age that can be described as being closer to the variation or difference world than any previous social experience"<sup>(1)</sup> as it lives a case of mystery and uncertainty to a point that makes it hard to predict the behavior of the other various institutions, places and positions, including universities.

The Egyptian universities with all their human competences and scientific and technical structure are considered among the most important organizations

which contribute in accomplishing the complete and comprehensive development by taking the social and economic responsibilities assigned to them which are represented in preparing the special and qualified Key staff to lead the development train and achieve the advancement and welfare in all the classes of the Egyptian community.

In the last three years, The Egyptian society faces a number of local and international challenges and radical changes represented in several negative aspects which did not exist before in such manner. On top of these challenges are the security Chaos, Bullying and all the kinds and forms of violence which left negative impacts on the society's cohesion and unity.

Most of the Egyptian universities got away from these impacts and they witnessed a series of students' demonstrations that turned to violence and destructive terrorism that led to the destruction of some university buildings and the killing of some students as was the case in Cairo university, Al-Mansoura University and Al-Azhar university as well as the cease of the educational process and delaying it several times.

Zagazig University is considered one of the biggest Egyptian universities in terms of the number of its students that reached 81443 in 2013/2014. The number of faculty staff members and their assistants has reached 4937 in 2009/2010 and 5710 faculty members and assistants in 2013/2014<sup>(2)</sup>. Perhaps this assures the need for taking care of this university, especially because it is one of the most universities that witnesses violence and terrorism.

The university security reports noted that the police has entered the campus more than 3 times due to the inability of the university security to confront the student violence” that reached an unbearable point. The number of injured people in the university violence events has reached about 100 students and 10 administrative security officers, 98 students were arrested as well<sup>(3)</sup>. Perhaps this indicates a dangerous phenomenon that threatens the safety of the students and the university staff members.

Under this security chaos inside the universities which negatively affects the progress of the educational process, in addition to assuring that the security solution is not the only perfect alternative solution to face that violence, it was necessary to look for other alternatives through which we can reduce this phenomenon. On top of the solutions are the students’ activities that can provide a number of effects that can contribute in reforming the human. Hence, various universities care about students’ activities such as playing sports and providing social services and practicing cultural activities and training on art works on the basis that all these activities are several ways through which we try to create this selected healthy environment”<sup>(4)</sup>.

Perhaps this is why some educational studies are assuring that “the good university education is the one that care about developing all the psychological, social, physical, emotional and verbal aspects of student’s personality”<sup>(5)</sup>.

“Despite the importance of students activities in preparing and forming the university student’s personality and raising him in an integrated and balanced way that includes his thinking, body and mind to raise happy healthy strong generations that are equipped with the basics of social, mental, healthful, psychological and physical fitness to be strong building blocks in achieving the society renaissance and advance”<sup>(6)</sup>.

However, the Egyptian universities have witnessed the reluctance of most of the students to practice the students’ activities after the 25<sup>th</sup> January revolution. This confirms “the statistics in the general department of youth care in which the participation in activities in the academic year 2013/2014 was only 5% where no activities were practiced after 30<sup>th</sup> June revolution at most of the colleges”<sup>(7)</sup> due to political

instructions that controlled some students’ unions and activities’ committees.

Different activity domains were neglected especially arts, music, trips and the scouts which was a direct reason of the emptiness case and the incensement of congestion and anger among students inside the university and due to the danger of the students’ violence on the society in general and specifically on the universities. There are numerous and various studies. Thus these studies are going to be addressed beginning from 2000. Studied have addressed the psychological aspects of the phenomenon such as the study of Ahmed Mohamed Abdul Kareem “the effectiveness of a guiding program to reduce the aggressive behavior of a sample of male teenagers secondary school students”<sup>(8)</sup>.

Adams and others studied “the school violence: the aggressive behavior and the psychological environment of teachers in the middle schools”<sup>(9)</sup>. The study aimed to identify the characteristics that make violence and to test the relationship between the psychological and educational environment of the school and the violence behavior and bullying inside the school. The study found that there are some negative practices in the school which require taking several procedures to provide a safe and suitable educational environment for learning inside the school.

Also Chapin’s study “the youth understanding of the school violence between optimism and pessimism”<sup>(10)</sup>. The study aimed to identify the youth’s opinions about school violence and linking between the optimistic and pessimistic points of view in understanding the violence. The study found that the youth are able to understand the violence phenomena and its causes as well as the success of the programs that teenagers participate in to reduce their violence and to reduce their aggressive behaviors.

Another study made by Mahfouz Abdul Sattar: The school violence of secondary school students in the light of some personality traits: A clinical study”<sup>(11)</sup>. The study found that violence among males (10.54) is more than violence among females (4.71) and that there is a positive link between the violence and the personality traits especially stress and lack of security and depression.

A study by Kassabri, M. Astor, and Kassabri *et al.*,

that studied the Middle-eastern teens’ violence toward their headmasters and teachers through environmental cultural analysis”<sup>(12)</sup>. The study aimed to identify the most important personal, environmental and school factors that cause violence and found that the major factors that led to the appearance of the violent behavior are the family factors, the personality traits of the student, lack of school discipline and poverty. It also recommended the need for providing a

financial support to the students of poor families and families that have low economic level.

In addition to the above, some studies focused on the student violence phenomena and its reasons, treatment as well as its educational, economic and social dimensions. Among these studies is a study by Mohamed Tawfeeq Sallam entitled "Violence of secondary school students in Egypt"<sup>(13)</sup>. The study aimed to identify the reality of violence phenomenon of the secondary schools' students in Egypt and the most important social factors and reasons that lead to their violence through theoretical studies. The study managed to put a perception of the mechanisms of facing the school violence in which the efforts of family, school, media, clergy and the rule of law and police are combined together.

Amr Refa'at's study "The relationship between student violence and some social variables in a sample of secondary school students"<sup>(14)</sup>. The study aimed to recognize the extent of the link between the violence phenomenon and the social level of students. The study found that males are more violent than females and that low economic level students are more violent than the middle or high economic level students and that male students tend to physical violence more than females.

There is also a study by Farrag Al-Sayed Farag "The social factors of the violence phenomenon among the university students"<sup>(15)</sup>. The study aims to identify the environmental factors that lead to the violence phenomenon among the university students. The study found that the violence causes refer to structural reasons lies in the society and reasons inside the university and educational reasons represented in the lack of official system of religious informing and cultural awareness and political reasons represented in the poor participation of students in decision-making.

Another study by Sondos Al Shabrawi and Mohamed Rizq "The school and social dimensions of the student violence in secondary schools: a field study in Addaqahlia Governorate"<sup>(16)</sup>. The aim of the study was to compare between the student violence phenomenon in the general secondary schools and industrial artistic secondary schools in Addaqahlia governorate in terms of causes, aspects and the most important impacts of students' violence. the study found the causes that lead to the increase of violence that include the nature of the students' age, the wrong education methods, students' imitation of their colleagues and the spread of satellite channels that radiates behaviors and actions encouraging violence.

Mohamed Khedr Abul Mukhtar "The school violence as perceived by male and female teachers in a comparative sample between Egypt and The Sultanate of Oman"<sup>(17)</sup>. The study aimed to determine the aspect of school of school violence inside the classroom and

its most important causes and the most important characteristics of a good teacher who controls the students in the classroom.

The study found that among the most important procedures to limit the violence are the teacher's strong personality and his/her reliance on advice and guidance in dealing with the troublemaker students and engaging him by tasks and activities.

Moa'taz Sayed Abdullah's study "Violence in the university life: aspects, causes and ways to face it"<sup>(18)</sup>. The study aimed to recognize the nature of violent behavior of male and female university students and its intensity as well as the relation between the violent behavior and the personality variables. The study found a decrease in the violence averages of the male and female students although the male students are more violent. It found also an agreement among the practical and theoretical students in their perception of the causes of the violent behavior in the university, its aspects and way to handle it.

Similarly, a study by Mohamed Abdullah Ismai'l "Ordering issues of school violence in the Egyptian newspapers: An Empirical study about Al-Ahram – Al-Wafd – Al-Badeel newspapers"<sup>(19)</sup>. The study aimed to observe the reality of the school violence as a negative phenomenon and an educational crisis and to analyze the content of the selected newspapers' sample. The study found a diversity of violence images and aspects as reported in the newspaper such as indifference, negligence, no commitment in attendance, escaping from school and organizing a criminal gangs of students.

A study by Coggins, B. entitled "Evaluating Character Education and its Use to Reduce or Prevent School Violence"<sup>(20)</sup>. The study aimed to reach a group of way and methods that should be learned or followed to limit the violence phenomenon. The study managed to set some ways to stop the violence with assuring the need for cooperation between all the elements of the educational process inside the school at the implementation and application of these ways.

A study by Gregory is entitled "Urban Teachers Perceptions of School Violence"<sup>(21)</sup>. The study aimed to recognize the violence concept of the city teachers and how it can be handled. The study found that there is a need for teachers' awareness of the violence phenomenon and that it is a social responsibility and that the efforts of family, school and society should be united in order to solve it. It found also that teachers should be trained on how to face violence and a plan should be set to make the school a safer and more attractive place.

There is also a study by Morcos Hanna, Adel Mansour Saleh and Yasser Mohamed Mowafi in the name of "Facing School Violence in USA and in UK and how to make use of it in Public Secondary School

in Egypt<sup>(22)</sup>. The study aimed to recognize the procedural ways followed to face the violence school phenomenon in USA and UK and to set a suggested perception to face the violence phenomenon in Egypt. The study managed to determine some procedures that should be followed whether it is concerned with the school administration or the teachers to limit the violence phenomenon in Egyptian secondary school.

There is also the study of Latifa Ali Abu- Zeinah "Potential Factors behind School Violence Phenomenon: An Analytical Study"<sup>(23)</sup>. It aimed to recognize the size of the school violence phenomenon, its rate, the gender differences and the underlying factors behind the preparatory school violence phenomenon. The study found important results among them is that the rate of school violence was as follows: the teacher's violence against the student, the violence against properties, domestic violence, student violence against students, level of violence in males is higher than females and that the most important causes that lead students to violence are bad friends, free time, lack of role model and the influence of media.

"The role of university in developing security awareness among its students in the light of world contemporary turnings"<sup>(24)</sup> is a study by Magdy Ali Hussein Habashi. The study aimed to determine the roles that the university play to develop its students' security awareness in the light of contemporary turn outs and to set a suggested perception to activate the university role in this. The study recommended the reformulating the religious language and conducting studies and future research about the threats and challenges that face the security and to form student unions on patriotism basis as well as putting an end to the student violence in universities.

In the light of the aforementioned, it becomes clear that researchers are interested in the students' violence phenomenon as the studies are similar in the scientific method, its tools and their results with focusing on the reality of the phenomenon, its causes, ways of handling it and its social, economic and psychological influences especially in the secondary school which represents the adolescence stage with its behavioral and psychological changes embodied in behaviors that society does not want.

The university student activities, that represent the main variable of the present study, are considered one of the most important piles that support the contemporary education in preparing and forming the straight balanced character of university students in addition to preparing them professionally and academically. Thus, it gained the attention of some researchers who are interested in education as well as some studies that were conducted since the beginning of 2000.

One of these studies is a study conducted by Ziyad Al-Gergawi "The Impact of Participating in Scouts Activities on Developing Values among Elementary Stage Pupils"<sup>(25)</sup>. The study aimed to identify the effect of participating in scout in deepening the economic, social, religious, scientific and artistic values as well as the difference between the scouts and the non-scouts among the Elementary school students. The study found that there are statistically significant differences between the scouts and the non-scouts in the favor of the first group in the artistic, scientific, economic and social values but there is no difference between them in the religious values.

A study by Abdullah Al-Fahd entitled "Obstacles of Student Activities in Public Education in Elementary and Middle Stages in Al Riyadh Territory from the Point of View of Activities Supervisors"<sup>(26)</sup>. The study aimed to explore the reality of the school activity and its obstacles in the elementary and middle schools in Riyadh. The study found that 28.9% of the sample see the poor participation of activities and that 34.2 % see that it is good. It found also that the most important obstacles of participating in activities is the students' as well as parents' lack of awareness of the importance of activities and the teachers' poor participation in activities.

Hassan Shehata and Amena Bangar conducted a study about "Developing student activities Faculties of Education for Females.to enrich educational and instructional environment"<sup>(27)</sup>. The study aimed to recognize the reality of students' activities practice in Education colleges for girls in the literature departments. The study found that most of the faculty staff members think that the female students practice activities, the activity leaders are aware of the goals and that the suitable fields of activities for girls are literature, artistic, cultural and social activity.

Another study by Abdulaziz Al-Duaij is entitled "Reasons of Kuwait University Students' Reluctance from participating in student activities"<sup>(28)</sup>. The study aimed to identify the most important factors that lead to the reluctance of students to participate in activities. The study found that 70% of students do not participate in the student activities and that the most important factors that lead to the lack of participation in activities are that the students do not know the times and places of practicing activities, the increase of the teaching load, the lack of material and moral motives and that some students dominate the activities.

The study of Esaam Qamar "The role of educational activities in facing behavioral problems for secondary school students: A field study"<sup>(29)</sup> aimed to identify the kinds and aspects of the behavioral problems and the role of the free educational activities in facing the behavioral problems of students. The study found that the social activities develop the social

skills in dealing and communicating with others, self-reliance, feeling responsibility and that the athletic activities invest the students' energies and their free times as well as team-work. It found also that the cultural activities develop the sense of beauty and general taste of students and that the cultural activities provide the opportunity to express opinions and develop the conversational skills.

The study of Waleed Al Qaffaas and Esaam Qamar "The impact of practicing free educational activities on self-esteem and aggression"<sup>(30)</sup> aimed to identify the effect of practicing free activities on self-esteem and aggressiveness of the first grade secondary students. The study found that the participation in practicing activities lead accomplishing the integrated personality of the students represented in self-confidence and pride and the desire to cooperate with others and the low aggressive behavior toward the others.

The study by Mohamed Sallam "Educational activities and validating future school as type of educational renewal"<sup>(31)</sup> aimed to identify the old and modern philosophical vision of educational activities and how to make use of them in the future school. The study found that the current educational policy adopts a positive attitude toward the educational activities and that it contribute in building the balanced integrated personality of the educated person in the future school.

In the light of the aforementioned, it becomes clear that researchers in the humanities are interested in student activities whether in the university education or pre-university education because of its important role in preparing and forming the balanced and integrated character of student. Most of the previous studies are similar in the method, tools and results with focusing on the student's activities in terms of their importance, goals, fields and reality. The most important factors that obstacle practicing the activities and the violence phenomenon, its types, causes and effects.

The previous studies were used to determine the problem of the study, its method and tools and to enrich its theoretical framework when there are a few studies that addresses the university student activities and their relationship with some political changes that were followed by violence and terrorism in the critical research regions in our Arab societies due to the complexity of the associated variables. In fact, this is what the present study tries to address here in Egypt especially after the two revolutions of 25<sup>th</sup> January and 30<sup>th</sup> June when the Egyptian universities witnessed bloody event amounted to smashing the university building and burning them as well as killing some students as happened in Al-Mansoura University, Cairo University and Al-Azhar University. There were also attacks on the university leaders and destroying

their offices as what happened in Zagazig University, Al- Azhar University, Cairo University and Alexandria University.

All these dangerous events which are strange to the university life in Egypt make it necessary to study their effects on the university student activities and the role of these activities in in eliminating the violence and its aspects inside the university in order to provide an interesting, attractive and safe educational environment with a very high quality which is positively reflected on the university graduates and enables them to achieve the competitive merit and enter the local and international Job market.

### **The Problem of Study**

In the light of the aforementioned, the research problem can be crystalized in the following question: How can the student activities restrict the violence phenomenon in the Egyptian universities immediately after the revolutions of 25<sup>th</sup> January and 30<sup>th</sup> June?

Several sub-questions come out of it as follows:

1. What is the definition of student violence, its types, factors and effects?
2. What are the most important factors that led to the eruption of the 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions?
3. What is the reality of the student violence in Zagazig University after the 25<sup>th</sup> January and 30<sup>th</sup> June revolutions?
4. What is the actual reality of student activities practice in Zagazig University after the 25<sup>th</sup> January and 30<sup>th</sup> June revolutions?
5. What are the most important factors that hinder the practice of student activities in the university after the 25<sup>th</sup> January and 30<sup>th</sup> June revolutions?
6. What mechanisms and procedures that should be followed to activate the role of the student activities to reduce the violence phenomenon in Egyptian universities?

### **The Method of the Study**

This study depends on the descriptive research method because it is the most suitable method to collect data and information related to the study topic such as the student violence and practicing university student activities, describing them, analyzing them and interpreting them qualitatively and quantitatively. The study also uses "the case study as one of the descriptive method techniques because it represents a kind of in-depth research on the complicated factors associated with the study variables"<sup>(32)</sup> to determine "the effects and different factors that affect these variables or are affected by them negatively or positively"<sup>(33)</sup> in order to reach a the most accurate interpretation and the most suitable analysis to the subject of the study.

### **The Objectives of the Study**

The present study aims at

- Identifying the reality of student violence phenomenon and its factors in the university after the revolutions of 25<sup>th</sup> January and 30<sup>th</sup> June
- Identifying the most important factors that led to the outbreak of the 25<sup>th</sup> January and 30<sup>th</sup> June
- Disclosing the reality of student activities practice in the university after the of the 25<sup>th</sup> January and 30<sup>th</sup> June revolutions.
- Identifying the most important factors that hinder the practice of student activities in the university after the 25<sup>th</sup> January and 30<sup>th</sup> June revolutions.
- Reaching the mechanisms and procedures that should be followed to activate the role of the student activities to reduce the violence phenomenon in Egyptian universities.

### **The Significance of the Study**

The present study may be significant in:

- Attracting the attention of researchers to the importance of studying the violence phenomenon in the Egyptian universities after the 25<sup>th</sup> January and 30<sup>th</sup> June revolutions and their destructive effects on the educational process and the entire society.
- Determining the size of the violence phenomenon, its nature, causes and effects paves the way to prepare strategies or programs that reduce or limits this phenomenon and its destructive effects on the individual and society.
- Eliminating of violence phenomenon in the universities lead to providing a safe leaning and educational environment that contributes in preparing qualified, trained and balanced key-staff who love to work and produce. They also believe in and sure of their role in developing and modernizing their society.
- Determining the reality of the student activities practice in university after the 2 revolutions may grab the attention of the university education officials to the importance of allowing opportunities for participating in the student activities for all students because of their positive impact on the student's personality.
- Motivating the students and officials to find mechanisms and new untraditional motives to encourage student to participate in different types of activities.
- Increasing the awareness among students, faculty staff members and their assistants with the significance of participating in the student activity so that we can graduate a good citizen who is committed to the values and traditions of his society and is able to play effectively his role in building and developing the society.

### **The Terms of the Study**

#### *Students' Activities*

The students' activity is the normal field from which students acquire various experiences. Thus, these activities should include various dimensions related to physical, kinetic, mental, social, cultural and artistic dimensions. The American encyclopedia defines the students' activity as "the programs that are executed under the supervision and guidance of the educational institutions that addresses everything related to the educational life and its various activities whether they are associated with the subject matters, the social and environmental aspects, or special interests activities such as the aspects of scientific or practical applications"<sup>(34)</sup>.

The students' activities are defined also as "the experiences that the students go through. These activities are outside the curriculum or the study life activities and they include athletic programs, clubs, the students' bulletins, the groups of seminars, debates, associations, camps and artistic, scholastic and music groups"<sup>(35)</sup>.

In light of the above, students' activities in this study are all the things that are offered to the students such as programs, experiences; and athletic, artistic, social and cultural activities as well as the trips, scouts and families outside the classrooms under the supervision of specialists in faculties in order to compose youth cadres of integrated personalities.

#### *Student Violence*

The word violence refers to "the illegal or unlawful use of strength" and the world violent means "someone takes others hardly and cruelly"<sup>(36)</sup>. Also, the term violence is defined as "a means of terrorism". It is represented by the crimes such as murder or extreme injuries, kidnapping, robberies and burglary as well as the crimes of sabotage and damage and other crimes which require violence in order to be committed"<sup>(37)</sup>.

Moreover, violence is also defined as "a behavior that one person or a group of people acts to cause mischief or harm to another person and another group of people, and tries to avoid that mischief whether it is physical (materialistic) or psychological (Moral) or a mischief directed to his properties in order to ask for freedom, dignity and modifying the revolution path to put the main basis to set up fair civil regime"<sup>(18)</sup>.

In the light of the above, student violence in this study procedurally means: any verbal or physical behavior or act that results from the students inside the university campus and causes mischief or incorporeal or physical harm to the others or the private or public properties.

#### *25<sup>th</sup> January and 30<sup>th</sup> June Revolutions*

The 25<sup>th</sup> January Revolution in 2011 is really considered the mother of the revolutions because "no revolution in the Egyptian history or even in the whole world history is as great as this revolution that is

distinguished as a peaceful, civil, technical, civilized, popular and patriotic which was protected by a great military. It aimed at achieving comfortable life, freedom, social justice and human dignity<sup>(38)</sup>. It also succeeded within 18 days after the removal of the President who kept governing the country for 30 years.

However, this revolution didn't achieve the rest of its goals because of many factors including the Muslim Brotherhood's theft of the revolution and controlling it. As a result, the country witnessed unacceptable behavioral, moral and security breakdown as well as bullying, violence, demonstrations and categorical strikes in which the prestige and position of the Egyptian state were lost. This indicated a great disaster, civil war and the disjoint and waste of the country. When the great Egyptian people couldn't stand that situation, they did another revolution on 30<sup>th</sup> June 2013 with a pure popular will in great numbers which were more than 30 million for the first time in the history and in the world in a way that surprised many people inside and outside the country against injustice and arbitrariness seeking for freedom, and dignity and re-correcting the course of the Revolution in order to set basic rules for establishing a civil fair regime<sup>(39)</sup>.

In the light of the above, the 25<sup>th</sup> January and the 30<sup>th</sup> June Revolutions in this study mean that all the classes and categories of the Egyptian people confronted and fought two regimes which are corrupted administratively, financially and economically. These two regimes are Mubarak's regime which is tyrannical and monopolist to the fortunes of the country for long years and the Muslim brotherhood's regime which is radical, terrorist and plotter on the country in order to achieve freedom, dignity and social equity.

### **The Steps of the Study**

This present study is conducted in the following steps:

- The first step: Surveying the previous studies, the problem, objectives, significance, method and terms of the study.
- The second step: Defining violence, its types, factors and effects.
- The third step: Discussing the causes of 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions.
- The fourth step: Discussing student violence in Zagazig University after 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions.
- The fifth step: Tackling students' activities in the university and their importance.
- The sixth step: Proceeding quantitative and qualitative effect of the students' activities in Zagazig University in the following of 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions.

- The seventh step: Discussing the results and mechanisms of activating the role of the students' activities in the university to face the student violence in the Egyptian universities.

### **Secondly: Student Violence: Definition, Types and Factors**

Violence is considered an old social phenomenon known to the human since his creation and a lot of human societies suffered from it over ages. The violence has become "behavioral phenomenon in the modern era that spread so much containing the whole world and it no longer limited to the individuals but it has expanded its scope to include some groups through the framework of the same society. It is issued in some times from the states and the governments and that's obvious in various forms of violence, terrorism and extremism that spread out through many parts of the world now"<sup>(18)</sup>.

The Egyptian society has witnessed for 3 years a wave of violence threatened the security and the stability of society and dissipated their hopes and aspirations in building an advanced contemporary society especially after the various levels of violence that reached the campus and were represented in the violence of some students towards the university professors, colleagues and university principles.

#### **Student Violence Definition:**

Violence definitions varied and differed from one environment to another and from one specialization to another as the violence in sociology varies from it in politics, law or psychology. Violence concept varies also according to researchers' interest and the variance of the period of time in which it is discussed. This may be due to the interference of factors which define it and its correlation with terms like bullying, infringement, intimidation, aggression and sabotage. Thus, violence is defined linguistically as "violating the thing and dealing with it by a little mildness and the most violent matter is to deal with it forcibly. And rebuke is the reproach and blame"<sup>(40)</sup>. Thus, violence in its linguistic origin means "dealing forcibly and severely as it is violent"<sup>(41)</sup>. And this linguistic origin includes "two items: the item of strength or intensity and it is derived from nature as in the storm and the sweeping torrent. The second item is the cruelty or rudeness. In the two items the act of mischief or harm is represented"<sup>(42)</sup>.

Violence is defined in Oxford dictionary as "practicing the physical strength to annex mischief to people or properties"<sup>(43)</sup>. It is also defined in the lexicon of social studies as "using stress or strength illegally or unlawfully which can affect the will of a person"<sup>(44)</sup>. The term violence does not differ a lot from its linguistic meaning as it is defined idiomatically as "a means of terrorism; it is

represented by the crimes such as murder or extreme injuries, kidnapping, robberies and burglary as well as the crimes of sabotage, damage and torture and other crimes which require violence in order to be committed<sup>(37)</sup>.

Also, some think that violence “includes the types of material and ethereal violence, types of positive violence which is represented in multiplication, types of negative violence which is represented in carelessness and all types of mistreatment<sup>(45)</sup>. Violence is considered in the simplest and clearest of its social meanings is “the unlawful use to the means of material or physical compulsion in order to achieve personal or general aims<sup>(46)</sup>”.

In light of the aforementioned, the difficulty of determining one concept or term which is inclusive and comprehensive to the violence becomes obvious. But student violence may be defined as any behavior or act, apparent or hidden, direct or indirect; or material or incorporeal doing which results from the students towards their colleagues, teachers and university properties determining to cause mischief or incorporeal or physical harm and to get certain benefits on the comfort of the other. Thus, this represents a breaking of values, traditions and the laws of university.

### Violence Types

In spite of the correlation and the interference between the concept of violence and other concepts such as bullying, sabotage, infringement, intimidation, aggression and rioting. That's to say, violence has several types<sup>(44)</sup>. Violence types can be briefly classified into various types; the most important of them are:

1. In terms of legitimacy, violence divides into: legitimate violence that the law legitimizes and state authorities determine to establish the order, security and keep the state imposing such as policemen use to the strength to deal with criminals and desperadoes. The other type is the illegitimate violence that the law does not protect or acknowledge such as a person assault on the other's freedom and properties.

2. In terms of the person who practices violence, violence divides into: individual violence in which a person encroach on the other physically or morally and this is the popular type of violence between the people in their daily life. The other type is the collective violence that is represented in the case of terrorism or war in which a group of people face another group or other groups.

3. In terms of harm, violence divides into: physical violence such as flogging, hurting, killing and everything which hurt the body and incorporeal violence such as insult, mortification and everything which hurt human psyches.

There is also “another classification of the violence and the bullying<sup>(46)</sup>” such as *family violence* which is represented in spreading physical and egotistical feelings, amour proper, assaulting with flogging and insult and the disruption of responsibilities and family interests. *Career violence* in which general workers use all authorities they have according to their careers and use the law in gravy and breaking down people's interests, blackmailing them and forcing them to pay royalties, bribes and gifts to facilitate their affairs.

*Educational violence* is represented in all types of using force and compulsion in the educational relationship between the teacher, the student and the members of the teaching staff in all educational stages. Thus, it is reflected negatively on the performance of the educational system and impedes its targets to be achieved.

*Scientific violence* includes all illegal scientific works in the scientific, research and educational institutions. All these illegal scientific works are represented in seizing wrongfully on the copyright and the scientific production rights of the other, not adhering to the thematic criterions in the appointments and completing theses and scientific researches.

*Environmental violence* is represented in all types of the irrational and oppressive use and in the violation of the environment and its resources.

*Economic violence* is represented in the forms of the bullying in fields of money, business and commerce in many industrial activities and practices, works of investment and various industrial activities which are achieved in illegal ways to achieve personal interests.

*Lawful violence* is represented in using gaps of law by the pioneer professors who are professional in using the law to suit the interests of their agents who are wealthy and for bullyboys to seize on funds and properties of the opponents and victims.

*Political violence* is represented in all actions which can use authority, force and power which are given formally or popularly to harm the public good or private interests of the people as citizens who have the right to enjoy all factors of security, safety and stability. Thus, political violence is considered as the most harmful type of violence because it “affects directly the man's basic rights which are more specified as: the right of living a comfortable life, the right of equality, the right of freedom and safety, the right of protecting from discrimination, the right of enjoying good physical and mental health and the right of protecting from torture and other kinds of inhumane dealings<sup>(47)</sup>”.

*Cultural violence* is represented in all aspects of the barefaced infringement of thoroughbred Egyptian values, customs and traditions and all norms and

familiar rules in the social and cultural fabric which the people of the Egyptian society live through.

*Media violence* is represented in all forms of the lack of discipline and adhering to the instructions of the control on the artistic works such as media works and not attempting to do an developmental media role which try to save a developmental media awareness concerning dealing and interacting with all forms of advertisement and media encroachments.

*Religious violence* is represented in all forms of claiming to submit to religion on the contrary of the reality and in using the religion negatively to implicate victims, blackmail funds, deceive victims and swindle them under a false religion.

*Health violence*, finally, is represented in all patterns of assault on the morals of medical professions and their noble mission to ease the patient's pain, care him physically and psychologically and present all kinds of help and necessary care with no exploitation, monopoly, blackmail and solicitation.

### Theories Explaining Student Violence

Student violence is a part of the general violence which some contemporary communities witness. Thus, theories that explain this dangerous phenomenon, violence, vary and differ. This dangerous phenomenon threatens the security and stability of the communities to the extent in which including these theories in one difficult study is difficult. Thus, we will concentrate on "some theories that explain violence according to an economic, medical and psychological view"<sup>(48)</sup>.

#### ▪ First: Theories of Economic Perspective

The study and explanation of violence from an economic perspective obtained the care of the leaders and thinkers of the socialist and communistic thought as they confirmed that "the social violence is organically the special line of the capitalism which is based on exploiting and suppressing workers, looting the countries which are affiliated to it and on the policy of militarization and aggression. Also, Marx showed that the same mechanism of the existing of the bourgeoisie special property relations requires the existing of the political violence and that it is improbable to prevent violence and social crises in social life. Moreover, he showed that it also requires to entrench the military spirit and the strength rule in the consciousness of the public and to accustom the people with violence which they claim that it's the eternal companion to the humanity"<sup>(49)</sup>.

Points of view of Marx, Linen and Angles explaining violence are based on historical basis, laws of the social development, the conflict between classes and fighting for gainings. Thus, there is social violence because of the conflicting social and economic conditions.

This may confirm that the causes of violence according to their points of view are basically

economic factors as well as the other factors. Theories of violence may be divided economically into: the theory of the source which indicates that "all social reactions and relations in the social systems depend quite on the force or the threat of practicing it as, in the social system, the more the resources which the man controls increase, the more the strength which he can get increases"<sup>(50)</sup>. Thus, this may confirm that the man derives his strength from the resources and possibilities which he has as when these resources decrease, he practices the violence towards the other. This is applied on all forms of deficit and weakness that the man is exposed to.

The second theory is the general systems theory. It explains the family violence considering the family as a useful social system that aims at achieving a Semitic goal that is embodied in achieving the social adaptation. This theory illustrates also that the violence is a result more than being a satisfactory condition. Thus, the violence requires determining its causes and treatment.

The third theory is the eco environmental theory. It illustrates the violence according to the development and the mutual adaptation between the humane organization and the environment in light of the inner interaction and the series of the overlapping systems which form the man. It explains also that the man goodness depends socially on many factors in which the type of the environment where the man grew up is the prefatory one.

The forth theory, finally, is the theory of development. It explains the violence to an extent which is much further than the eternal and potential factors of the man. This is personified in weak relation and correlation between the parents and sons leading the son to go far from the ordinary, traditions and customs. He also violates the values and breaks the principles and rules which he should stuck to get the satisfaction and the acceptance of the people around him.

#### ▪ Second: Theories of Sociological and Cultural Perspective

These theories are the most common theories in explaining the violence as it discusses the violence and violation in light of social construction, values and cultural trends and changes which affect the people and lead to inequality and social injustice between the members in the society. Many theories classified this and three theories of them are to be discussed below.

The first one is the social interaction theory that their masters hint that the violence is an educative behavior which is learned through the social interaction such as learning any type from the social behaviors types. In light of that, it's possible to avoid, bypass or decrease the various levels of violence by not learning it. Scientific studies assured that as "there

is a causal relation between exposing to violence and supporting and increasing the aggressive behavior and violence to the person who is exposed to them"<sup>(51)</sup>. Thus, researchers and officials call for not exposing the children or the adult people to what is presented of violence manifestations in various mass media.

The second theory is the social regularity theory which shows that violence is considered as a response to the social construction as 'violence appears and spreads when the society fails in imposing firm constrictions and regulators on its members"<sup>(52)</sup>. This means that the violence appears in the communities which suffer from a weakness in its social construction and a defect in regulators and determinants of regulating the behavior of the man and the groups in the society as it happened in Egypt in the following of the 25th January and 30th June revolutions. Chaos, sabotage, theft, bullying and various types of violence had spread.

The third theory is the frustration, aggression and violence theory. It discusses that the violence happens to a great extent due to the frustration as the violence appears in the society as a result of feeling with inequality, injustice and the increase of the social injustice to many people in the society. Thus, the violence is explained in this theory depending on the social construction. The poor communities suffer from the high rates of frustration among their individuals and this makes the aggressive behavior and violence a normal thing and a life requirement in order for an individual to get his daily needs. Moreover, they consider violence an aspect of power, burglary and control over others.

- Third: The Psychological Theories

The psychologists believe that "violence and criminal behavior is an irregular sick behavior produced by a psychologically troubled personality and this is for most of the criminal cases. Thus, the criminal personality is not different in its psychological formation and essence from the mental patient's personality"<sup>(46)</sup>. Hence, he/she needs treatment just like the mental diseases. Some psychologists assure that violence is a psychological struggling product resulted by a feeling of inability, inferiority or injustice. Thus, psychologists' perspectives and points of view varied in explaining violence and its motives. Among these theories is the body theory which attributed the behavioral aberration to genetic factors and formative neurological disorders. The school of Lombroso called for linking between some physical and congenital traits especially in the face and the skull and the types of mental deficiency and congenital disorders or forms of aberration and that "criminals are distinguished by physical traits that can be noticed in their special environment"<sup>(53)</sup>.

The second theory is the biological theory which links violence with the genetic factors. This theory assures that the aggressive traits is originated in the individual and inherited by the parents or the ancestors. However, this theory is criticized because it completely neglected the environmental factors despite their significance. This led to the appearance of a new theory which is the social biological theory.

The third theory is the social biological theory which assured that all the behaviors, actions and reactions of the human being are a result of 2 factors which are genetics and environment.

The fourth theory is the Freud's psychoanalysis school theory which suggests that there are two biological incentives which are the gender incentive which determine the behavior and preserve the self and the existence and the innate violence incentive that is connected with the biological incentives. The function is that these biological incentives are to preserve the individual and fulfill his/her needs in order to be able to adapt with the environment where he /she lives. "The self-failure in bringing this agreement in the mature level leads the individual to one of these sources: mental disease, aberration or crime"<sup>(49)</sup>. A lot of researchers were affected by these points of view and this led them to assure that the aggressive behavior is a learned one. They also emphasized the importance of the social education and the cultural side in limiting the psychological disorders and behavioral deviations.

Finally, it can be concluded that it is hard to inventory and handle all the psychological theories due to the variation of opinions and this emphasizes the difficulty of explaining violence in the light of one single theory.

- Fourth: Theories of Psychiatry

Psychiatrists almost agree that violence is attributed to personal traits and factors as they are the main determiner of violence. There is always a linkage between violence and mental disease, drugs addiction, alcohol addiction as well as personality traits.

In the light of the aforementioned, it becomes clear the variety and diversity of theories that explain violence phenomenon in the human societies. This requires considering all the theories in explaining this phenomenon in order to reach a scientific explanation to this dangerous phenomenon that threatens the society's security and stability and, hence, to determine the causes and the treatment methods.

### **Factors Leading to Student Violence Phenomenon**

Various factors leading to the phenomenon of student violence can be identified in terms of a number of factors including several factors as detailed below.

- Psychological Factors

The psychological factors are considered among the most responsible factors for the student violence phenomenon because they extend inside the human

personality. “previous studies and researches have proved that most of the behavior problems of students are attributed to the weakness of the family education and the wrong methods of education. the emotional deprivation that is produced by the social change in the family structure, women’s work, the children deprivation from care, the ill-treatment of parents to their children through physical or psychological neglect or bullying and cruelty or spoiling and excessive protection or differentiation and distinguishing”<sup>(54)</sup> all of this lead to the spread of violence. Some studies supported this as they found that “frustration and repetitive failure, self-prove desire, domination an control desire, grabbing others’ attention desire, boredom feeling, stubbornness, fanaticism, selfishness, psychological disorders and the presence of deformity are among the psychological factors that lead directly and indirectly to the violence phenomenon in schools”<sup>(42)</sup>.

- Social Factors

The social factors that lead to the occurrence of the student violence phenomenon can be determined in the educational institutions in: family disintegration, weakness of family ties between parents and children, the weakness of the family monitoring represented in the lack of care and following up of children because the parents are busy for long times outside home, the lack of good role-model in all levels, excessive corporal punishment, following solid useless old methods in raising up children due to the lowness of the parents’ educational level.

- Economic Factors

The economic factors are considered among the most important reasons of violence due to the increase of unemployment rates among educated people, the low income level, rising prices, the deterioration in the life standard of most of students’ families, the inability of family to afford the education costs, the decrease of the daily pocket money of most of the students and the increase for some of them, the great difference in the clothes, appearance and the teasing consuming patterns among students especially in the university.

- Educational Factors

The educational factors are considered among the most important factors that lead to the spread of the violence phenomenon in the Egyptian educational institutions due to the inability of the educational system to fulfill the students’ needs, the lack of the teacher- student relationship, the crowded classrooms and study halls that have thousands of student, the lack interest in the students’ activities, the weak university administration, the lack of deterrent administrative regulations and decision with students and professors who are not committed to the university values and traditions, the old scientific content and its inadequacy with the age, the curricula and courses are distant from

the life experience, the lack of students’ guidance and monitoring and finally the traditional examination norms that depend on memorization, instructing and recalling and that do not measure the students’ creative abilities.

- Political Factors

The political factors are considered among the most important factors that led to the spread of violence in the late years in Egypt represented in the increase of student violence and the absence of the social justice, suppression of freedoms, extending the emergency law for ten years and the weakness of political affiliation due to the lack of real parties or organization, lack of equal opportunities, the spread of favoritism and bribing, the lack of political role-model and the weak participation of students in decision making due to the weak democratic performance, the lack of interest in the political activities in most of the educational organizations.

In the light of the aforementioned, it becomes clear that violence cannot be attributed to one factor of the previous factors or others but the psychological, social, economic, educational, political and cultural factors can contribute to violence. This requires finding comprehensive and integrated solutions to limit this phenomenon and its destructive effects on the individual and the society.

### **Thirdly: Causes of 25<sup>th</sup> of January and 30<sup>th</sup> June Revolutions**

The 25<sup>th</sup> January 2011 Revolution is distinguished by several features that were not found in any other revolutions over history. The most important features are that “the Revolution is civil, peaceful, technological, civilized, public and national. Moreover, it is protected by the Egyptian Army and has specific goals which are economic security, freedom, social justice and human dignity”<sup>(39)</sup>. The Revolution was able to overthrow the president in 18 days after 30 years of injustice and corruption. It also spread happiness, joy and hope among Egyptians through getting rid of the head of the regime and eliminating the idea of succession as well as Egypt’s entry in a new age. However, the hope dissipated quickly and the obstacles abounded in the way of the revolution when the military council took power.

Egypt entered in a struggle on power between the two corrupted sides which are Mubarak’s regime (the National Party) which supports Ahmed Shafeeq and the Muslim brotherhood (Freedom and Justice Party) which supports Mohamed Morsi. Hence, the revolution was kidnapped and Egypt was swept by an overwhelming revolution of protests, violence and unrest that almost reached a civil war. This led to the appearance of political movements and public demands to hold early presidential elections to prevent bloodshed and to keep the country’s unity and

stability. However, Mohamed Morsi's and his group's confusion in decision making, intellectual stagnation.

Condescension and arrogance led to protests of millions in all the governorates in the huge revolution of 30<sup>th</sup> June to demand the fall of the Muslim brotherhood regime. In response to this, the military decided to support the revolution and on 3<sup>rd</sup> July Morsi was removed and a roadmap, which was approved after 30<sup>th</sup> of June, was set. The roadmap was to suspend 2012 constitution and replace it with 2014 constitution as well as electing a president and parliament to achieve political and security stability.

In the light of the aforementioned and the early writings about revolution that were addressed, the causes of 25<sup>th</sup> of January and 30<sup>th</sup> June revolutions can be crystallized in several points. Most important of which are:

1- The weakness of the Egyptian state and the ambiguity and contradiction of the governmental policies and practices especially in the last ten years. This weakness was "represented in the waste of the real investment in the human side which led to huge deterioration in education, health and scientific research"<sup>(55)</sup>.

2- The poor economic condition and the increasing number of poor people as the rate of extreme poverty exceeded 20% of population and the percentage of poverty has exceeded to 50%<sup>(55)</sup> in addition to the high rate of unemployment among youth.

3- The prevalence of social injustice and class inequality and the elimination of middle class' and the low class' people from taking over important jobs and distinguished places in the administrative apparatus of the state.

4- The increase in the administrative and governmental corruption represented in the spread of bribes, favoritism and moral corruption that led to killing hopes and ambitions as well as a sense of helplessness, margining and lack of national loyalty and affiliation.

5- Political corruption represented in the one-party control, which is the national party, of all the economic and political matters through a group of businessmen and people close to the ruler as well as electoral fraud especially in the parliament elections in a crude way in 2010.

6- Breaking the barrier of fear from rebellion against the ruler which accompanied the Egyptian people for long years. This was a result of "the interaction of the previous causes with the original characteristics of the Egyptian personality, which were enough to destroy the barrier of fear and to announce the state of anger"<sup>(56)</sup>.

7- The elimination of the competences and experts from most of the leadership positions in the

state administrative apparatus as the assignment in most of those positions was done through the personal contacts, favoritism and affiliation to the national party.

8- The media corruption represented in some media that were trying to satisfy the political system despite its disadvantages and mislead the public opinion through convincing it with the fake accomplishments in all the society sectors.

9- Extending the emergency law for more than 30 years and wasting the dignity of the Egyptian citizens and violating their rights by some police officers under the pretext of keeping the security of the society and its stability.

10- "The increase of protests against Morsi due to his policies that threaten the achievement of the transitional justice, allow his group to dominate the joints of that state and undermine the sovereignty of the state of law"<sup>(57)</sup>.

11- The exclusion of the competences and expertise that do not belong to the Muslim brotherhood group from most of the of the leadership positions in the state administrative apparatus and replacing them with unqualified and inexperienced members of the group. This negatively affected the level of the administrative performance and spread an atmosphere of hatred and dissatisfaction against Morsi and his group and this accelerated his removal from authority.

12- Making protests, factional strikes, security and moral chaos, violence and bullying that Egypt has not seen anything quite like this in its date. Thus, it caused "reduction of the credit rating from stage B to stage C, break in the balance of payments estimated 11\$ billion, trade deficit estimated 31\$ billion, reduction of the tourism income from 14\$ billion to 2.8\$ billion only. Depreciation of the Egyptian pound versus the dollar which equals more than seven pounds, increase of the foreign debts from 34\$ to 36\$ billion and the national debt to more than one trillion L.E., stopping more than 4200 factories to produce, regression of the storage of food commodities, attrition of the stock of foreign money decreased to 14 billion dollars, mismatch of the state in 2012/2013 decreased to 140.3 L.E. billion, increase of unemployment rate to 13% which confirms that there are 4 million jobless people, relapse of the stock market and bankrupt of various companies and finally, stopping the direct foreign - Arab investment as it decreased from 13.8\$ billion before the revolution to 200\$ million nowadays"<sup>(39)</sup>.

In light of the aforementioned, it is obvious that political, economic, security and social states deteriorate in Egypt in the following of the 25th January revolution. Also, violence, bullying, stealing, killing, moral chaos and protests of the students increase in most of the universities as well as other

social illnesses that increase after the 30th June revolution. Thus, this reflects negatively on the study regularity and the educational process continuity as the study in universities was postponed for more than one time and the study year 2013/2014 was continued so hardly. So, it is a must to realize the reality of the violence phenomenon in the Egyptian universities after the 25th January and 30th June revolutions applying it on the Zagazig University.

#### **Fourthly: Reality of Student Violence in Zagazig University after the 30<sup>th</sup> June Revolution**

Egyptian universities have experienced in the academic year 2013/2014 manifestations of which violence which have not occurred before where the fact finding committee confirmed on violence in universities where "the number of students who were killed was 15 students from Al-Azhar, Cairo and Mansoura University as "the number of students who were injured were 257 students"<sup>(58)</sup>. In addition, a large number of students have their university enrollment stopped for committing acts of violence and their lack of commitment to the values and traditions of the university as the academic security reports at the University of Zagazig indicated. According to these reports, violent incidents have become more than twenty times inside the campus consisted of students encroaching on members of the security by beating them with shoms, throwing stones and Molotov cocktails, launching Achammarej and bullets firing and cracking the face of buildings and auto glass, burning some of them and torching some of university gates. Furthermore, they attacked the President of the University and the buildings of the colleges of Education, Arts, Pharmacy, Engineering and Science buildings. In addition, they organized protesting marches and movements repeating insulting acclamations and contaminating the walls of the university with offensive slogans and images and severely offending some of university leaders to the point that some of them were transferred to the intensive care. They also attempted to stop study by forcing and preventing examinations to be held, as happened in colleges of Education and Commerce.

This has, accordingly, resulted in many casualties between the administrative security individual (15 officers and security individual) and (50 students) of university students and the occurrence of material damage, violence and terrorism for students and staff, which led to call the police and the entry of the security forces (five times) inside the campus to control acts of violence by the Brotherhood students and arrested nearly (50 students) in that period"<sup>(3)</sup>.

The aforementioned background illustrated the extent of violence and terrorism which negatively affected the functioning of the educational and administrative processes in university which requires

identifying the student activities and goals of the university and the reality in the middle of these events and how to activate the practice of student activities for the elimination or reduction of the phenomenon of violence at the university.

#### **Fifthly: University Students Activities: Importance, Objectives, Foundations and Obstacles after 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions**

The interest in the practice of university student activities is considered one of the most important indicators to the quality of university education and to achieve its objectives represented in setting up and configuring a personal graduate to keep up with the times with its variables and compete in local and international labor market. And then most of the universities of the world focused on "different aspects of care for their students in order to reach the integrated growth of the students and the maturity and sophistication, and so out of that university life is not only a study of a limited number of articles, But is a social center where students grow in various aspects of growth"<sup>(59)</sup> where the student trains on teamwork and meaningful dialogue, consultation and cooperation, mutual understanding and wise leadership, which confirms the importance of the activities as an educational, funny, interesting and attractive tool that develop the human personality and elevate the abilities of students and potential and train them to participate in political, economic and social life in the community.

- Importance of University Student Activities

University student activities are characterized rather than school activities as "being more organized, specific, diversified, funded and free where the student is responsible for the exercise activity and the choice .and almost Most studies that dealt with student activities reunite on the importance of student activities is that they considered one of the best means"<sup>(60)</sup> for

- Achieving physical health of students by supplying useful information about the scientific basis for public health and first aid, sports activities and Scout and phones.

- Training students on self-reliance and good disposition and flexible behavior and bear responsibility and self-control in difficult situations.

- Improving the achievement level of students and transfer students from a culture of memory, preservation and retrieval to a culture of creativity and innovation and acceptance of others and to be free from any restrictions culture.

- Discovering the potential and capabilities and talents of students, development and refinement in various scientific, social, artistic and sports fields.

- "Discovering the student's personality and the suffering from mental disorders and mobility"<sup>(61)</sup> such as inability to communicate and interact with others

and the treatment of some of the social and psychological problems suffered by some students, such as isolation and introversion, shame, doubt and other.

- Instilling a sense of belonging and loyalty and train students to serve the community and the development of the environment and contribute to develop it in an ongoing basis.

- Investing leisure among students and to satisfy their desires and develop their talents in an atmosphere of fun, enjoyment, Gravity and Thrill.

- Eliminating violence, terrorism and political conflicts and exit from the tolerant religious values and desirable social customs and Semitism university traditions by some misled students who are intellectually disappeared.

- Goals of University Student Activities

Almost Most studies which dealt with the activities agree on “the multiplicity and diversity goals of university student activities which can be crystallized in contributing to the preparation and building of the university student personality that is balanced, normal personal and contemporary by achieving several objectives”<sup>(62)</sup> including:

- detecting the potential capabilities, tendencies and trends of students and investing them to the optimal investment.

- Developing students’ mental and physical abilities, and encouraging them to exercise self-learning in various fields and continuing education as a life style.

- Developing sportsmanship and achieving fitness, movement and activity through practicing sports activities.

- Linking life and curriculum with social, economic and political life to develop a spirit of loyalty and contributing in solving social and environmental problems.

- Investing leisure and use them in a meaningful and useful programs contributing to the detection of distinctive talent and abilities and earn the necessary activities to practice different kinds of skills.

- Developing the technical taste through the exercise of the various arts and out of the surrounding environment and training students to the critique and analysis of artistic works and enjoy them.

- Contributing to the treatment of psychological and social problems among some students, such as introversion, isolation, shame, violence and bullying.

- Contributing to breeding student politically through leadership training, obedience, responsibility and respect for laws, regulations and university traditions and the ability to debate and dialogue without intolerance and acceptance of others.

- Reducing the existing gap in the relationship between faculty and students members of which has a

significant impact as witnessed by the universities of demonstrations and acts of violence and bloody events.

- Foundations of University Students’ Activities

In order to achieve the previous objectives of the university student activities, they must be approved on a set of principles, including:

- *Participation and positivism*: so that students actively participate in the Student Activities through participation in the planning, implementation, and evaluation of what they are doing of activity.

- *Realism*: so that the student activity is a fertile field for students to change their interests and abilities, and imbued with the psychological needs such as the need of success, appreciation and a sense of belonging and loyalty.

- *Availability*: So student activities lets for all “multiple opportunities inclusive and diverse and achieve the principle of equal opportunities for students who engage in activity”<sup>(63)</sup>.

- *Socialization*: that the student activity allows many opportunities to train students on the proper social life to be a wide field of fruitful education based on direct experience, which earns students “a lot of social skills needed to adapt student with his society such as bearing responsibility, social networking and communication with others and strengthen social relations and solving problems”<sup>(64)</sup>.

- *Education*: Student activity that contributes to raise the moral standards and social networking, which reduces the artificial gap in the relations between students and professors and create educational and democratic environment of friendliness, kindness, respect and understanding

- *Environment*: so that the student activity is a way to connect the university with the surrounding environment of students allowing a good opportunity to employ information and knowledge in practical life and service and development of the environment and the local community.

- *Being Physical*: so they save equipment, tools, raw materials and necessary for the implementation and practice of student activities and to benefit from them to the greatest extent possible, as well as selecting and preparing supervisors on a scientific basis and a distinct personal features.

- *Recreation*: so that the activity contributes to in the introduction of the atmosphere of fun, pleasure, thrill and gravity to the university life and reduces the teaching burden and the monotony of the school day.

- Obstacles Hinder the Exercise of University Students’ Activities

In light of the results of previous studies and supervision of the exercise of some student activities and the livelihood of students within the university, “the factors and obstacles between students and

between the practice of student activities can be determined at a number of factors<sup>(65)</sup> including:

- Lack of material capabilities represented in the lack of budgets, raw materials and the required places to practice activities.

- Lack of human potential and the lack of technical and Administrative efficiency which is eligible, stomach, listed and equipped with the required expertise to activate the practice of student activities and investing optimal investment.

- Accumulation of the "school day with lectures and practical lessons "and not particularizes specific times in the course schedule for the exercise of activities<sup>(66)</sup>.

- Reluctance of most faculty members and their assistants from participation or supervision of student activities as a result of their preoccupation with teaching or their own works or not the conviction of the importance of activities and its role in setting up and configuring the integrated personal student and bring joy and fun to university life .

- Exaggerated interest in the achievement lessons and exams and grades are not allocated to practice Activities and excellence in the university, which negatively affected the exercise of activities and reduces its importance.

- Delays in conducting elections and the formation of university student unions which is always held in Second Term if they are conducted, making it a formality rather than a realistic.

- No modernization, development and agreement on a list of sophisticated student meet the wishes of most of the students, faculty and staff under the sponsor of youth in universities, so balanced occur in planning, implementation and follow-up between all

parties involved in the activities and contribute to increase the activities exercise of all kinds.

- Lack of interest to set the plans or programs of activities at the beginning of each academic year by the involvement and cooperation of students and student unions, faculty and Youth Welfare body so as to be executable and Calendar.

- Lack of development and modernization programs, "student activities to absorb all that is new and availability of real opportunities for dialogue and difference because what offers from old programs and "module and lacks the elements of diversification, thrill and the media<sup>(67)</sup>.

#### **Sixthly: the quantitative Reality of the Exercise of Student Activities in Zagazig University after 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions**

Zagazig University is considered one of the largest universities in Egypt in terms of the number of colleges and higher institutes "that arrived in 2014/2015 to twenty colleges and institutes and the number of students in the first degree is 94.562 students<sup>(7)</sup> such a large number of students need care and a scheme and thoughtful interest to invest potentials and capabilities of these young people in this important and serious stage of their lives through various student activities that meet the desires and the saturation of the different needs of students.

Despite the importance of the student activities and their role in forming the integrated personality of the university student, they need a suitable and motivating university life. Perhaps, this makes it a must to identify the quantitative reality of the student in Zagazig University after 25<sup>th</sup> January Revolution and 30<sup>th</sup> June. The following table explains that.

Table (1): The quantitative reality of practicing student activities in Zagazig University in 2012/2013 and 2013/2014<sup>(7)</sup>

University Year	The number of university students				The number of students who participate in activities						
	Male students	%	Female students	%	Total	Male students	%	Female students	%	Total	%
2012/2013	33657	43.8	43124	56.2	76781	8224	56.7	6274	43.3	14498	18.9
% of the university							10.7		8.1		
% of the participants							24.4		14.5		
2013 / 2014	34457	43.7	44408	56.3	78865	5545	59.6	3757	40.4	9302	11.8
% of the university							7.1		4.8		
% of the participants							16.1		8.5		

The previous table shows

- the number of female students is bigger than the number of male students in Zagazig University as the difference between them has reached 12.4 in 2012/2013 and 12.6 in 2013/2014 in the favor of female students despite the fact that Sharkia Governorate is predominated by the rural pattern.

- the low rate of male and female students' participation in the students' activities in 2013 with a rate of 18.9% and in 2014 with a rate of 11.8 of the total number of male and female university students.

- the rate of male students participation is higher than female students participation in students' activities as the difference between them reached 13.4% in 2013 and 19.2 % in 2014 in the favor of male students.

- the decrease of the female students' participation rate in 2013 with 8.1% while the male students' participation rate was 10.7% of the total number of university students and in 2014 the rate of female students' participation was 4.8% and the male students' rate was 7% of the total number of university students.

In the light of the above, it become clear that there is a decrease in the rate of students' participation in

students' activities in the university after the 25<sup>th</sup> January Revolution due to the domination of Muslim brotherhood's students and professors over most of the students' unions and the activities committees' counselors and their lack of acceptance to the other students. Moreover, the rate of participation has dropped more after the 30<sup>th</sup> June revolution due to the unavailability of the suitable environment to practice the activities because of violence acts and burglary that were practiced by Muslim Brotherhood's students and professors. These violent acts led to the reluctance to practice activities and stopping them in some colleges.

The rate of female students' participation has clearly decreased as well despite the increase in their numbers compared to male students. This was due to the fact that most of them do not have time for practicing activities as they travel for long hours to their residency places and the lack of awareness of the students' activities importance and sticking to some rural traditions that girls cannot come home late or participate in activities.

The qualitative reality of the students' activities practicing in the university is demonstrated in the following table:

Table (2): "The qualitative reality of the students' activities practicing in Zagazig University according to the type of activity in 2012/2013 and 2013/2014" <sup>(7)</sup>

Academic Year	The total number of participant		Participation according to the activity type											
			families		Social and trips		scouts		Cultural		Artistic		Athletic	
	number	%	number	%	number	%	number	%	number	%	Number	%	number	%
2012/2013	14498	18.9	2450		6596		685		1342		1650		1775	
				3.2		8.6		0.8		1.7		21		2.3
				16.9		45.5		4.7		9.2		114		12.2
2013/2014	9302	11.8	1675		3480		454		983		1180		1530	
				2.1		4.4		0.6		1.2		1.5		1.9
				18		37.4		4.9		10.7		12.7		16.4

The previous table shows the following:

- The decrease in the rate of students' participation in most of the activities in 2013 compared to the total number of university. The rate decreased to 0.8 % in the scouts, 1.7% in the cultural, 2.1% in the artistic and 2.3% in the athletic.

- The decrease in the rate of students' participation in most of the activities in 2014 compared to the total number of university. The rate decreased to 0.6 % in the scouts, 1.2% in the cultural, 1.5% in the artistic and 1.9 % in the athletic.

- The increase in the rate of participation in 2013 compared to the total number of participants to 45.5% in the social and trips, 16.9% in the families, 12.2% in the artistic, the participation rate increased in 2014 to 37.4% in the social and trips, 18% in the families and 16.4% in the athletic.

In the light of the aforementioned, it becomes clear the increase in the participation rates of the social and trips, families and athletic activities. There is also a decrease in the participation rates in the scouts, cultural and artistic. This may be attributed to the easiness of participation in it and its human and entertainment

character and forming the families on a religious background which attracts a lot of students at the same time the artistic and cultural activities as well as the scouts were neglected because some people lack the awareness of their importance and some other attack those activities which negatively affected the university life and deprived it from the joy, attractiveness and excitement. This is in addition to the lack of student unions elections except one time after 25<sup>th</sup> revolution due to the unavailability of the appropriate environment to carry out these elections.

The following table demonstrates the reality of student activities practice in some colleges in the academic university (Arts, Law, Commerce) and practical (Science, Engineering, Pharmacy) in the years 2012/2013 and 2013/2014. These colleges were chosen because they are the greatest in terms of the number of students and they are the most violent in the latest events in the university. Moreover, most of their courses and curriculums are away from the activity field. Thus, they represent the actual reality of activities practicing in the university.

Table (3) A comparison between the academic colleges and practical colleges in practicing activities in 2012/2013 and 2013/2014 <sup>(7)</sup>

The academic year	Number of college students		Total number of college students	The students who participate in activities			The participants in activities from colleges			
	Arts, commerce law,	Science engineering, pharmacy		University	colleges		Theoretical		Practical	
					number	%	number	%	number	%
2012/2013	140168	14244	54412	14498	9663	66.7	7355	76.1	2308	23.9
% of the university	52.3	18.6	70.9	18.9	12.6					
2013/2014	42271	15042	57313	9302	6484	69.7	5321	82.1	1163	17.9
% of the university	53.6	19.1	72.7	11.8	8.2					

The previous table demonstrates:

- An increase in the rate of the six colleges' students compared to the total number of the university students. The rate amounted to 70.9%, 52.3% academic, 18.6% practical. The rate increased in 2014 and reached 72.7%, 53.6 academic and 19.1% practical.

- An increase in the rate of the students' number in the six colleges that participate in the students' activities in 2013 to 66.7% of the total number of participants and 12.6 of the total number of university students. In 2014, the rate amounted to 69.7% of the total number of participants and it decreased to 8.2% of the total number of university students.

- An increase in the rate of the academic college students' participation (76.1%) compared to the practical colleges (23.9%) in 2013 with a great difference that amounts to 2.2%. Moreover, the difference between the academic colleges (82.1%) and the practical colleges (17.9%) has increased in 2014 and reached 64.2%.

In the light of the above, it becomes clear that there is an increase in the rate of students' number in the academic colleges compared to the practical colleges in 2013 with a huge difference that amounts to 33.7%. It increased in 2014 to 34.5 which represents an educational phenomenon that requires reconsidering the policies of admission in universities and bringing about a kind of balance in preparing the students in the practical and academic colleges to avoid future problems related to the university graduates and the labor market requirements. The decrease in the rate of those colleges' students' participation especially after the 30<sup>th</sup> June reached 12.6% in 2013 and 8.2% in 2014. This assures the lack of the appropriate university environment for practicing activities due to the violent acts that the university witnessed by the Muslim Brotherhood students, especially after the 30<sup>th</sup> June revolution. This is in addition to the lack of plans for the activities in the university and the colleges, the administrative gap in the university and some colleges, the lack of coordination between the youth care in the university and the colleges, the disagreement upon the student regulations and issuing a student regulation in the light of a narrow vision to one dominating party and this was met by a great opposition by the rest of the university students.

Decrease in the students' participation in the practical colleges compared to the academic ones with a great difference that amounted to 64.2% in 2014 represents a dangerous phenomenon that threatens the university's security and its accomplishment of its goals which are graduating youth qualified distinguished balanced aware key staff that have high national sense and are capable of competition in the local and international markets. The reluctance of

students in practical colleges to participate in activities can be attributed to several factors. On top of these factors are the nature of the courses that focus on the practical specialist academic side and its tough pattern, setting the time table in a way that hinders the practice of activities and this does not allow suitable times for practicing the activities especially with applying the two-term system. In addition to the lack of moral or physical motives that encourage on practicing activities and lack of awareness among some faculty members of the importance of practicing activities and considering it as a waste of time and an obstacle to the students' scientific and academic excellence.

### **The Results of the Study**

In the light of this framework, statistics and data related to violence and university student activities, the study reached several results that can be divided into:

- ❖ First: results related to student violence: represented in several results. The top of these results are:

- Violence is an international phenomenon that is rooted to a long time. However, this phenomenon has increased in the beginning of the third millennium on the international, Arab and local levels due to a group of factors and contemporary updates especially the political, religious and economic ones.

- There are a group of theories that explain the student violence phenomenon and attribute it to health reasons and personality traits as well as political, economic, psychological and social factors.

- The spread of the student violence phenomenon in different educational levels especially in the university and secondary school levels due to the nature of this age period that is experienced by students of these levels.

- The spread of the phenomenon of student violence in the Egyptian universities and the accompanying events after the revolutions of January 25 and June 30 are exotic phenomena that Egyptian society has not experienced. These phenomena are against all the values, customs and traditions of the university.

- The multiplicity and diversity of the aspects of student violence in the Egyptian universities by some Muslim Brotherhood students. These aspects ranged from verbal abuse or objection to the use of force, bullying, firing and destruction of university facilities and attacking some faculty staff members as well as some university leaders.

- The spread of the phenomenon of violence in the Egyptian universities hinders the progress and regularity of the educational process and threatens most of the students' security and stability. Hence, it became a must to find out alternative and mechanisms through which we can limit this dangerous phenomenon.

- The security solution to the problem of student violence is not the perfect solution, but this dangerous phenomenon should be handled through providing students with a comprehensive political, social and religious awareness in non-traditional ways.

- There are many causative factors of student violence at Egyptian universities, including psychological factors, social and economic factors and educational factors.

❖ Secondly: Results related to student activities represented in several results. On the top of these results:

- Most researchers agree on the importance of practicing university student activities and their contribution in forming the a university student personality that is integrated, balanced, distinct as well as locally and globally competitive.

- Decrease in the participation proportion of male and female students in university student activities where the ratio was not higher than 18.9% in 2012/2013 (after the revolution of January 25) and not more than 11.8% in the year 2013/2014 (after the revolution of June 30) of the total number of university students.

- Reduction of female students participation compared to male students ( despite the fact that they represent 56.3% of the university students) where the ration did not get higher than 8.1% and in 2013/2014 the rate did not get higher than 4.8% which represents a serious phenomenon that needs quick measurements to fix it.

- Decrease in participation rate in most of student activities in 2012/2013, where they did not get higher than 0.8% of the scouts, and 1.7% of cultural and 2.1% of artistic and 2.3% of sports. The rate became lower in 2013/2014 and reached 0.6% scouts, 1.2% cultural, 1.5% artistic and 1.9% athletic.

- The rate of participation in some student activities amounted to 45.5% compared to the total participants in 2012/2013 to 45.5% in the social and trips, 16.6% of families and 12.2% of the athletic. There were similar participation rates in 2013/2014 when they reached 37.4% of social and trips, 18% of families and 16.4% athletic.

- The high proportion of the number of college students (Arts - Rights - Commerce) and (Engineering - Science - Pharmacy) participating in activities in 2012/2013 with 12.6% and declined in 2013/2014 to 8.2%.

- The high rate of participation in the year 2012/2013 for the students of the academic colleges to (76.1%) compared to the practical colleges (23.9%) and in 2013/2014 for the students of academic colleges (82.1%) for the practical colleges (17.9%) Perhaps this confirms the reluctance of most of practical colleges' students to the exercise of activities and hence to

participate in acts of violence in universities, which represents a serious phenomenon that threatens the educational process at these colleges.

There are a variety of *factors hindering* the practice of university student activities after 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions, including:

- Lack of appropriate academic environment for the practice of activities as a result of the spread of demonstrations and acts of violence and bullying within the campus.

- Lack of material capabilities of budgets and raw materials and human potentials of eligible technical and administrative efficiencies.

- The accumulation of school day lectures and practical lessons.

- Lack of student unions and the frequent delay of student elections until the second semester as well as the disagreement on a developed students' regulations.

- Lack of development and modernization of the student activities programs to absorb the new things and provide opportunities.

#### **Suggestions**

The State should set plans and take necessary procedures to turn the demands of 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions into tangible actual reality recognized by the youth and the humble society classes.

In the light of the results of the present study, the researcher suggests some mechanisms and procedures through which university student activities can be validated in order to extinguish or even restrict the phenomenon of student violence which has dramatically increased in the last three years. These mechanisms and procedures depend upon integrated and comprehensive system which is based upon several pillars tackled in the following.

➤ First: Extinguishing violence in the universities through many procedures as:

● Announcing for a national campaign against violence and terrorism in the Egyptian society particularly in universities in a definite period of time proceeded by the participation of different ministries which are closely relevant to cultivating and educating the Egyptian youth such as Ministry of Higher Education, Ministry of Youth and Sports, Ministry of Culture and Ministry of Waqfs.

● Holding symposiums and workshops to raise university students' awareness concerning violence its dangers and its negative destructive effects on individual and society represented, for example, in providing save context for investment and attracting foreign capitals to overcome unemployment and to provide new work chances.

- Paying more attention to religious and moral upbringing and developing instinctive aptitude to be invested in fighting corruption with its types and kinds and in discarding violence and extremist thoughts. Furthermore, toleration with the other has to be encouraged through validating the role of religious institutions particularly Al Azhar Al Shareef and the Egyptian Church to build a tolerant, consistent and modern society.

- Providing instructional university environment which is attractive, pleasant and entertaining prepared with playgrounds, gardens and other courts and places suitable for practicing different activities.

- Condensing summer activities in universities, increasing the number of the regiments of the students and extending journeys and visits among universities to be invested in students' political, cultural and religious enlightenment

- Incriminating party factional political work inside the university to maintain the safety, correlation and consistency of the university society.

- Modifying University Regulation Code and student codes to absorb what is new and to go along with the present time with its varying components. That's to say, the code should include gradual and deterrent penalties reaching to totally stop the enrollment of any student in the university. These penalties should be applied for the behaviors which go astray from university values and traditions, and also for any violence and any contraventions

- Posing police and societal inspection over social media sites which publish images and thoughts which are destructive and inconsistent with the sublime morals of the Heaven Religions, and inconsistent with the oriental values, customs and traditions. The same applies to thoughts and practices which instigate violence which, in its turn, threatens the safety and stability of the society.

- Validating the surveillance role of both the family and faculty staff to watch the university students' behaviors, conducts, practices and academic achievement in order to solve these students' study, social, psychological and economic problems in coordination.

➤ Second: Encouraging students to practice university activities through many procedures such as:

- Paying attention of the Ministry of Education officials to the importance of directing pupils to participate in school activities throughout all stages pre-higher education in university particularly in the secondary stage and this should be considered in their final assessment.

- Best and warmly welcoming new students particularly female ones and facilitating the difficulties they face, solving their problems, directing them, and

guiding them towards the activities which better suit them.

- Enlightening and stimulating the students consciously to participate in the activities because of their importance in building integrated and balanced personality.

- Stating a specific and definite appointment to proceed the elections of the student unions at the beginning of every academic year in order to utilize the opportunity to accomplish their tasks and responsibilities in solving students problems and validating different activities.

- Uncovering students' aptitudes, abilities and talents in different activity domains in order to be developed, cultivated and best invested.

- Regulating study schedules in a manner to provide chances and definite periods for the students, males or females, in especially in practical faculties to practice different activities.

➤ Third: Encouraging faulty staff to supervise student activities through many procedures such as:

- Discovering, selecting and attracting talented persons among faculty staff and their assistants to supervise activities and to direct and guide students for suitable activities.

- Specifying a coordinator for each activity, each academic year and for each faculty to supervise activities, to assess students' performance and to coordinate with the activities manager in the university.

- Holding training courses about student activities for both faculty staff and their assistants paying attention to involve these courses in promotion stipulations such as Quality Assurance courses.

- Delegating activities coordinators to missions and visits to distinguished universities nationally and internationally to get benefit from their experiences in developing and improving practicing activities in their universities.

- Giving valuable financial awards to activities coordinators on the academic years level, faculties or university as an alternative for supervising student activities.

➤ Fourth: Developing and modernizing university academic curricula and syllabi to encourage practicing different activities through many procedures such as:

- Changing university academic curricula and syllabi to absorb what is new in order to decrease their boredom and difficulty in the light of national and international recent developments and what goes along with

Work market.

- Revising the content of university academic syllabi by councils of academic departments in order to make it free from repetition and extra details and

stimulating thinking, continuous research and self-learning.

- Adding some human academic syllabi to study plans in practical faculties which stimulate contemplation and considering human feelings such as philosophy, educational values, aesthetics, moral education, psychology, sociology, etc.

- Situating student activities within study plans of the faculties especially practical ones as a practical syllabus to be estimated and assessed for each student yearly.

➤ Fifth: Developing university administration to encourage practicing student activities through any procedures such as:

- Selecting university leaders and officials who believe in the importance of student activities and who support them and this is confirmed in the suggested proposal prepared by the committee of electing university leaders.

- Validating the role of student activity coordinator and including this within his/her job tasks in the academic department, faculty or university.

- Reframing the sector of youth guardianship to cope with the recent development and variables a matter which demands innovating new jobs, responsibilities and tasks to deal with different students who have different, varying and developing traits, characteristics and thoughts.

- Stating the principle of responsibility, accountability, reward and estimation for youth guardianship administration in the faculties in Egyptian universities concerning student activities.

➤ Sixth: Developing evaluation techniques to encourage practicing student activities through many procedures such as:

- Developing the techniques of examination and evaluation in order not to assess the ability of memorization and recall but to assess creative and innovative abilities, problem-solving and correct decision-making.

- Specifying appointments for examinations and tests flexible enough to provide suitable opportunities for practicing student activities and to enable students to participate in national and international contests and champions.

- Designing activity card for each student in the university within which every and each activity participated by the student throughout his/her study years.

- Specifying certain marks for practicing activities as an activity reward at least 2% from the early total sum of marks added to the student marks; and the percent may increase over 2% in practical faculties.

- Considering participation in student activities during study years as a stipulation and requirement for

granting the bachelor degree such as military recruitment.

➤ Seventh: Validating the role of youth guardianship to stimulate practicing student activities through many procedures such as:

- Selecting and electing employees in youth guardianship in faculties and universities according to personal traits, qualification and desire to work dealing with the students.

- developing the performance of the social and psychological specialist to be able to deal with the students easily, take care of them, get acquainted with their problems and solve them.

- Announcing at the beginning student activities and services provided for students by youth guardianship through the help of student groups distinguished and able to persuade new students.

- Increasing interest in activities in which students are reluctant from participating such as scout, cultural and artistic activities.

**Eighth: Validating the role of youth guardianship to stimulate practicing student activities through many procedures such as:**

- Increasing the budget specified for student activities in order to go ahead with the dramatic increase in students number in the higher education.

- Originating a due for practicing activities included in university dues for each student to suit the present time and its increasing monetary requirements help practicing university activities.

- Signing cooperation protocols with Ministries of Culture, Waqfs and others to take part in financing these activities.

- Providing financial credits before the beginning of the academic year or at least at the very beginning of each term.

- Giving valuable monetary, meals, sporting clothes, necessary materials, musical instruments and others particularly for distinguished students.

- Encouraging emotionally students who are distinguished in activities by granting them statements of estimation, giving them shares in contests and journeys, granting them the leadership of charity doings, etc.

Ultimately, it can be deduced that practicing student activities in Egyptian universities may be one of the best ways for restricting the phenomenon of student violence in universities, in addition to many other procedures. The researcher tried to proceed a field study to know the opinions of the students and staff concerning the actual practice of activities in Zagazig University immediately after 25 January and 30 June Revolutions; unfortunately, the bad circumstances of violence and terrorism occurred in the university prevented her from accomplishing this field study. Accordingly, this opens the field to carry

out further researches in the field of student activities with its different domains and in other universities immediately after the two great revolutions. Furthermore, there is an urgent need for educational and psychological studies tackling all other components of educational process throughout all stages of Egyptian education immediately after the 25<sup>th</sup> January and 30<sup>th</sup> June Revolutions, if we want to get the benefit from these great Revolutions in the field of education generally and university education particularly.

## References

- Bruner, Kh. (2001). Globalization, Education and Technological Revolution. Tr. by Muhammaed El Bahnasy. *Futuristics*, 31(2), 172-173 International Education Office, Genève Switzerland.
- Zagazig University. (2009-2014). General Administration for University Head Office. Central Statistics Administration, Statistics and Publications from 2009 to 2014.
- Zagazig University. (2013-2014). University Security Administration. A Booklet about violence actions occurred in Zagazig University from 30/6/2013 to 5/2/2014.
- Ali, S. (2005). Higher Education Quality and Quantity: From decline in enrollment to decline in outputs. The Annual Eighteenth Conference for Political Research "Higher Education in Egypt: A map for the reality and prospecting the future", 13-14<sup>th</sup> February. Centre of Political Research and Studies, Cairo University, p.19.
- Abu Maghli, S.(1997). Rules of teaching in the university. Dar Al Fikr, Amman, Jordan, p. 54.
- Abdel Wahab, J. (1991). School activity. Falah Library, Kuwait.P.13.
- Zagazig University. (2014). General Administration of Youth guardianship. A census of the number of the students participating in activities 2013/2014.
- Abdel Kareem, A. (2001). The Effectiveness of a Guiding Program to lessen violence behavior among a sample of male teenagers in the secondary school Unpublished MA, Institute of Postgraduate Studies for Childhood, Ain Shams University.
- Adams, M. (2008) "School Violence: Bulling Behaviors and the Psychosocial School Environment in Middle schools" *Children and Schools* 30 (4).
- Chapin, I. (2008) Youth perceptions of their school violence risks Adolescence, Sandiago, An International Quarterly Devoted to the psychological and Educational Aspects of the Second Decade of Human life. Dissertation Abstracts, 43(171).
- Abdel Sattar, M. (2008). School Violence among Secondary School Students in the Light of Some Features of Character: A Clinical Study. PhD Dissertation. Faculty of Education in Qena. South Valley University.
- Kassabri, M, Astor, R and Benfenishty R. (2009). Middle Eastern Adolescents: Preparation of school violence against peer and teacher: Across cultural and Ecological Analysis. *Journal of Interpersonal Violence*, vol.(24)No(1).
- Sallam, M. (2000). Violence among Students Secondary Schools in Egypt. Section of Educational Information, National Centre of Educational Research and Development, Cairo.
- Refaat, A. (2001). The Relation between student violence and some Societal Variables among a Sample from Secondary. School Students. The Eighth Annual Conference of Psychological Guidance Centre: "Family in 21<sup>st</sup> Century: Reality Challenges and Future Horizons 4-6<sup>th</sup> February. Ain Shams University.
- Farrag, F. (2001). Societal Factors Violence Phenomenon among Universities Students. PhD Dissertation. Institute of Higher Studies for Childhood. Ain Shams University.
- Rizq, S. (2006). Societal and Scholastic Dimensions of Violence Phenomenon Students of Secondary Schools: A Field Study in Addaqahlia Governorate. MA Thesis. Faculty of Education. Mansoura Universit.
- Abdel Mukhtar, M. (2007). Shoo Violence as Realized by Male and Female Teachers among a Comparative Sample between Egypt and the Sultanate of Oman. Egyptian Public Body for Book. *Psychology Magazine* (75).
- Abdullah, M. (2008). Violence in university life: manifestations, causes and ways for facing. *Arabic Studies in Psychology*, 7(3). Pp. 646, 638, 257.
- Ismai'l, M. (2010). Ordering issues of School Violence in Egyptian Newspapers: An empirical study on (Al-Ahram – Al-Wafd – Al-Badeel). *Guarding and Developing Childhood magazine* (2). Mansoura University.
- Coggins, B. (2010). Evaluating Character Education and its Use to Reduce or Prevent School Violence. PhD Dissertation. Walden University, Minnesota, United States.
- Church, G. (2011). Urban Teachers Perceptions of School Violence. PhD Dissertation. Walden University, Minnesota, United States.
- Hanna, T., Saleh, A., and Mowafi, Y. (2012). Facing School Violence in USA and in UK and how to make use of it in Public Secondary School in Egypt. The Fourth/ Seventh International Scientific Conference: "Managing Knowledge and Managing Intellectual Capital in Higher Education Institutions in Egypt. and Arabic Nation in 11-12nd April". Faculty of Education. Mansoura University.
- Abu Zeinah, L. (2012). Potential Factors behind School Violence Phenomenon: An Analytical Study. *Psychological and Educational Research Magazine* (3), the twenty seventh year. Faculty of Education. Monofya University.
- Habashi, M. (2013). The role of university in developing security awareness among its students in the light of world contemporary turnings: A case study of Suez Canal University. *Psychological and Educational Research Magazine* (3), the twenty eighth year. Faculty of Education. Monofya University.
- Al-Gergawi, Z. (2000). The Impact of Participating in Scouts Activities on Developing Values among Elementary Stage Pupils. *Palestinian Educational Research and Studies Magazine* (24).Ghaza Territory.
- Al Fahd, A. (2001). Obstacles OF Student Activities in Public Education in Elementary and Middle Stages in Al Riyadh Territory from the Point of View of Activities Supervisors. *Arabic Education Future Magazine*, 7(20). Arabic Centre for Education and Development with Cooperation with Arabic Education Office for Gulf Nations.
- Shehata, H. and Bangar, A. (2000). Developing student activities Faculties of Education for Females.to enrich educational and instructional environment. The ninth annual meeting of Saudi Association for Educational and Psychological Sciences, King Saud University, from 7-9<sup>th</sup> Safar 1422H. Al Riyadh. Saudi Arabia. Pp. 311 and 388.
- Al-Duaji, A. (2002). Reasons of Kuwait University Students' Reluctance from participating in student activities. *Educational Magazine* (64), Kuwait, Pp. 67-108.
- Qamar, E. (2002). The role of educational activities in facing behavioral problems for secondary school students: A field study. *Future of Arabic Education Magazine*, 8(25). Arabic Centre for Education and Development.
- Al Qaffaas, W. and Qamar, E. (2002). The impact of practicing free educational activities on self-esteem and aggression. *National Centre for Education Research and Development Magazine*, 8(1), Cairo.
- Sallam, M. (2002). Educational activities and validating future school as type of educational renewal. *Educational Research Magazine* 1(2). . National Centre for Education Research and Development, Cairo.
- Van Dallin, D. (1994). Methods of research in education and psychology. Tr. by Nofal etal. 5<sup>th</sup> ed. Anglo-Egyptian Bookstore. p. 312.
- Abu Hattab, F. and Sadeq, A(1997) Methods of research and statistical analysis in psychological, educational and social sciences. Anglo-Egyptian Bookstore. p. 105.
- Rashid, A. (1988). University and university teaching. Dar Ashrouq, Gedda, Saudi, Pp. 272, 284.
- Abdel Sadeq, A. (1989). The Educational and Social of Student Unions. Unpublished PhD Dissertation. Faculty of Education in Benha. Zagazig University.P.13.

36. Arab Republic of Egypt: Ministry of Higher Education (1992). The Concise Dictionary "Al Mu'gam Al Wageez". Al Matab Al Amiryia.
37. Ezz Eddin, A. (1998). Terrorism and political violence. Al Horya Book No. (10). Dar Al Horya for press, printing and publishing. Cairo. P. 13, 108.
38. Abdullah, M. (2012). The Egyptian Revolution in 25<sup>th</sup> January 2011. Arabic Economic Union Magazine, No (42), the 25<sup>th</sup> year. Arab Nations League.
39. Al Shafi'i, J. (2014). An analytical study for re-building tax system for achieving the aims of the Egyptian Revolution and facing its fallouts: "A strategy for scaffolding the Egyptian economy: A futuristic perspective". The fifth yearly scientific conference of the Faculty of Commerce from 22-23<sup>rd</sup> June. Zagazig University. Pp.125-127.
40. Al Razi, A., (ND). Mikhtar Al Sihah. Dar Al Hadith for publishing. Cairo. P. 458.
41. Arab Republic of Egypt: Arabic Language Congregation (1999). The Concise Dictionary "Al Mu'gam Al Wageez". Cairo. P. 430.
42. Sallam, M. (2013). Culture of violence among secondary school students: Crisis and confrontation. The Arabic group for training and publishing. Cairo. Pp. 27, 32-33, 54.
43. Wilson (2014). Oxford English Dictionary. Oxford University Press. England. P.221.
44. Badawi, A. (1978). Dictionary of Social Sciences Terms. Lebanon Bookstore. P. 441.
45. Gelles, R, and Corneel, C. (1990) Intimate Violence in Families. California. Sage Publications, Inc., 2<sup>nd</sup>, Pp. 20 - 21.
46. De'bes, Y. (1998). Bullying: A perception in the Anthropology of crime. Published by the Egyptian Symposium for Creativity and Development. Alexandria. Egypt. P. 14, 151, 206-220.
47. Ghalib, H. (2001). Communal violence crimes in Egyptian Comparative Legislation. Unpublished PhD Dissertation. Faculty of Law. Cairo University. P. iii.
48. Review: Yenison, F. (1992), Violence theory in ideological conflict. *Tr.*, by Sahar Saeed, 2<sup>nd</sup> ed. Dar Damascus, Beirut. The previous Reference No 44, pp. 29-33.
49. Gado, O. (2005). School violence from family to school and to media. Dar Assahab for Publishing and Distribution. Pp. 21, 23, 33.
50. Al Semary, A. (2000). Violence behavior among young people: A field study administered to a sample of male and female students in secondary stage. The seventh symposium: "Young people and future of Egypt" from 29-30 April. Sociology Department, Faculty of Arts, Cairo University. Pp. 85-95.
51. Blate, T, (2004). Conception of violence: Violence phenomenon. *International Magazine of Social Sciences. No (133)*. UNICCO. P.19.
52. Lutfi, T. (2005). Social Upbringing and violence behavior among children: A field study for a sample of pupils in the elementary cycle in Beni Sweif City. MA Thesis. Faculty of Education. Beni Sweif University. P. 189.
53. Al Sharqawi, A. (1986). Events of deviation. Anglo-Egyptian Bookstore, Cairo, P, 169.
54. Hassan, H., Mujahid, M., and Al Ajami, M. (2002). *Education and the issues contemporary society*. Dar Al Asdeqaa' for Printing and Publishing. Mansoura. Pp. 91, 92.
55. Zayed, A. (2011). Archeology of the Revolution: Resurrection of the middle class. Democracy Magazine, 11(42). Al Ahram Organization, Cairo. Pp. 23-24.
56. Al Faramawi, H. (2011). *Revolution of Egyptian dignity: Egypt returning: Youth and identity*. Anglo-Egyptian Bookstore, Cairo P. 25.
57. Tawfeeq, A. Strategies of managing danger of political violence and their in scaffolding Egyptian economy. The fifth yearly scientific conference of the Faculty of Commerce from 22-23<sup>rd</sup> June. Zagazig University. P.474.
58. Arab Republic of Egypt: Ministry of Justice (2014). Committee of Truth Pursuit concerning violence in Egyptian Universities issued in 18/12/2014.
59. Rustom, R. (1987). A Comparative Study among Universities of Arab Republic of Egypt and the United States of America regarding Systems of Selecting and Training Leaders of Youth Guardianship. Unpublished PhD Dissertation. Faculty of Education. Ain Shams University. P. 2. For more details review: The previous Reference No. 34. P. 247. The previous Reference No.5. P. 54.
60. Shehata, H. (1998). *School activity: Conception, functions and fields of application*. 2<sup>nd</sup> ed. L Dar Al Masryia Al Lebniya. Cairo. Pp. 90, 94.
61. Al Sebe'i, K. (2004). Factors leading to weakness of students' participation in student activities and ways for overcoming them from the point of view of the students in King Saud University. *Arabic Gulf Mission Magazine, No (94)*.
62. Al Rayaan, F. (1995). *School activity: Bases, aims and applications*. 5<sup>th</sup> ed. A'alam Al Kutob. Cairo. Pp. 76, 77.
63. Al Howeidi, Z. (2004). Creativity: *Definition, discovery and development*. Dar of University Book. Al Ain. Emirate. P. 256. Review: The previous Reference No. 34. P. 272.
64. Shehata, H. (2004). *School activity: Conception, functions and fields of application*. 8<sup>th</sup> ed. Dar Al-Masryia Al-Lebniya. Cairo. Pp. 90, 94.
65. Ali Al, S. (2001). Some factors influencing participation in student activities in King Saud University The ninth annual meeting of Saudi Association for Educational and Psychological Sciences, King Saud University entitled "Student Activity and its Role in Educational and Instructional Process", from 7-9<sup>th</sup> Safar 1422H. Al Riyadh. Saudi Arabia. Pp. 571-592.
66. Ramadhan, S. (2006). Evaluating programs of school activity in secondary schools in Oman Sultanate. *Magazine of Faculty of Education in Benha, 16(66)*. P. 102.
67. Ben Fahd, M. (2002). *School activity and relation of the school with the society*. Dar Al Khrejeen for Publishing and Distribution. Al Riyadh. P. 47.
68. Review: Shehata, H. (2004). *School activity: Conception, functions and fields of application*. 8<sup>th</sup> ed. Al Dar Al Masryia Al Lebniya. Cairo. P. 96. The previous Reference No.28. Pp. 67-108.
69. Al Sebe'i, K. (2004). Factors leading to weakness of students' participation in student activities and ways for overcoming them from the point of view of the students in King Saud University. *Arabic Gulf Mission Magazine, No (94)*.
70. Abdel Sattar, R. (2005). School activities and their roles in guaranteeing culture rights of the child of elementary school in slums: A field study. *Magazine of National Center for Educational Research and Development, 4(1)*, p.225.
71. Al Harbi, A. (2001). Student Activity. Conference of student activity and its role in Educational and Instructional process", from 7-9<sup>th</sup> Safar, 1422H. King Saud University. Al Riyadh. Pp. 599-603.