

The Effectiveness of Student Extracurricular Activities in Evaluating Violent Behavior among Students in the Preparatory Year at Hail University

Alkhamsah Saleh Aleid
Faculty of Education, Hail University at Saudi Arabia, PO box 87541, Riyadh

The research is financed by Asian Development Bank. No. 2006-A171(Sponsoring information)

Abstract

This study aimed to examine the effectiveness of student extracurricular activities in evaluating violent behavior among students in the preparatory year at Hail University. The researcher used the descriptive analytical method, and used two tools for the purpose of the study, the study sample consisted of 104 (violent) female students from the preparatory year. The results of the study showed that the practice of (violent) students in the preparatory year in the areas of extracurricular activities at the University of Hail in the experimental group / pretreatment was very low, and that the students practice in the same group / post treatment was significant. While, the results of the study showed that the practice of (violent) students in the preparatory year in the areas of extracurricular activities at the University of Hail in the control group / pretreatment was very low, and that the students practice in the same group / post treatment was very low. The results of the study also indicated equality between the two groups of the study in violent behavior before using student extracurricular activities. Also, the results suggested that the use of student extracurricular activities had a significant impact in assessing violent behavior among students in the preparatory year at Hail University. The study concluded several recommendations, including: The continued implementation of student extracurricular activities and intentionally involving violent students in them, directing the efforts of universities administration and deanships of student affairs towards raising the level of participation among (violent) students of the preparatory year in the student activities, improving the performance of student activities supervisors at the university by establishing workshops and training sessions, providing the appropriate number of social workers, informing violent female students about extracurricular activities through announcement, involving violent students in the planning process and expressing their desires about student activities, and cooperation with families in the assessment of violent behavior in their daughters and raising their awareness about the risks of this behavior on the individual, family and society.

Keywords: Extracurricular activities, Violent behavior, Preparatory year

1. Introduction

A university is one of the social institutions seek to configure integrated individual personality in its many aspects, and seeks to evaluate it properly within the framework of a balanced value system away from all forms of sprains and deviation. Thus, the university is considered as small community based on learner training about the community life and discipline his behavior to contribute on the evolution of his homeland, their function is not limited to the development of the cognitive side of the personality but also to prepare them for life through behavior modification skills and experiences that help them to successful adaptation with different situations.

Extracurricular activities perhaps one of the university tools to perform this task as a means to achieve many goals of educational, psychological, social, economic and physical health for their students, if properly implemented good organised and perfected their plans in order to keep its evaluating and monitoring them.

Moreover, extracurricular activities are modern concepts used in the educational institutions, due to the old universities relied only on the curriculum programs without regard to the practical and applied aspects as well as supporting aspects, which have an effective impact on shaping an integrated personality, therefore, in modern university, the extracurricular activities for students become a part of the curriculum for the educational institution as they help in the formation of the good habits and efficient ways of thinking, high values and skills necessary for continuous their way towards the education, in addition to, the students who participating in these activities have the effective abilities in their academic achievement and dealing positively with teachers and colleagues (Shehata, 2000).

A student needs to put him on the right track and monitors to process and guide his behavior; because his behavior not stable; as the student sometimes has a right behavior and another time has wrong behavior, thus, the educational institution must intervene in both cases; if he has a right behavior, it must seek to strengthen and improve it more over, if he has wrong behavior, it should seek to rectify and modify his behavior.

The student behavior mostly represents his character, a feature distinguishing, and reflection of his feelings, emotions, sensations, passions, instincts, and mentally, as well as psychological and social aspects for coping with university and human life, consequently correct behavior express the normal personality, while

abnormal and volatile behavior express the bad personality (Alzentani, 1999). The student's behavior represents his real side and honest reflection of his feelings and emotions.

In the first university year, student goes by fast and unpredictable changes due to increased growth hormone secretion reflected greater vigor and vitality in the social and emotional aspects, mental and psychological, the teenager naturally looked to better life seen through the power and self checkout everything is old and it all goes back to nature rebirth phase is phase. This phase is accompanied by the emergence of some problems in adapting to the new environment (undergraduate) and adult environment (Zahran, 1995).

In the first university year, student undergoes physical changes rapidly; due to increase growth hormone secretion reflected a greater vigor and vitality in the social, emotional, mental and psychological aspects. Generally, the teenager looked to a better life; it can be seen through rebellion against authority commands, self-assertion, and refuse old things, and that's due to the nature of this stage, which considered as a new way of life for them. Additionally, this phase is accompanied by the emergence of some problems in adapting to the new environment (undergraduate) and adult environment (Zahran, 1995).

This confirms Helmy (1965) that stated the tertiary stage is full of problems as it is a transition stage from adolescence stage to adult stage. Most of the persons failed to adapt to this environment, which shows it from the student violence behavior against colleagues and teachers and that's may extend to the educational institution.

Many efforts take to address this phenomenon and to know the root causes of student violence, which may be because limited extracurricular student activities, lack of support and repress students, these causes leads to an intensification of the violent reaction of students against their classmates, teachers, and the educational institution.

The importance of extracurricular activities in the educational process making the researcher intended to conduct this study to examine the effectiveness of student extracurricular activities in evaluating violent behavior among students in the preparatory year at Hail University.

2. The problem and questions of the research

Extracurricular activities are important in achieving the educational goals, form student character and need further research, which reveals its contribution in the student's behavior and modify it. Moreover, the extracurricular activities in universities have varying interest as most of them care about the academic achievement, while neglect the extracurricular activity, which also described it as a heavy burden on the courses and it is a sort of entertainment and amusement. Therefore, there is still a gap between academic knowledge, skills and practices, as well as practical experience inside and outside the university. Furthermore, the existence of this gap increased in university student violence rates throughout the world, particularly in developing countries, the university student violence emerged in Saudi Arabia after a growing number of public universities.

This study has chosen students from preparatory year have a problem in adapting to the university environment, which notice a various forms of student violence among them in the first academic year through researcher's work under deanship of Student Affairs Branch (female) hail University and through its chairmanship of the Group field trips in the preparatory year Deanship, Chair of unit control and follow behavior. These students violence is considered as problems that need to be drawn to it and look for ways to remedy it. Thus, the study problem emerged to reveal the effectiveness of student extracurricular activities in evaluating violent behavior among students in the preparatory year at Hail University. This study will try to answer the following questions:

- a. What is the practice level of the extracurricular activities among students in the preparatory year at the University of Hail?
- b. Are there any statistically significant differences at the significant level ($\alpha \leq 0.05$) in evaluating the violent behavior of the preparatory year students in hail University due to the extracurricular activities?

3.0 The aims and significance of the study

The purpose of this study is to detect the effectiveness of student extracurricular activities in evaluating violent behavior among students in the preparatory year at Hail University in Saudi Arabia. The significance of the current study is driven from these aims, which are as follows:

1. This study may be a new addition to educational literature.
2. Detect the degree of extracurricular student activities leads to draw attention to it by those concerned in the Ministry of Higher Education, University Administration and Faculty Deans for Student Affairs.
3. Help the decision makers in the Education Department's allocation of meetings, conferences and training courses on the role of the extracurricular activities in the evaluating the student university of unwanted behaviors.
4. The results of the study will contribute to the upgrading of the extracurricular student activities planned, organised and instituted by the University Administration.

5. According to the study of students in terms of the study's recommendations to improve the level of the extracurricular student activities, which reflected positively on violent behavior evaluating.
6. The results of this study can be used in subsequent studies dealing with the extracurricular activities and other variables.

4.0 Study terms

The extracurricular activities: those programs organised by the deanship of Student Affairs Branch (female) to guide the effort and activity of the students to gain experience and skill with its capabilities as well as its preparations and journalism with enjoy, serving personal decency and integrated building in all its aspects for creating good citizenship and contribute positively to society.

The researcher defines the procedural activities as: total grade obtained by the student in a questionnaire consisting of (25) paragraph broken down into five areas, and will range between class (25-125) degrees.

Conduct the student violence: intended as any form of abuse or assault by word or deed through the students on campus and could sign harm others directly or indirectly (Almkharaz, 2006) and the student's violence behavior researcher known procedurally: total grade obtained by the students in a questionnaire consisting of (33) will range between class (33-165).

Physical violence: is the use of physical force in the other direction to deliberately abuse their bodily damage. The researcher defines physical violence procedurally: total grade obtained by the student in after physical violence in resolution (11) paragraph, and in this class will be about dimension (11-55).

Moral violence: it does not have significant use of words beyond or outside the customs and traditions of religious teachings to other moral harm. The researcher defines moral violence procedurally: total grade obtained by the students in following moral violence questionnaire (11), will range between classes (11-55).

Economic violence: and intended damage to property whether property requests, or belong to the university as a result of violence by the students. Economic violence researcher known procedurally: total grade obtained by the student in following economic violence in resolution (11), will range between classes (11-55).

5.0 Study limitations

This study was limited to preparatory year students at the university, in addition to, its capability of disseminating the results within this sample.

The researcher addressed four areas of the extracurricular student activities: (religious activity, social activities, cultural and artistic activity, and scientific activity) only, the researcher excluded sports activity for private universities (the students).

The researcher took violent behavior in the following three forms: (physical violence, moral violence, economic violence).

Dissemination of the results of the study are linked and explained by the degree of power tools, and consistency.

6.0 Literature Review

This study classified this section into areas, as follows:

- 1: previous studies on the extracurricular activities.
- 2: previous studies on the student's violence.

6.1 Previous studies on the extracurricular activities

Jandal (2000) conducted a study to identify the organizational realities of non-classroom activity, and the principal's role in his administration, and the difficulties in allusive activity. The sample consisted of the school activity supervisors and heads of the primary schools and activity leaders in Riyadh in Saudi Arabia. This study used a questionnaire to reveal the reality of allusive activity, and the role of the principal in his administration and difficulties in doing activities. The most significant of the results was the moderately level of the organizational realities of non-classroom activity in all areas (planning, implementation, supervision, calendar) and the principals have a large role in discretion, the most difficulties that face in allusive activity is implementing the extracurricular activities in many missions principal of the school.

Tawfiq (2002) also conducted a study titled as "activating the role of the free secondary educational activities and its role in the face of student problems in high school". This study purpose to detect the root causes of the problems in the students behavioral, and to recognize the role of free activities in the face of student issues. The sample study selected 220 persons from three governorates: Cairo, Alexandria and Mina. Moreover, the results of the study showed that the family problems are in order, as follow: Pampering, neglect and absent father and cruelty, and the main of the school problems are in order, as follow: lack of playgrounds, lack of practice activities, championing school administration teacher, absence of role models, a lack of awareness of teacher's teenage sensitivity. While the student problems are in order, as follow: try to recover rights, loneliness and

isolation, the nature of adolescence, innate motivations for violence when students, as the study showed that the most pervasive violence student behavior is: violent quarrels between students, followed by sabotaging building, chaos during classes. The study recommended that the school need to activate the role of activities through the school theatre and starring heroes, organizing trips for nature, giving students the freedom to express opinions and communication skills through internships, seminars and lectures, school leaders call for dialogue with the students, the establishment of competitions, and matches that invest energy and youth leisure.

Dumais (2009) conducted a study aimed to explore the relationship between participation in the extracurricular activities and some academic outputs such as mathematical achievement and academic ambitions, and the disclosure of sexual differences in the level of participation in the extracurricular activities. The study sample consisted of (476) students were selected from a group of high school in the city of San Antonio of America. The study used a questionnaire to collect the data process. The results indicated that the presence of sexual differences in the level of participating in the extracurricular activities in favor of males in terms the extracurricular sports activities, while in favor of females in the extracurricular activities in terms theatrical and musical. There is a relationship between the participation of students in the extracurricular activities, the mathematical achievement and the academic aspirations.

The Martincevic(2010) tried to detect the effect of the extracurricular activities provided in leisure time for students on academic and personal growth for elementary school students. The study sample consisted of (816) students from elementary school students in the city of Croatia. The study used a questionnaire and observation in the data collection process. The results indicated that the presence of correlation between the participation of students to extracurricular activities and the positive growth in the academic and personal level of the students.

Dick (2010) conducted a study to detect the relationship between participation in the extracurricular activities on the student achievement and attendance in school, and their behavior inside and outside the school. The study used the methodology of the case study in data collection, where it was noted the students behavior in junior high school from the western region of Nebraska. This study used note card to achieve the objectives of the study. The results pointed that there is a lack of statistically significant correlation between cumulative grade point average for students who participated in the activities, which are not systematic and the cumulative grade point average for students who participated in sporting activities in general. Besides, there is a lack of correlation between the presences of all the students who participated in sports activities. As well as, there is a lack of correlation between participation in extracurricular activities and the improvement of the school discipline and the behavior among involved students.

6.2 Previous studies on the student's violence

Leonard (1998) conducted a study titled as “experiences of violence on the campuses of the colleges within the college students in the United States”, which the study aimed to assess the types of the violence and conditions of employment on campus posed to the students, especially the reactions of the students view this accident (non-participants), this study reviewed the beliefs on the student violence and responses prior to these regarding special cases of the campus violence. This study used a questionnaire to collect data from the sample consisted of (34) element to measure the types of the students violence on campus, and its role in the circumstances surrounding the violence and the responses of the students view this accident. The study showed that the student's violence is not linked to sex is the most visible on the campus, and that alcohol was the main factor for the violence for more than three-quarters of the cases of the violence and that 72% of the students view this accident has physically intervened in the violence, and they recognized that the violence was a mistake.

Furthermore, Hawamdeh (2003) conducted a study titled as “the student violence in Jordan's public and private universities from the perspective of students”, which the study aimed to identify the problem of the student violence in the universities, and highlight them to learn about the prevalence and forms of this violence, the underlying motivations, and propose several ways to reduce them. The study population was 60,000 students belonging to six Jordanian universities; but the study sample was composed of 10% of the study population. The approach of this study was descriptive approach. It also use a questionnaire to obtain information, in addition to semi-closed interviews, the study showed that there are differences between the first-year students and second on the side and the fourth and third on the other side in terms violence, also showed that the students' activities and conduct research will decrease the student's violence. In addition to the study recommended that there is a need to get away from the students violence and the development of the tribal positive.

Sarayreh (2006) conducted a study aimed to recognize the reality of the violence at Mutah, Jordanian and Yarmouk University in Jordan. The study sample consisted of 1500 students distributors evenly distributed on the three universities, researcher used a questionnaire consisted of demographic data for the student, and the second part consisted of scale commit, watch violence and exposure at the university, which consists of five grades: the behavior occurs, the extent of injury, measure the scene of violent behavior and response to violence, as well as the measure of the extent of exposure to violence at a young age. The study showed that the most

common forms of violence on the campus regard to aggravation and physical violence, and psychological violence, and finally violation on the property, as the results of the study showed that the males violence are subjected to physical and psychological more than the female violence, showing that there is a relationship between gender and social factors (the prevalence of the differences and see the violence and exposure within the family), economic factors (family) income and academic level and every form of physical violence, sexual aggravation and psychological violence and violation.

Zeyad (2006) study focused on the impact of the modeling and social skills training in reducing school violence. The study aimed to identify the impact of two programs for the modeling and social skills training in reducing school violence. The sample of the study consisted of 45 student of a school in the city of Irbid, who scored the highest grades on a scale of violent behavior, and then the sample was divided to three groups; control group and two experimental dishes out a collective guidance program based on the modeling. The results showed that there are significant differences between the first and second control group and experimental group in favor of the two experimental groups, and there are significant differences between the first and second group in reducing the behaviors of violence. These results indicated that a programmatic modeling and social skills training were effective ways in reducing the violence behaviors.

Almkharaz (2006) conducted a study aimed to monitor student violence in the official Jordanian universities, which the study sought to find out the prevalence, causes and ways to treat this phenomenon, thus, the researcher formulated a questionnaires to collect information from (177)students of council at six universities and(33) officials in the deanships of student Affairs at the university. The study showed that the verbal violence and non-verbal originated from the forefront forms of violence, followed by physical abuse and attacks on property, derived the reasons for faculty members regarding the policy and management of the university in providing, while originated the psychological, social and political reasons to a lesser extent. The solution to this phenomenon about the student violence has been concentrated in the application of student sanctions, the use of commissions of inquiry, and the neglect of the problems as well as avoid them, and the fight against mediation, neglected the solutions of the guidance of faculty members and make them aware, as well as listen to the proposals of the students as a way to curb student violence. The study recommended that there is a need to activate the dialogue between the university, the community and students, in addition to the formation of committees for the development of this phenomenon of the student violence solutions.

In a study conducted by Patrik and Bernat (2009), which aimed to study the phenomenon of the violence among adolescents, where results showed that teens tend to threats and attacks on others when they lack ties to communicate with them in their environment, on the contrary, thus, the individuals who engaged in constructive social activities have many social relationship and gain several benefits of these relation, the most significant benefits from these relationship is the existence of a frame of reference standard of the behavior, which considered as expected and acceptable. The results showed that the family environments is important in influencing adolescents' lives, growth and behavior choices, participation of parents in the local community institutions, such as parent-teacher, and the knowing the friends of their children and their families reduce the violent behavior among their children.

7.0 The method and procedures:

7.1 The study population

The study population consisted of all students from the preparatory year (female violent) in Hail University, which numbered about (360) students enrolled in the second semester of the academic year (1435 AH).

7.2The study sample

The sample of the study consists of 104 female students from the preparatory year (female violent), who enrolled in the second semester of the academic year (1435 AH), then the sample distributed in two groups, which 52 students in each group to represent one of the experimental group and the other of the control group , after that the students were selected due to two reasons, first: the disciplinary decisions and minutes of previous violence in their Deanship of student Affairs (branch students), second: the reality of the work of researcher and Deputy Dean of student Affairs (branch students).

7.3 Study tools

For the purpose of detecting the effectiveness of the extracurricular student activities to modify the behavior of violence among students in the preparatory year at the University of Hail, the researcher used the following two tools to achieve the objectives of the study:

- The first tool: measuring the intensity of the practice of the student extracurricular activities of students in the preparatory year (female violent) at the University of Hail.
- The second tool: measuring the level of the student's violence among them in the preparatory year (female violent) at the University of Hail.

7.4 Designing of the tools

The first tool: the researcher access to the educational literature of specialized books, studies and research education-related to the extracurricular student activities, and in the light of this, a questionnaire was developed and the student extracurricular activities consisted of (25) items were divided into four areas, namely: (field of religious activity, social activity, the field of cultural and artistic activity, scientific activity). The researcher used Likert scale Quintet for measuring the degree of the students' extracurricular activities of students in the preparatory year (female violent) at the University of Hail.

The second tool: the researcher access to the educational literature of specialized books, studies and research education-related to the students violence, and in the light of this, the researcher identified (33) of the behavioral paragraph represent forms of student violence classified by the researcher in three areas: physical violence, violence, moral, and economic violence, as well as the researcher used quadruple Likert scale to measure the level of the student violence among the min the preparatory year (female violent) at the University of Hail.

7.4.1 The truthiness of the study tools

The researcher presented the study tools to ten of the faculty to judge the members of the sincerity of the content of these tools as appropriate its paragraphs areas identified by the researcher and the safety of the linguistic wording, and in the light of the comments and suggestions on two questionnaires in the initial recorded was modified tools in the final imaged to include the first tool (25) items regarding the behavioral categorized in four areas, and the second tool, which includes (33) paragraphs reflect the behavioral forms of student violence is classified in three areas.

7.4.2 The stability of the two tools of the study

The researcher using the test and re-test on the sample of 104 students from outside the study sample, to know the differences between the two tests for three weeks, has reached stability on the first tool coefficient (0.88), while the stability of the second tool coefficient (0.91).

7.5 The study variables:

Independent variable: student activities and consists of four areas:

The field of religious activity, social activity, cultural and artistic activity, and scientific activity. Group: student violence variable and consists of three dimensions: physical violence, psychological violence, economic violence.

7.6 Study Approach

The researcher used the descriptive and analytical approach to the effectiveness of student extracurricular activities to modify the behavior of violence survey shortened addressed the students of the preparatory year (female violent) in Hail University, and by reviewing all possible previous scientific studies and letters addressed the subject, and then collected the documents and records of official decisions about students in the preparatory year (female violent) in Hail University to determine the reality researcher and attorney Deanship of student Affairs work (branch students) at the University of Hail, were two forms of private study stems from the questions and hypotheses questionnaire design.

7.7 Statistical methods

To answer the questions, the researcher used the following statistical methods: descriptive analysis (mean, STD and percentage) and t-test for independent samples.

8.0 Results and discussion:

This chapter presented the study results that have been reached by answering the research questions as follows:

Results related to the first question:

What is the degree of practice of students of the preparatory year (female violent) extracurricular student activities at the University of Hail?

The experimental group / tribal

To answer this question is the means and standard deviations for the grades students practice account (female violent) for the areas of the extracurricular student activities at the university of Hail experimental group / tribal, and the results were as follows:

Table 1: the means and standard deviations for the grades students practice in the preparatory year (female violent) for the areas of the extracurricular student activities at the University of Hail experimental group / tribal

Area	Mean	STD	Degree of the practices
Religious activity	1.63	0.219	Very small
Social Activity	1.66	0.270	Very small
Cultural and artistic activity	1.66	0.298	Very small
the scientific activity	1.66	0.284	Very small
Total	1.65	0.144	Very small

Table (1) shows the means and standard deviations for the grades practice students in the preparatory year (female violent) for the areas of student extracurricular activities at the university of Hail experimental group / tribal, ranging averages between her values (1.63 - 1.65), all these area have very low degree of the practices. As the table shows that the average mean of all areas on the mean is (1.65), which reflect very low degree of the practices, and this shows that the practice of female students in the preparatory year (female violent) for the areas of the extracurricular student activities at the university of Hail experimental group / tribal was very low degree.

The study used a scale for determining the degree of practice items is applied, which separated into five degrees based on questionnaire weights, see table (2):

Table 2 the scale

Mean	The degree of practice
Less than 1.80	Very low
1.80-2.59	Low
2.60-3.39	Moderate
3.40-4.19	High
Equal 4.20 and more	Very high

These results may be due to the lack of interest in academics and student activities extracurricular different areas; and its scope within the curriculum is not a big affair, the lack of awareness of its importance in the These results may be due to the lack of interest in academics and student activities extracurricular different areas; and its scope within the curriculum is not a big affair, the lack of awareness of its importance in the development of various students skills, and this is due to the lack of clubs student at the University of Hail Branch students both in religious areas and social, cultural, technical and scientific to stimulate students in the preparatory year (female violent) to participate in the various areas of extracurricular student activities; resulting in a lower grade students practice in the preparatory year (female violent) in the experimental / tribal group to the extent that very little practice. This may be due to the weakness of motivation to participate in the areas of student extracurricular activities by students of the preparatory year (female violent) in the experimental group / tribal to the fact that some areas of the student extracurricular activities are included in the curriculum, such as the field of religious activity inscribed in Islamic Education includes this approach inclusive activities various religious, as the religious activity is part of the academic article is inseparable with it and the religious perception is not limited to academic institution, but also practiced dramatically different community institutions as centers for teaching the Koran and others, as well as in the area of technical and scientific activity.

Experimental / telecommunications group

To answer this question is the means and standard deviations for the grades students practice account (female violent) for the areas of the extracurricular student activities at the University of Hail experimental group / telecommunications, and the results were as follows: Table (3) the means and standard deviations for the grades students practice in the preparatory year (Female violent) for the areas of the extracurricular student activities at the University of Hail experimental group / dimensions

Table 3: the means and standard deviations for the grades students practice in the preparatory year (Female violent) for the areas of the extracurricular student activities at the University of Hail Experimental / telecommunications group

Area	Mean	STD	Degree of the practices
Religious activity	3.88	0.354	Large
Social Activity	4.38	0.344	Very large
Cultural and artistic activity	4.03	0.358	Large
the scientific activity	3.52	0.423	Large
Total	3.98	0.172	Large

Table (3) shows the means and standard deviations for the grades practice students in the preparatory year (female violent) for the areas of the student extracurricular activities at the University of Hail experimental group / dimensions, ranging averages between her values (3.52 - 4.38), which reflect that the social activity is the highest degree of the practice. The highest mean value is (4.38), which reflect the degree of a large practice,

while other areas got on the steps of a large practice. The average mean value of the total areas is (3.98), which reflect the degree of a very large practice, and this shows that the practice of female students in the preparatory year (female violent) for the areas of the extracurricular student activities at the University of Hail experimental group / dimensions were significantly large.

This results may be due to the existence of propensities and high desire among students in the preparatory year (female violent) towards the practice of the student extracurricular activities of different types and areas; to several factors, including internal factors among students regarding their affection for the activities, and the external factors such as encouraging the university administration represented by the Dean of Student Affairs (Branch students) to practice female violent students for the extracurricular activities by subjecting them intentionally different variety of extracurricular student activities for the group.

Moreover, these result may be due to the current study that indicated for the students of the preparatory year (female violent) in the experimental group / after me on the degree of a very large practice in the field of social activity to the discussions and studies of the university administration for the possibility of introducing social and student activities in educational assessment; where possible that the student gets record a professional social register their social service hours in addition to the academic record, which stimulates the student towards participation in extracurricular student activities in the field of social activity. In addition to the field of social activity in which participation is a very large size with others, whether individuals or foreign community institutions where this breed participation in with the students female violent sense of the importance of self and acceptance of the conditions of normal and behavior away from the violence to deal making them try to achieve self-esteem through participation in the student extracurricular activities in the social sphere; which ultimately leads to the acquisition and development of social responsibility to them.

The control group / tribal

To answer this question is the arithmetic means and standard deviations for the grades students practice account (female violent) for the areas of extracurricular student activities at the University of Hail to the control group / tribal, and the results were as follows:

Table 4: the means and standard deviations for the grades students practice in the preparatory year (female violent) for the areas of the extracurricular student activities at the University of Hail The control group / tribal

Area	Mean	STD	Degree of the practices
Religious activity	1.68	0.286	Very small
Social Activity	1.68	0.275	Very small
Cultural and artistic activity	1.73	0.289	Very small
the scientific activity	1.69	0.298	Very small
Total	1.70	0.142	Very small

Table (4) shows the means and standard deviations for the grades practice students in the preparatory year (female violent) for the areas of the student extracurricular activities at the University of Hail to the control group / tribal, ranging averages between (1.68 - 1.73) values, which all reflects very small of the degree of the practice, as the table shows. The average mean for all areas is (1.70), which also reflects very small of the degree of the practice, and this shows that the practice of female students in the preparatory year (female violent) for the areas of the extracurricular student activities at the University of Hail to the control group / tribal was very low degree.

This may be due to the lack of the educational competencies in various areas of student extracurricular activities, and the lack of cooperation of the academic colleges at the university administrative and educational bodies with the university management decisions activating the student extracurricular activities different to their areas, and may explain this finding that the student extracurricular activities in all areas accompany the curriculum and are available in all vocabulary subjects, without exception, and they practiced by faculty members with their students on the different areas of student . this results also explains by the extracurricular common theme in the curricula and courses which justifies get students in the preparatory year (female violent) in the control group / tribal degree very small of the practice for the student extracurricular activities at all areas because of the weakness of the incentive and motivation towards it, and the reason may be due to that faculty members do not usually oversee student extracurricular activities carried out by the Deanship of student Affairs (branch students) and this leads to the reluctance of students in the preparatory year (female violent) in the control group / tribal practice of the activities student extracurricular.

The control group / dimensions

To answer this question is the means and standard deviations for the grades students practice account (female violent) for the areas of the extracurricular student activities at the University of Hail to the control group / dimensions, and the results were as follows:

Table 5: the means and standard deviations for the grades students practice in the preparatory year (female violent) for the areas of the extracurricular student activities at the University of Hail The control group / dimensions

Area	Mean	STD	Degree of the practices
Religious activity	1.99	0.310	Small
Social Activity	2.09	0.324	Small
Cultural and artistic activity	2.11	0.291	Small
the scientific activity	2.09	0.351	Small
Total	2.07	0.194	Small

The table (5) shows the means and standard deviations for the grades practice students preparatory year (Female violent) for the areas of student extracurricular activities at the University of Hail to the control group / dimensions, ranging averages between (1.99 - 2.11) values, which reflect a little degree of the practice. The average mean of all areas on is (2.07), which reflect a small degree of the practice, and this shows that the practice of female students in the preparatory year (female violent) for the areas of the extracurricular student activities at the University of Hail to the control group / dimensions was a low degree. This may be attributed to the lack of the adequate encouragement the students receive in the preparatory year (female violent) faculty to participate in student activities extracurricular members, also attributed degree few practice obtained by the students of the preparatory year (female violent) in the areas of the student extracurricular activities at the University of Hail to the control group / dimensions to crowding the school day for students in general academic decisions which prevents the existence of a time to get involved and participate in student activities carried out, in addition to non-allocation of hours of student activities included in the college student's agenda, and that the students participating in the student extracurricular activities do not receive grades in the final calendar of the curriculum, which creates a reluctance among female students in general and the students female violent in particular the practice of student extracurricular activities, in addition to the lack of conviction of the students of the preparatory year (female violent) that participation in student extracurricular activities may lead to amendment and evaluate the behavior of violence to have, and in the case of trying some of them from participating in extracurricular student activities they are confronted by the disqualification of some facilities, tools and equipment for the practice of extracurricular student activities at the university (branch students).

Results for the second question: The second question on the text: Are there significant differences at the level of significance ($\alpha \leq 0.05$) in the evaluation of violent behavior among students of the preparatory year at the University of Hail attributed to the practice of extracurricular student activities. Equality of the two study groups: To ensure equality of the two study groups in the tribal application to scale violent behavior, it was used t-test for independent samples, as shown in the following table:

Table 6: the test results (T) the independent samples (Independent-Samples T test) to know the significance of differences between the mean scores of students in the experimental group and control group in the tribal application to scale violent behavior

Dimensions	Experimental group		Control group		T value	The degree of freedom	Sig.
	Mean	STD	Mean	STD			
physical violence	4.31	0.379	4.32	0.536	-0.111	102	0.911
moral violence	3.94	0.243	3.89	0.585	0.498	102	0.620
Economic violence	4.52	0.191	4.51	0.350	0.284	102	0.777
Violent behavior as a whole	4.26	0.159	4.24	0.293	0.356	102	0.723

Table No. (6) the means and standard deviations for the grades students in the experimental and control groups in the tribal application to measure the behavior of violence and the level of significance difference between them using the t-test at the significance level (0.05), and found that there were no statistically significant differences between them in all dimensions of the violent behavior, as the values of significance levels greater than (0.05), and this shows the equality of the two groups in the study of the violent behavior by the use of the student extracurricular activities.

Post-test:

To investigate, and no statistically significant differences at the significance level (0.05) between the average level students the experimental group and the average level students in the control group to measure the dimensional application violent behavior test was used (T) as shown in the following table:

Table 7: the test results (T) of the independent samples (Independent-Samples T test) to know the significance of differences between the mean scores of students in the experimental group and control group in the post-test to scale violent behavior

Dimensions	Experimental group		Control group		T value	The degree of freedom	Sig.
	Mean	STD	Mean	STD			
physical violence	2.43	0.344	2.70	0.311	-4.242	102	0.000
moral violence	1.81	0.274	2.38	0.316	-9.744	102	0.000
Economic violence	1.98	0.253	2.61	0.240	-13.101	102	0.000
Violent behavior as a whole	2.07	0.143	2.56	0.166	-16.159	102	0.000

Table No. (7) shows the means and standard deviations for the grades students in the experimental and control groups in the post application to measure the behavior of violence and the level of significance difference between them using the t-test at the significance level (0.05), there is a significant differences between the two all the dimensions due to the use of the students' extracurricular activities.

The results also shows that the effect size was a large square where T values ranged between (0.150-0.719), this shows that the use of student activities have a significant impact in the evaluation of the violent behavior among students in the preparatory year at the University of Hail.

Note: (a weak effect size if the value of square T is less than 0.01, and if the average was close to 0:06 and a large if T more than 0.14)

This may be due to the students' extracurricular activities have a major and essential role in the normal growth of the public especially students and students female violent whether physical or moral aspects or mental health.

The significant impact that caused the student extracurricular activities in the evaluation of violent behavior among students in the preparatory year at the University of Hail to the lack of awareness of most of the parents for the privacy of the preparatory year stage educational level most disciplined and a system of public education vary limiting the freedom of the students may also be caused; on the contrary, a year preparations that precede years of specialization in the colleges, in which the size of freedom is the very large female students both in terms of discipline in lectures or their choice of companions, etc., and thus worse issue that most of the parents busy and do not make more care for their daughters it increases in these educational critical stage leading to mix with bad people, consequential it from deviation in behavior, including the emergence of the violent behavior among students in the preparatory year at the University of Hail. Because of that gets progressively evaluating the violent behavior among female students in the preparatory year, whether by learning good behavior or abandon the bad behaviors. When you engage intentionally in the areas of student extracurricular activities, and competitions, lectures, seminars and conferences carried out in all areas of student extracurricular activities (religious and social and cultural technical and scientific) and the subsequent distribution of prizes and awards them a major role in bringing about a significant effect in the evaluation of the violent behavior among female students in the preparatory year of the door of behavior modification through enticement promise; where the behavior they want to include the behavior to be and reward that will get them when they do the job. The method of direct intervention - through the intervention of the university administration represented by the Dean of student Affairs (branch students) - to reduce the violent behavior among female students to include students female violent in the experimental group intentionally in the extracurricular student activities that includes Dean is one of the routes followed by the prophet peace be upon him (PBUH) to stop unwanted behaviors.

These results indicated by the study can be due to the use of students' extracurricular activities have had a significant impact in the evaluation of violent behavior - in the post-economic violence among students year preparatory Hail University first and then after the moral violence and finally after physical violence to the feeling of the students to the affiliation and inclination towards the institution educational and they are an important and effective the element which they incentive to maintain the property and its economy, and increase the awareness of the students about how to express their opinions and self-esteem through participation in the student extracurricular activities make them realize that the assault on the property and the economy of the university economic violence does not represent the expression of self-esteem in front of the other, different look students for each of the uses of this dimension of violence as a student is weak where it has so secretly while strong student is that you state their views and trying to persuade officials through what is involved in it from activities, and the fame achieved by students Female violent by participating in student extracurricular activities that make them stay away for destruction property and the economy of the university; because this dimension of violence, they do a few students who are keen not to reveal their identities, and that this result is associated with the previous result, which indicated the intensity of the exercise students in the preparatory year female violent in the experimental group / dimensions where obtained their degrees a very big exercise in the field of social activity, which confirms that this area of the student extracurricular activities and where the spirit of partnership with individuals and community institutions create the students female violent spirit of social responsibility

towards the community institutions and includes university, which ends meet and to maintain the university's property and not to destruction, which achieved all areas of student extracurricular activities and general social activity especially significant impact on behavior modification violence among students of the preparatory year (female violent) in all its dimensions and in public after a private economic violence.

9.0 Recommendations

1. continue to implement the student extracurricular activities, includes the students female violent and involve them intentionally; even automatic rollback does not occur to the behavior of junk, so it is our duty to continue to use the student extracurricular activities as a means of evaluating students behavior in the preparatory year so does not appear violent behavior again.
2. Guide the university administration's efforts and deanships Student Affairs towards raising the level of participation of students in the preparatory year (female violent) in all student activities and the diversity of the different fields; because of its importance to the growth of their personalities normal.
3. Work on developing the performance of supervisor's the extracurricular student activities at the university, through the holding of workshops and training courses in the field of the development of student activities and the exchange of visits and experiences and information with supervisors in other universities.
4. Increase the awareness of all those in charge of extracurricular student activities and effective role in the evaluation of violent behavior among students in the preparatory year.
5. Highlight the preparatory year students (female violent) - who have adjusted to violent behavior because of the practice of extracurricular student activities - as leaders in the programs of extracurricular student activities; as elements of attraction for the rest of female violent students to participate in the extracurricular student activities in all fields.
6. Provide the appropriate number of social workers in the Deanship of Student Affairs (Branch students), and make them aware of the important role for them incorporating students female violent in programs and activities conducted the student extracurricular, as a facility matters and procedures registration of students year preparatory female violent in spam activities to have, and to establish a positive relationship with the students General Female violent , which helps to raise awareness of the importance of these students female violent and the importance of participating in, and the keenness of specialists on education and information for these activities in order to define the maximum number of students female violent.
7. Attempt to define the violent female student with extracurricular activities by publicity and advertising of the calls or issuing an introductory guide her or suspension of invitations inside classrooms or through a university or messages through their respective college radio.
8. Giving material and moral incentives and increased public grades for the students and the students especially Female violent.
9. Involving the female violent students to involve students in the selection and planning process and to express opinions and desires about student activities, so that they feel the importance of self-acceptance within the group, which ensures the continuation of the practice of activity before them?
10. Work on student activities extracurricular programs that meet the desires and needs of the students of the preparatory year (female violent), so demand for them and get the conviction positive it and then achieve the desired benefit of modifying the behavior of violence to them.
11. Cooperation with families in the evaluation of violent behavior among their daughters and inform them of the process and make them aware of the dangers of this behavior on the same individual, family and society.

References

- Almkharaz, L. (2006). The phenomenon of student violence in the Jordanian public universities, their causes and the role of deanships Student Affairs in addressing it. Unpublished MA Thesis, University of Jordan, Amman.
- Alzentani, A.H. (1999). The foundations of Islamic education in the Sunnah. Arab House Book, Libya.
- Dick, A.(2010).The Relationship of Participation in Extracurricular Activities to student Achievement, Student Attendance, and Student Behavior in a Nebraska School District, Pro Quest LLC, Ed. D. Dissertation, p67.
- Dumais, Susan, (2009), Cohort and Gender Differences in Extracurricular Participation: The Relationship Between Activities, Math Achievement, and College Expectations Sociological Spectrum, 29 (1): 72-100.
- Hawamdeh, K. (2003). Student violence in Jordanian universities, research presented for the first conference of the Deanship of Student Affairs in Arab universities, Jordan: Zarqa Private University.
- Helmy, M.(1965). The problem of the teenage girl and its guidance needs , ed. 1: Cairo, Arab Renaissance Publishing House.

- Jandal, A. M.I. (2000). Organizing the non-systematic activity and managing it at the elementary level. Unpublished MA Thesis, Yarmouk University, Irbid, Jordan.
- Kahveci, S. (2010). The effect of the extra-curricular science activities in the academic achievement level in the Biology subject. Unpublished MA Thesis, University of Damascus, Damascus.
- Leonard, Ginger Rae (1998) Experiences of Campus Violence Among College Students, The Pennsylvania State University DA19817518.
- Martincevic, J.(2010) . Extracurricular Activities as A Factor of Education for a Leisure Time, ZivotSkola, 24:19-34.
- Patrick,C.J., & Bernat,E.(2009) .From markers to mechanisms: Using psycho physiological measures to elucidate basic processes underlying aggressive externalizing behavior. InS.
- Sarayreh, N.(2006). The reality of violence in Jordanian public universities students: Mutah, Jordan and Yarmouk. Unpublished MA Thesis, Mutah University, Jordan.
- Shehata, H. (2000). School activity: concept, functions and areas of application, Cairo: Egyptian Lebanese house.
- Tawfiq, E. (2002). The role of educational activities in facing the behavioral problems for high school students, Alexandria: modern university publishing house office, the future of Arab education number XXV .p.p 251-294.
- Zahran, H. (1995). Developmental Psychology and adolescence, 5th edi., Cairo: the world of books.
- Zeyad, A. (2006). The impact of modeling and social skills training in reducing school violence. Unpublished PhD thesis, Amman Arab University for Graduate Studies, Amman, Jordan.