

A paper on: Student's Violence in the University Campus in South Sudan Case study: Dr. John Grang University campus

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Abstract: *this paper examined student's violence in the universities' and institution's as well as in their hostiles, a pilot study in this study is carried out to gather preliminary data before the actual study was conducted, this was carried out in the students' hostels of Upper Nile University, and the University of Dr. John Garang memorial university for science and technology.*

The sample consisted of 100 male and female students, chosen randomly. The findings of the study revealed that the most important reasons for violence were the reasons related to students (weak resort to physio logical and educational counseling, students frustration caused by low grades) then the reasons related to community (defending the honor of family or tribe, tribal support for students who resort to violence) and finally, the reasons related to universities policy of exceptions in university admissions, lack of concentration on the values of tolerance and forgiveness. Also, the results showed that there were no differences student's perception of the reasons for university violence due to their sex, college, academic year and grade point average.

The study recommended avoiding fanatic education and socialization and boosting the role of university educational, social and psychological counselors.

Keyword: *student's violence, university, reasons, Dr. John Garang Must*

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I. Introduction

University violence has negative and grave consequences, for it undermines the educational mission of universities, makes students and instructors live in an atmosphere of anxiety, tension and fear, hinders the natural and sound student's development and growth. Leaves bad effects on individuals, and societies, because it endangers campus safety, weakens national unity, distort the reputation of higher education institutions, causes casualties and injuries, or perhaps death, and damages the facilities of universities, added to the following harmful influences of university violence on its victims: weakening their self-esteem, self-confidence, reducing and their sense of self-control, making them feel guilty, and lose concentration {⁶}.

University violence has hit most campus of South Sudan universities, especially at Dr. John Garang Must taking mainly the form of student's fight, and resulting in serious human and material losses. Many fights started on the individual level, and then took family, or tribal dimensions. So, this dangerous phenomenon deserves study and investigation to reach proper solutions for it.

The incidents of Upper Nile university hostile 2011, Malakal town and Dr. John Garang hostile 2018 in Bor town, have raised a serious issue about students in hostiles and university campus. That means education has the duty to not only inculcate knowledge and skills needed by learners for better future life through employment but also a duty to mold a learner's psycho-social well-being in order to be well – adjusted. Therefore, the effectiveness of the school councilors provides counseling program in critical areas such as academic, personal, social careers in necessary {⁵}.

These programs help students resolve their emotional and social or behavioral programs and keep them develop a clear focus or sense of direction {¹}.

with the Stress they faced while in or out of school. Some of the stress is include physical and psychological changes they face due adolescence.

This also include growing academic demines establishing and learning to control sexuality, emotions and psychological independence from their parents.

Students violence may include slapping, beating, bullying, rape and weapon use.

* leading causes for student violence:

- one of the leading causes is that the South Sudan government authorities, made the university seem to be the only lawful avenue for any popular dissent. The anticorruption of the university of the Zimbabwe in 1988 and 1989 provides classical illustrations of the positive contributions of university students to social justice. {⁴}. It was when the mass media picked up the theme of anticorruption and revealed many cases of corruption, hypocrisy and partiality within the government, confirmed by public commissions and ministers lost their jobs

leading to one even committing suicide, the same in Tanzania that drive to efficiency, accountability and eradication of corruption popular and the policy had to drop several ministers and senior official, but no one was thorough to book.

In the South Sudan the role of students was very clear in (1966- 19667),when the students opposed the digging of Jonglei canal north of Bor {²}.

In all countries there are always suspicion's, rumors and scenarios of corruption in higher circles which fuel unrest among students, either due to moral in indignation or protest against the lack of distributive justice destruction of common resources and a lack of civil liberties {^{7,8}}

In Zaire (Congo democratic republic) when students put out graffiti saying, Mobutetheef no-body gets surprised {¹} they saw him as a corrupt, unclean, morally weak and cynical.

As part of professional development, teacher's participants can be exposed to workshop, and seminars to help improving their competency.

II. Violence prevention

The following recommendations are to be carried out to minimize or reduce violence among the students and adults in the university campuses.

According to {³} the main objective of the guidance and counselling programs should be the maximum development of the individual and the entire program there should be organized keeping in mind this purpose. Counselling is not an end in itself but it is a means, an integral part of the total educational goal of leading.

Cert (2015) advices the following activities to improve G&C

- 1- Developing and implementing of guidance programmed for schools and institutions.
 - 2- Designing and conducting training programs in guidance and counselling for those involve in the implementation of guidance programs in the university.
 - 3- No mentoring nor follow up and evaluation of the implementation of guidance programed in schools.
- * parents should have tackled behavioral problems
 - * To stop media exposure of violence
 - * Easy acquisition of injuring tools
 - no religious curricula in the universities, no religion awareness)
 - There is a need of discipline and teaching of school morals.

III. Discussion

The study was investigating the reasons of student's violence in South Sudan universities, through answering the following questions:

- 1- what are the reasons for university students' violence in South Sudan?
- 2- what are the serious problem that have effects on individuals, educational institutions and society?
- 3- what are the possible solutions to reduce student's violence in the university reasons for university student's violence were: the reasons to faculty members, then the reasons related to university policies and administration, then the social and psychological reasons, and finally the political reasons.

The social and economic reasons such as social or tribal bigotry, misunderstanding of tribalism, weak family ties, wrong socialization and unemployment.

The political reasons such as political affiliation and fanaticism, and elections of student unions and clubs.

The results revealed many causes of university violence in South Sudan were:

- * poor investment of free time, and lack of extra-curricular activities.
- * weak university students moral and lack of religious commitment.
- * alcohol: many violent acts occur while some students are under the influence of alcohol.
- * the new university environment which causes stress and tension as a result of making student's away from direct parental supervision, and putting them under peer pressure.
- * socializing males to be aggressive, and females to be submissive.

The results showed the reasons for violence related to students were: weak commitment to religion values, weak resort to psychological and educational counseling, forming students' groups on the basis of areas, and students caused by low guards. And also the reasons for violence related to society were defending the honor of family or tribe, wrong socialization, tribal support for students who resort to violence, prevalence of the culture of tribal solidarity, the great importance given to the size of family or tribe, and pressure of some officials and influential people to reduce punishments imposed on students who resort to violence. Such social reasons indicated that there were social parties that misunderstood tribalism, which can be a unifying and constructive force, and changed it into a destructive factor which contributed to college violence. In other words, the problem was not with tribes, but it was with exploiting and misrepresenting them.

Finally, the results revealed the other reasons for violence related to universities were: policy of exceptions in university admissions, lack of concentration on skills of critical thinking and problem solving, weak culture of dialogue, and lack of concentration on the values of tolerance and forgiveness.

IV. Conclusion and recommendations

The researcher presented the following recommendations to reduce of university student's violence through putting an end to its reasons, and factors affecting it:

- 1- adopting university admissions policies based on justice and equal opportunities.
- 2- training students for conflict resolution, communication skills, decision making, and critical thinking.
- 3- activating university disciplinary laws.
- 4- stopping any social support for university violence.
- 5- boosting the role of university educational, social and psychological counselors.
- 6- teachers should try to guide the students providing valuable kind of programs to be watched.

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