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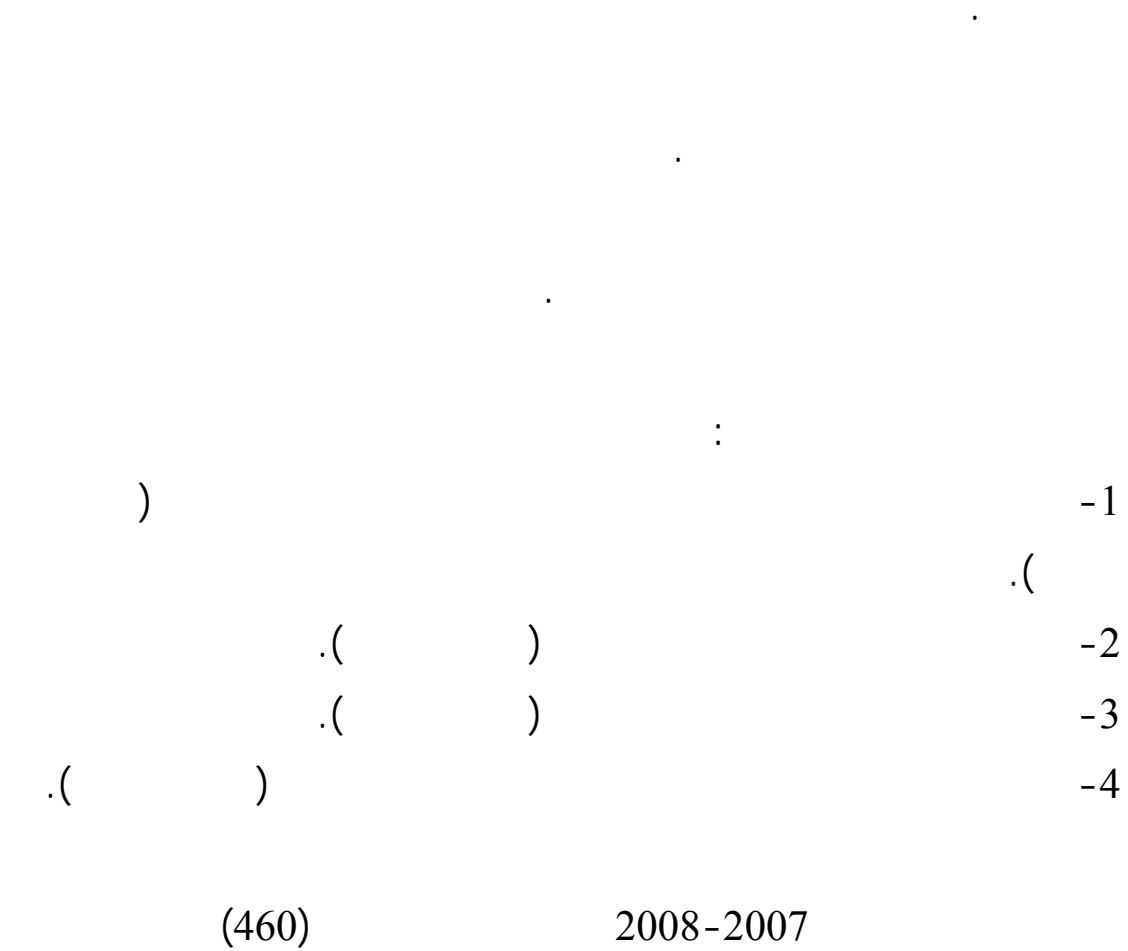
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Abstract

The purpose of this study is to investigate the university students' attitudes towards violence in relation to self-esteem, academic adjustment, and socio-economic status. The study also provides recommendations and suggestions aimed at reducing violence among Sudanese university students as well as improving their academic environment, which leads to academic achievement. To achieve these objectives, the researcher has reviewed the theoretical framework and the literature review of the previous studies and as a result of which seven hypotheses were formed.

To justify the hypotheses of the study, the researcher has used four instruments after verifying their reliability and validity evidence. These instruments include:

- 1- University students' attitudes towards violence scale (prepared by Hebba AL-Naeem and developed by the researcher).
- 2- Self-esteem scale (prepared by Hend AL-Gassus and developed by the researcher).
- 3- Academic adjustment scale (prepared by AL-Ziyaddy and developed by the researcher).
- 4- Socio-economic status scale (prepared by Khalid AL-Tahan and developed by the researcher).

The researcher has used a descriptive method in carrying out this study. On the other hand, the population of study includes students from Khartoum and AL-Fashir universities for the academic year 2007-2008. The size of the sample was (460) students chosen on stratified random sample.

The collected data was analyzed statistically by using sign test, Mann-Whitney test, and Spearman's coefficient of rank correlation and stepwise analysis of

regression. SPSS program was used to carry out various tests. The findings of these tests are summarized below:

First, University students' attitudes towards violence were negative, meaning that they rejected it.

Secondly, there are significant differences in university students' attitudes towards violence due to university location variable (Khartoum/ AL-Fashir), and these differences were in favor of AL-Fashir university students: they were more positive towards violence.

Thirdly, there are no significant differences in university students' attitudes towards violence due to gender variable (male/ female).

Fourthly, there is a negative significant correlation at (0.01) level between university students' attitudes towards violence and self-esteem.

Fifthly, there is a negative significant correlation at (0.01) level between university students' attitudes towards violence and academic adjustment. Also, there is a negative significant correlation at (0.05) level between university students' attitudes towards violence and socio-economic status. It is found that social self-esteem variable was the most important predictor of Khartoum university students' attitudes towards violence, whereas the relationship with their teachers came next. On the other hand, the relationship with the teachers was the sole variable that can predict AL-Fashir university students' attitudes towards violence.

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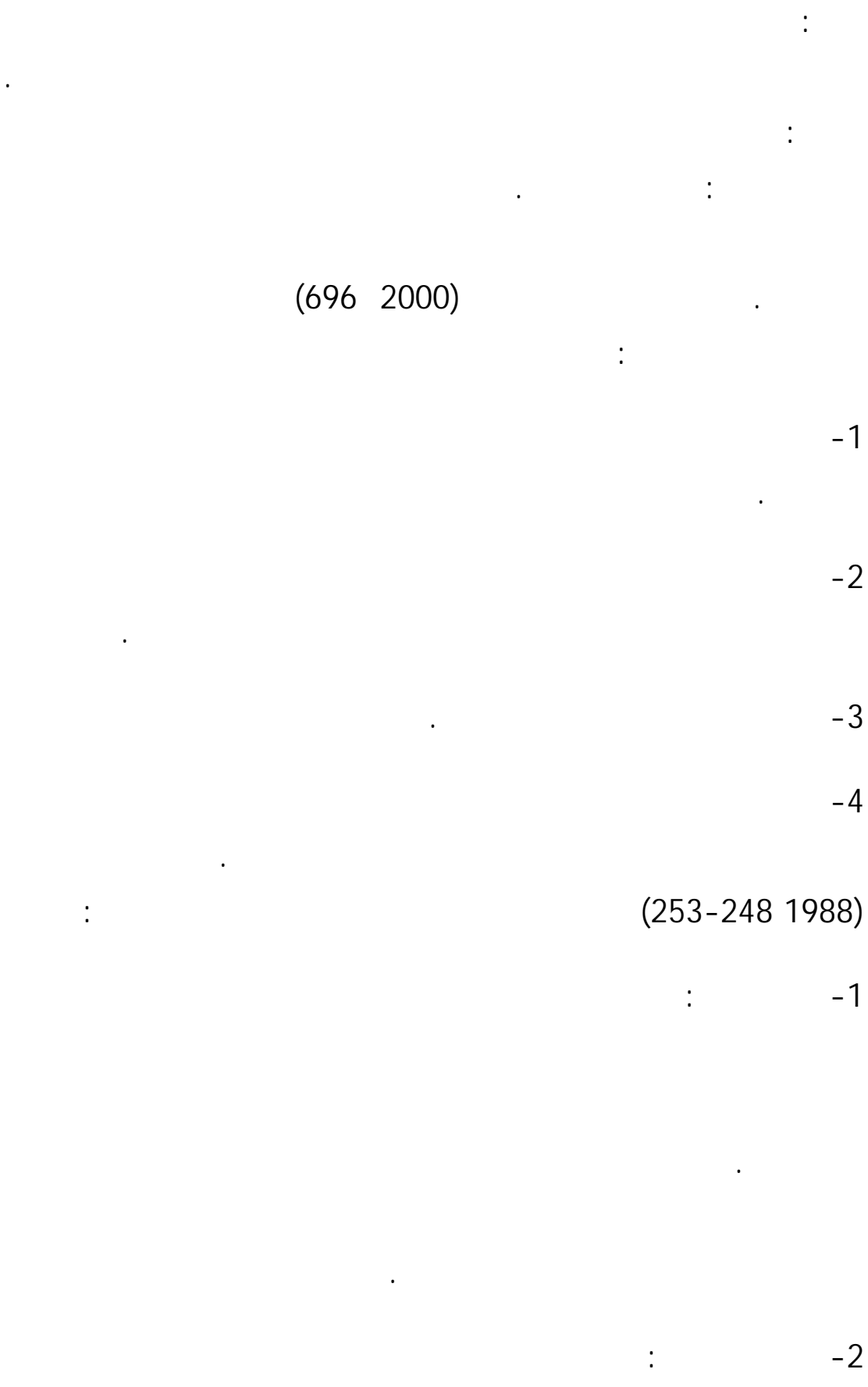
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(Cozby & Perlama)

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(Mendick et al.)

(Bernstein et al.:655 1994)

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(Frank et al.)

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(Dabbs et al.)

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(Archer et al.)

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(Anderson et al.)

(Huffman:2002,953)

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(Aluga et al.)

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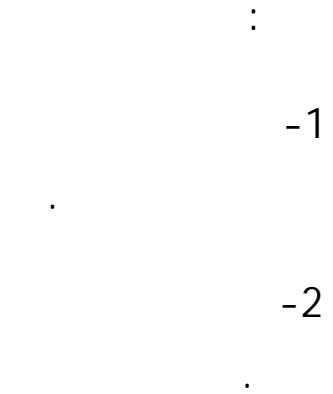
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(Seidmn et al, Hanson et al, Dutton, Barnett & Harnberger)

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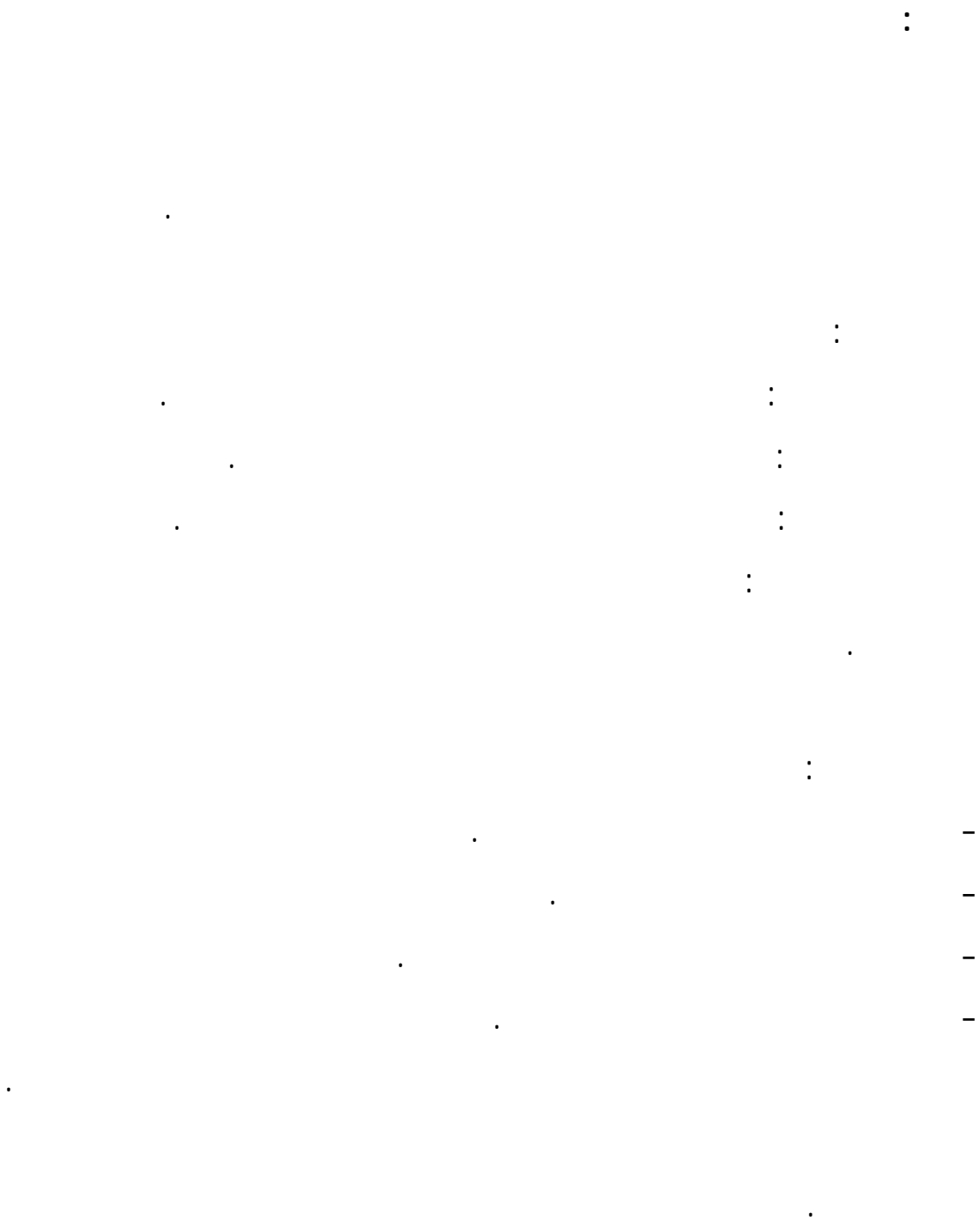
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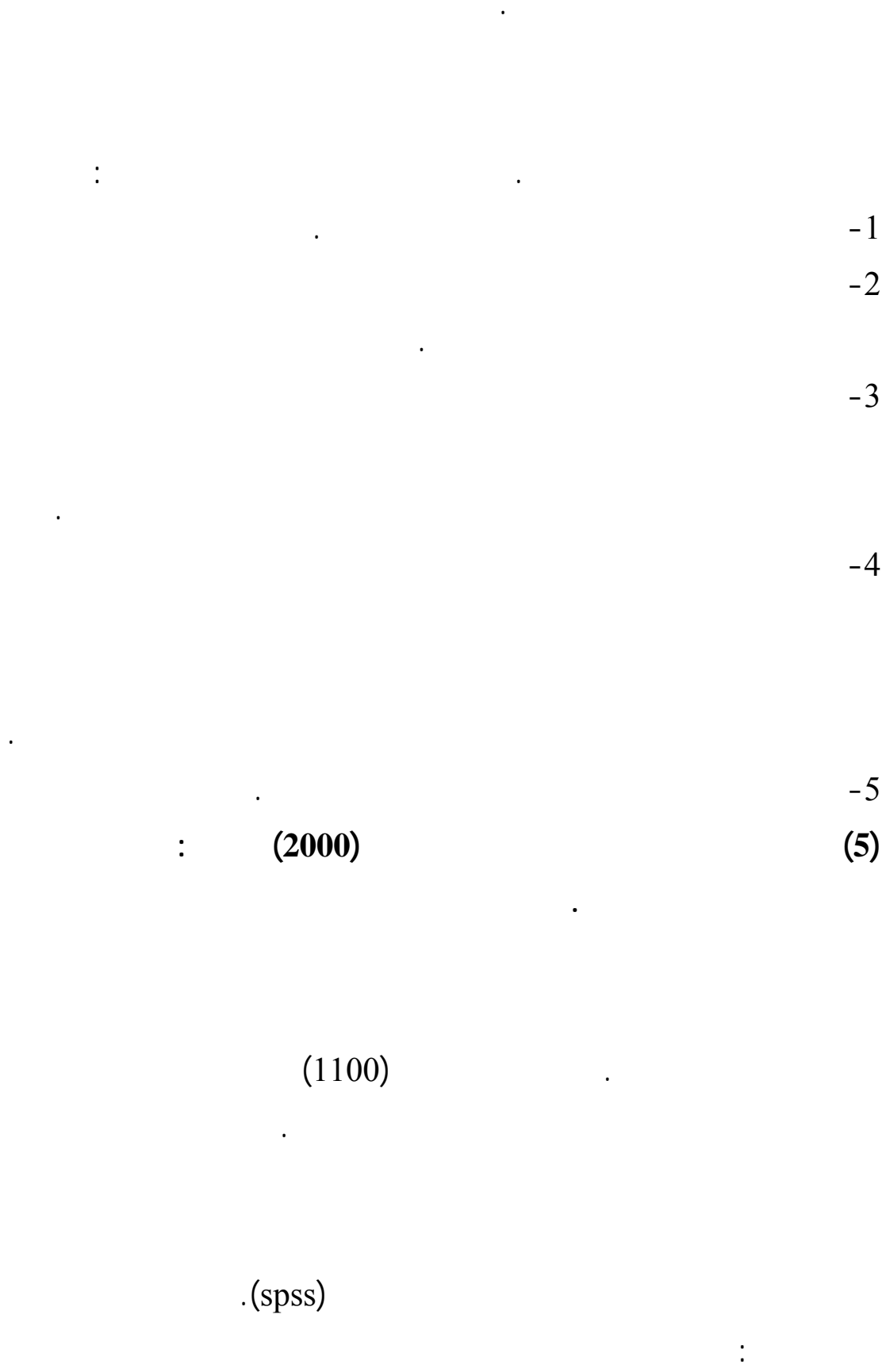
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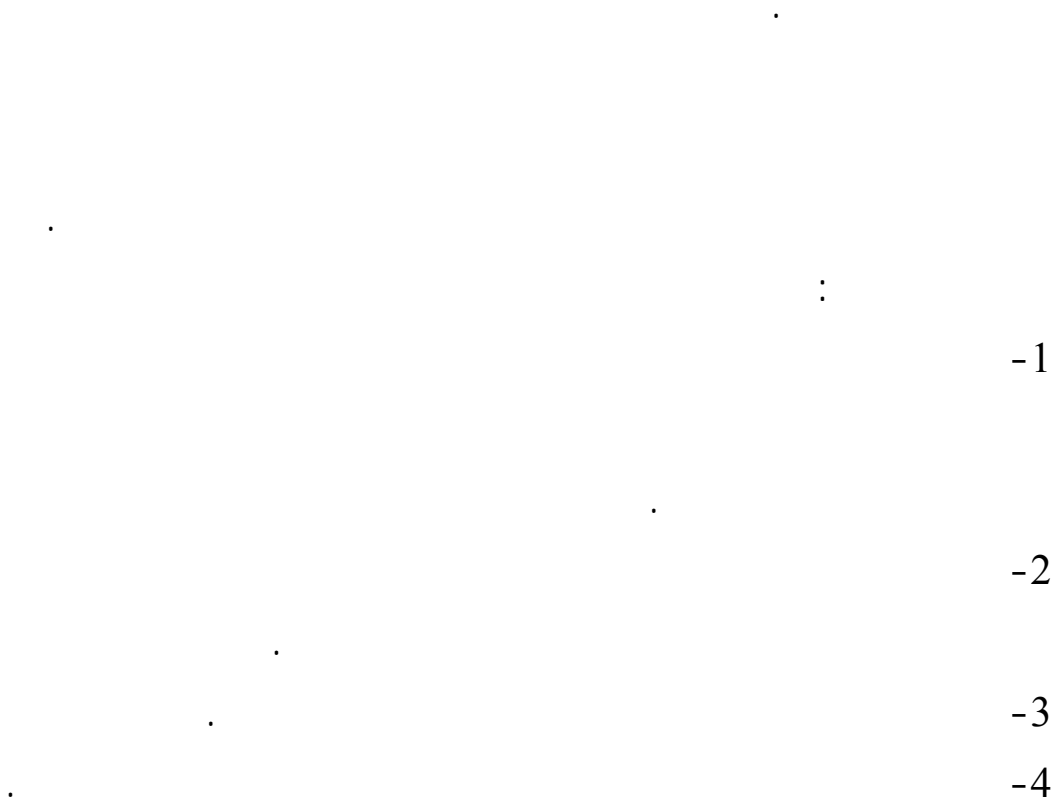
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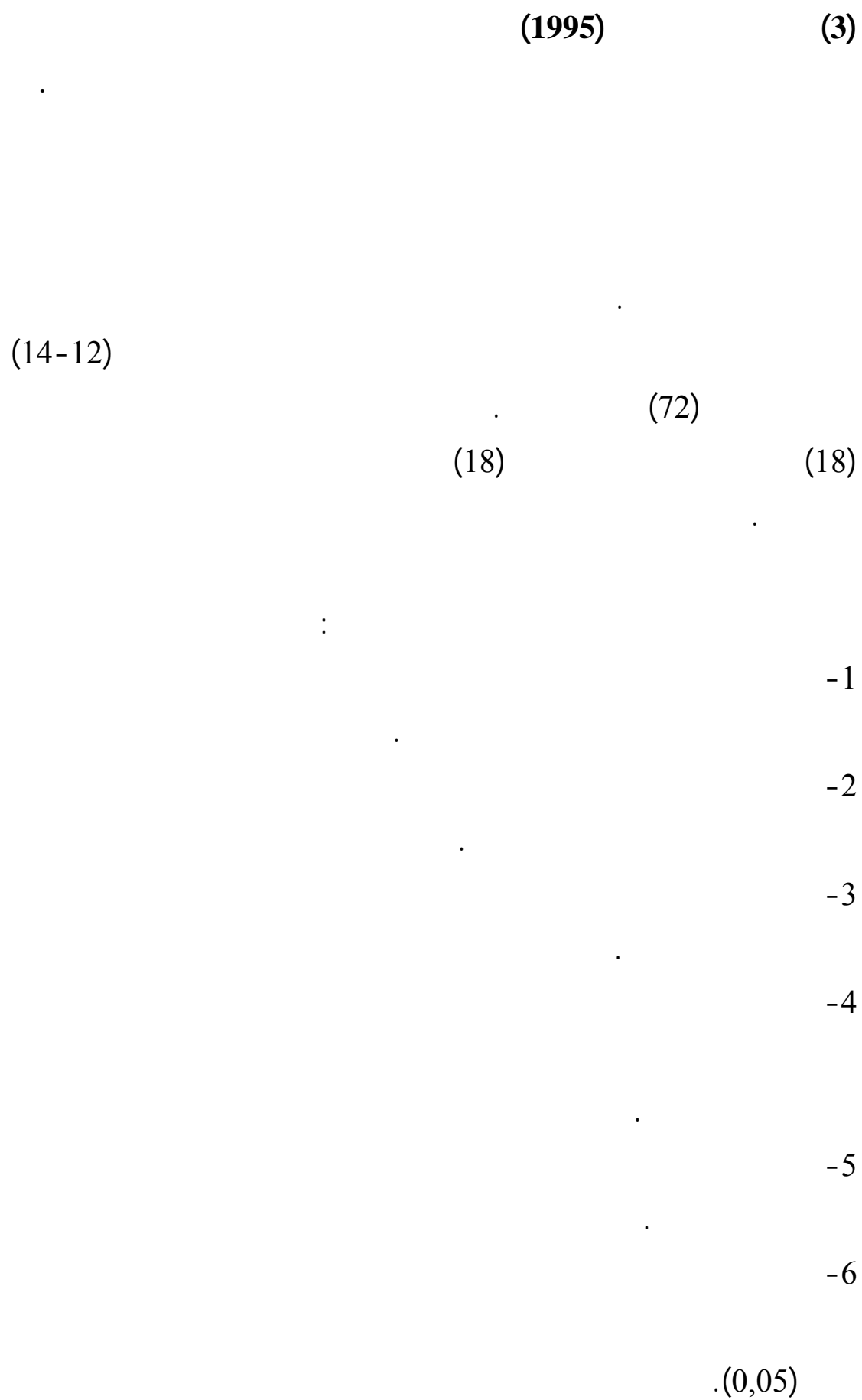
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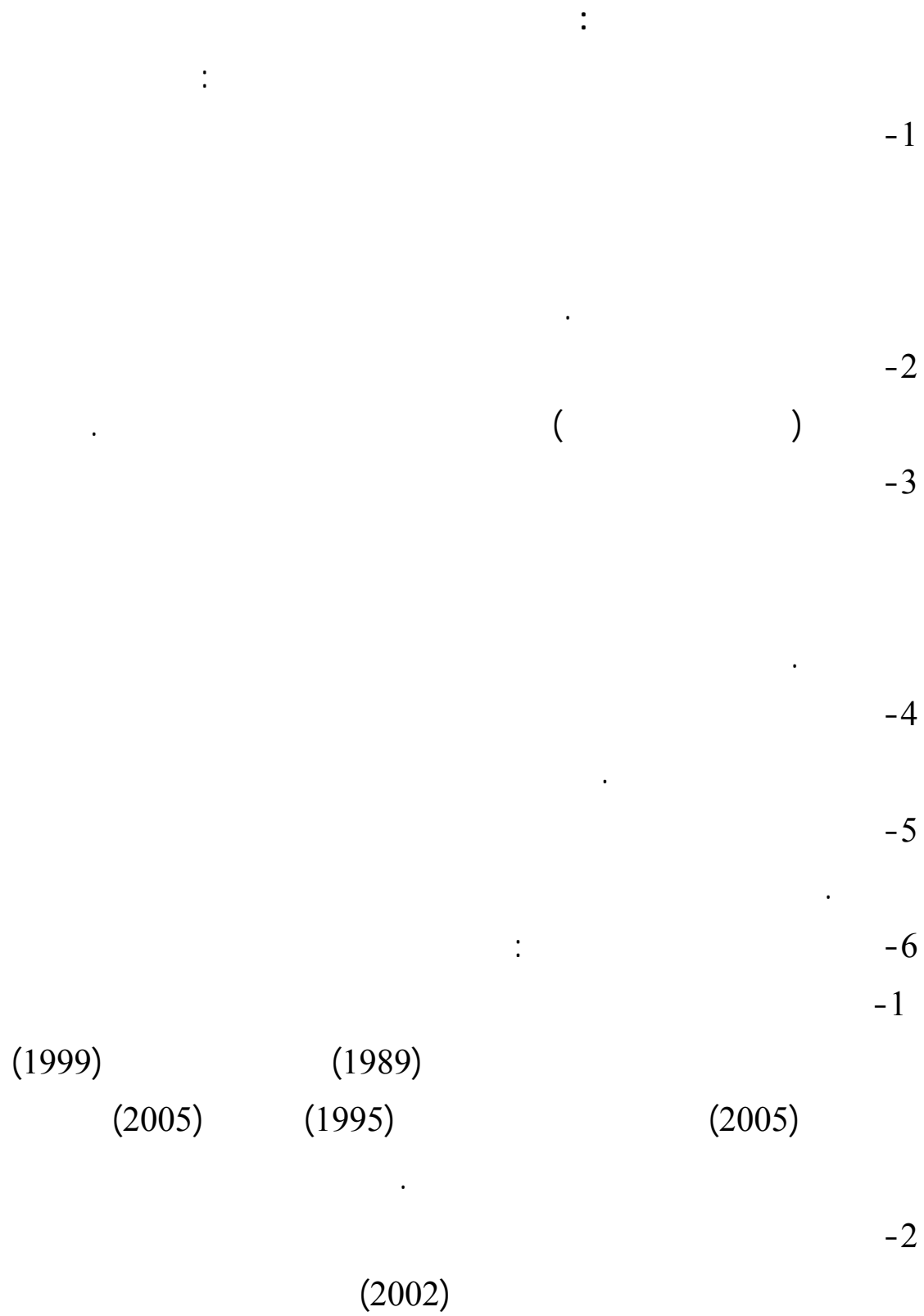
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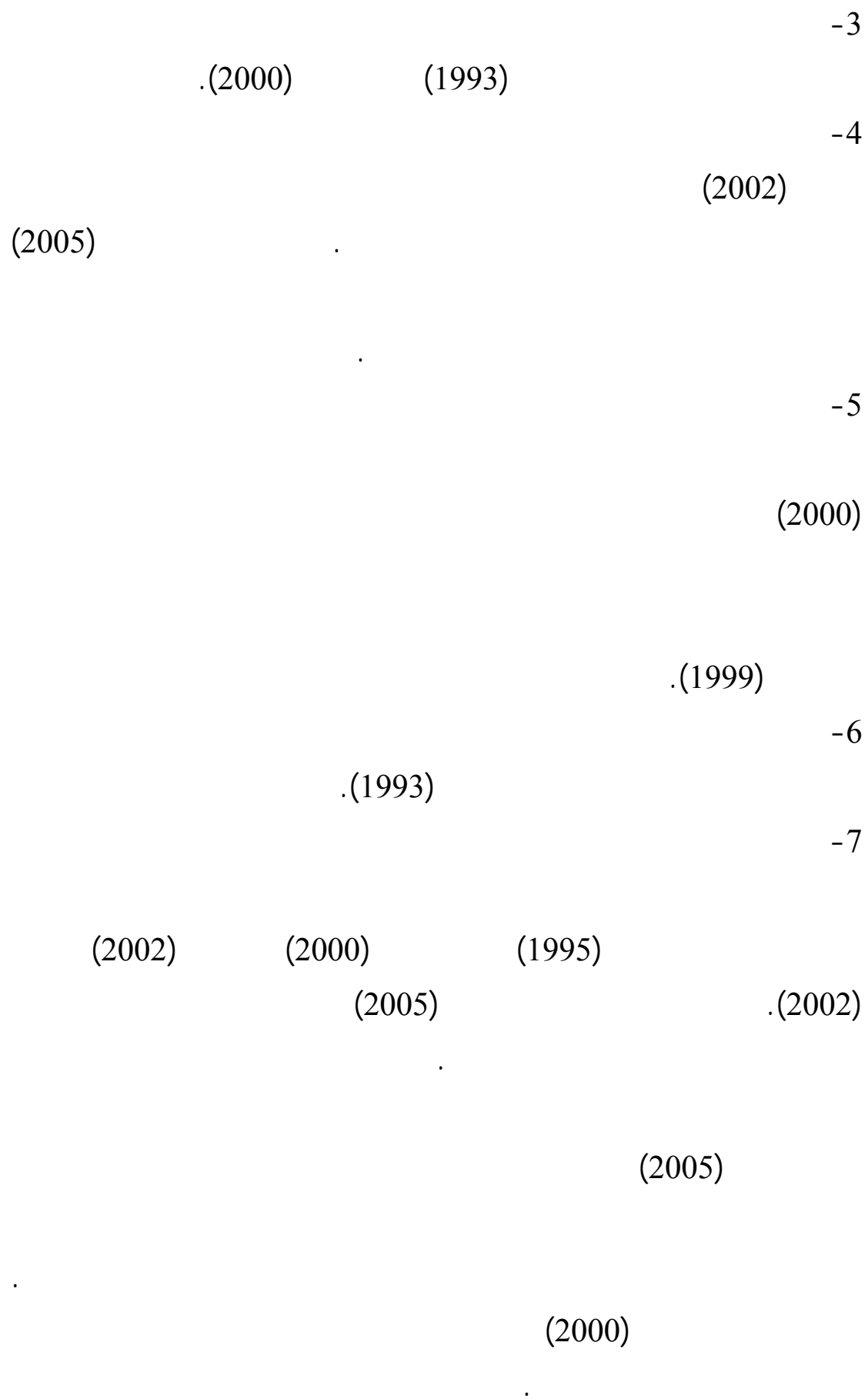
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64	21	43		
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الرقم	العبارات المحذوفة
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,302	2	,280	3	,352	22	,444	15
,277	4	,350	18	,304	24	,295	19
,372	6	,525	33	,556	26	,280	28
,271	11	,473	35	,505	27	,434	31
,290	29	,575	46	,500	40	,479	32
,343	47	,304	50	,494	41	,508	38
						,387	39
,423	48	,408	7	,485	1	,501	44
		,649	45	,594	5	,478	51
,490	49	,321	36	,313	21	,473	13
,423	52	,483	42	,379	30	,253	17
		,618	43	,354	34	,648	20

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,818	,859	9	
,809	,848	6	
,791	,829	6	
,748	,755	6	
,846	,861	5	
,896	,884	11	
,918	,953	43	

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()	()		
,670	,739	9	
,656	,720	6	
,626	,688	6	
,561	,571	6	
,717	,742	5	
,803	,782	11	
,843	,909	43	

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19 18 17 32 31	16	6	
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,244	3	-,029	2	,262	1
,340	15	,341	5	,386	4
,472	16	,229	6	,405	7
,401	20	,464	8	,649	9
-,051	23	,405	10	,611	12
,236	24	,562	11	,606	14
,625	25	,249	13	,556	18
,283	30	,420	17	,275	22
,661	31	,446	19	,402	26
		,323	21	,279	27
				,405	28
				,497	29

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,861	,887	12	
,852	,845	9	
,842	,850	8	
,913	,939	29	

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,742	,788	12	
,727	,715	9	
,710	,724	8	
,834	,882	29	

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,904	,819	,693	
,70	,490	,325	
,885	,784	,645	
,828	,686	,522	
,874	,663	,496	

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,507	33	,224	39	,518	37	,358	45
,346	34	,219	56	,226	42	,304	48
,480	40	,268	59	,411	49	,442	54
,560	43	,429	67	,285	53	,497	60
-,041	50	,301	69	,464	61	,549	63
,197	57	,273	70	,470	64		
,279	47	,353	3	,159	41	,591	2
,389	51	,024	13	,555	46	,579	6
,304	52	,288	19	,112	55	,210	14
,093	65	,199	32	,491	58	,468	18
,177	68	,447	36	,428	62	,392	23
		,401	44	,322	66	,282	26

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,842	,854	12	
,847	,853	12	
,852	,871	11	
,897	,878	10	
,732	,808	9	
,933	,947	65	

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,627	,732	11	
,709	,731	12	

,719	,728	12	
,727	,760	11	
,805	,771	10	
,537	,653	9	
,872	,898	65	

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الدرجات	الفئات التعليمية	رقم المستوى
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الدرجات	الفئات المهنية	رقم المستوى
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8	1600	1400	8
1		200	1
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2	400	200	2
10		1800	10
3	600	400	3
4	800	600	4
5	1000	800	5
6	1200	1000	6

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الدرجة	الفئات (الكثافة السكنية بالغرفة الواحدة)	رقم
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249 - 143	

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statistical package for social sciences (SPSS)

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Sign Test

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()	.001	17.496	8	17	354	
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Mann-Whitney Test

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	.226	-.754	3339.5	86.32			2
				92.32			
	.233	-.731	3347.0	86.38			3
				92.20			

	.035	-1.817	2995.5	83.25			4
				97.70			
	.002	-2.939	2634.0	80.02			5
				103.3			
	.152	-1.029	3250.0	85.52			6
				93.72			
	.027	-1.935	2955.0	82.88			
				98.33			

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		(Z)	(U)				
	.002	-2.926	3549.5	93.69			1
				119.01			
	.153	-1.023	4312.0	99.42			2
				108.27			
	.002	-2.904	3559.5	93.76			3

				118.87			
	.001	-3.088	3485.0	93.20			4
				119.92			
	.001	-3.268	3419.5	92.71			5
				120.84			
	.001	-3.230	3426.5	92.76			6
				120.74			
	.001	-4.039	3099.5	90.30			
				125.35			

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		(Z)	(U)				
	.470	-.077	7405.5	123.38			1
				122.68			
	.371	-.329	7266.5	124.62			2
				121.64			
	.176	-.934	6934.0	127.59			3
				119.14			
	.195	-.859	6975.0	127.22			4

				119.44			
	.056	-1.595	6575.5	130.79			5
				116.44			
	.001	-3.105	5735.0	138.29			6
				110.12			
	.061	-1.547	6593.5	130.63			
				116.58			

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		(Z)	(U)				
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				72.56			
	.422	-.197	2227.5	68.70			2
				67.37			
	.163	-.984	2049.5	64.52			3
				71.13			

	.285	-.570	2143.0	65.98			4
				69.82			
	.098	-1.297	1979.0	72.58			5
				63.87			
	.236	-.719	2109.0	70.55			6
				65.70			
	.493	-.018	2268.0	68.06			
				67.94			

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	.068	380	-.077			
	.130	380	-.058		1	
	.123	380	-.060		2	
	.061	380	-.079		3	
	.485	380	.002		4	
	.378	380	-.016		5	
	.209	380	-.042		6	
	.172	380	-.049			
	.408	380	.012		1	
	.318	380	-.024		2	
	.006	380	-.128		3	
	.184	380	-.046		4	
	.089	380	-.069		5	
	.153	380	-.053		6	
	.126	380	-.059			
	.251	380	-.035		1	
	.157	380	-.052		2	
	.004	380	-.136		3	
	.285	380	-.029		4	
	.177	380	-.048		5	
	.185	380	-.046		6	
	.107	380	-.064			

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	.008	380	-.124		5	
	.011	380	-.117		6	
	.017	380	-.109			
	.242	380	-.036		1	
	.022	380	-.104		2	
	.001	380	-.213		3	
	.095	380	-.068		4	
	.050	380	-.087		5	
	.001	380	-.170		6	
	.001	380	-.153			

	.002	380	-.148		1	
	.015	380	-.111		2	
	.216	380	-.040		3	
	.050	380	-.085		4	
	.028	380	-.098		5	
	.243	380	-.036		6	
	.035	380	-.093			
	.391	380	.014		1	
	.031	380	-.096		2	
	.175	380	-.048		3	
	.391	380	-.014		4	
	.183	380	-.047		5	
	.014	380	-.112		6	
	.156	380	-.052			

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	.293	380	.028		1	
	.363	380	-.018		2	
	.001	380	-.154		3	
	.150	380	-.053		4	
	.417	380	-.011		5	
	.034	380	-.094		6	
	.108	380	-.064			

	.138	380	-.056		1	
	.132	380	-.057		2	
	.133	380	-.056		3	
	.265	380	.032		4	
	.483	380	.002		5	
	.361	380	-.018		6	
	.343	380	-.021			
	.121	380	-.060		1	
	.010	380	-.119		2	
	.001	380	-.164		3	
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	.050	380	-.085		6	
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(Huffman:2002,593)

(Nisbett et al .)

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.054	.232	.001	13.743	5033.527	1	5033.527		:(1)
				366.250	242	88632.551		
					243	93666.078		
.076	.276	.001	9.947	3571.198	2	7142.396		:(2)
				359.019	241	86523.682		
					243	93666.078		

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.066	.258	.003	9.468	3604.320	1	3604.320		:(1)
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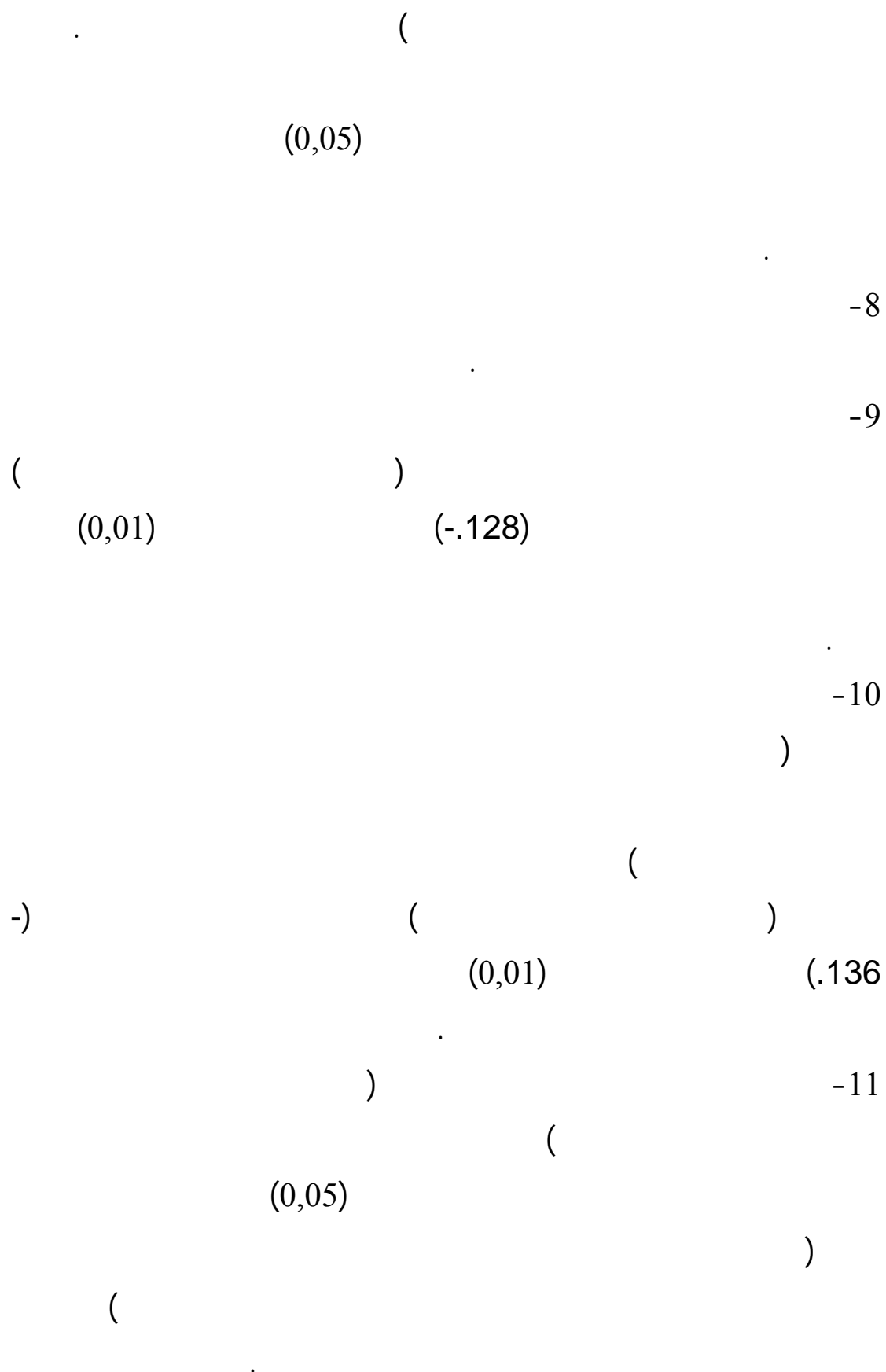
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