



PRINT ISSN: 2519-9781

ONLINE ISSN: 2710-1320

***The Impact of Family Upbringing & School
Environment Factors on Student violence at Secondary
Schools in Mogadishu***

Mr. Abduljalil Mohamoud Roble

Registrar, Postgraduate Program & Research, Mogadishu University

Email: abduljalil@mu.edu.so

Abstract

This study was conducted to determine how family upbringing & School environment factors influence the spread of students' violent behaviors in secondary schools in Mogadishu. The specific objectives were to explore the patterns of violence practiced among secondary school students in Mogadishu and to investigate the role of family upbringing and school environment factors on students' violence at secondary schools in Mogadishu. The design used in this study was a descriptive and quantitative approach. The sample size was 80 respondents working in secondary schools in Mogadishu randomly selected from five schools in Mogadishu under the formal private education network in Somalia and the research instrument was a structured questionnaire.

The findings of the study revealed that student violence at secondary schools in Mogadishu is moderate, foremost of which were screaming and raising a voice in school, distorting school and classroom walls as well as assaults between the students. Based on the results of statistical analysis student violence was greatly influenced by a family upbringing on top of which were lack of parental control, abnormal family upbringing, frequent quarrels, and conflict between parents which negatively influenced students' tendency to practice violence. The second factor influencing student violence was the school environment on top of which were poor school regulations, classrooms overcrowded, and the inability of schools to provide a suitable atmosphere for students. The study concluded that the influence of mentioned factors on student violence in secondary schools in Mogadishu is high.

Key words: Family upbringing, School environment, Students violence, Forms of violence and secondary schools.

Introduction

The school should be a place where students, teachers and other staff feel safe so that they can devote themselves to teaching and learning from educational activities without any harm to themselves. The increase in violence in schools distorts the image and reality of the school as a safe place for students and staff. Abdullahi (2016) cited “many researchers and specialists believe that school violence is a major problem facing education today”. In the first half 20th-century chewing gum, budging in line, running in the hallway, and making noise were behaviors that led to disciplinary action for youth in the 1940s (Yurtal, 2014) but today’s schools must respond to alcohol, drug abuse, possession of weapons, gang membership, and assault (Howard et al., 2001).

The violence word is derived from the Latin root *vio*, referring to “force”. It generally refers to a physical force mostly applied to human actions (C. Anderson & Bushman, 2002). School violence definitions characterize a continuum of behaviors, orbiting around psychological harm, physical harm, and property damage (Lawson & King, 2012). According to (Prinsloo & Naser, 2007) “student violence is regarded as any intentional physical or non-physical (verbal) condition or act resulting in physical or non-physical pain being inflicted on the student of that action while the student is under the school’s supervision”. Similarly, (Crawage, 2005) described school violence as “the power exercise over others in school-related settings by some individual, agency, or social process”.

According to (World Health Organization, 2020) Violence against children is a public health, human rights, and social problem, with potentially devastating and costly consequences. Globally, levels of violence against children are frightfully high and it is estimated that up to 1 billion children aged 2–17years, have experienced physical, sexual, or emotional violence or neglect.

Existing data indicate that the rate of school violence and crime in Africa has increased in the last two decades, becoming one of the most challenging social problems in that region. Most school children in Africa are too familiar with bruises and stinging from whips, canes, and slaps (Finley, 2011). The perpetrators of school violence are not only students but also teachers and other school staff. Violence in schools has an impact on school attendance and enrolment, reported drop-out rates and rates of absenteeism, and children who experience abuse of any form in and around schools are more likely to have lower attendance rates.

In Ethiopia, the impact of violence against girls and boys, in both primary and secondary schools was studied to measure the effects on absenteeism. While it had a slightly greater impact on boys' absenteeism in primary schools, the situation had changed in secondary schools where girls were much more likely to be absent due to experiences of violence. The relationship between violence at school and absenteeism is not seen only in low-income contexts. A study in the United States stated that one in four students in US harassment leads them not attend school. The Global Coalition to Protect Education (GCPEA, 2018) report confirmed that actions by non-state armed groups and local clan conflicts

led to more than 600 attacks on education between 2013 and 2014 mostly in central and southern Somalia. This included attacks on schools, targeted killings, abductions, abuse of students and educators, and military use of schools. Evidence from international studies clearly shows that nonviolent, positive discipline delivers better results, while any type of violence is associated with many bad outcomes (Ferrara et al., 2019).

Problem Statement

The school should be a place where students, teachers, and other staff feel safe so that they can devote themselves to teaching and learning from educational activities without any harm to themselves. The increase in violence in schools distorts the image and reality of the school as a safe place for students and staff. Violence at schools is a problem that affects all students, teachers, school property, the educational process, and the community. Schools ought to be secure sanctuaries for educating and learning learners that are free from crime and violence. Violence at schools forced educators to spend most of their time focusing on solving problems associated with school violence instead of focusing on effective teaching and learning. Both external factors such as family, media, personal characteristics, society, and victimization & internal factors such as school environment including characteristics of teachers, school management, and school structure as well as student psychology play an important role in the incidence of student violence at schools (Mehdinezhad & Rashki, 2018).

Since the student violence became a nightmare to students and all school staff in general and secondary school students in particular the researcher intended to introduce how family upbringing & school environment factors influence student violence to alleviate its severity through awareness of the general framework of student violence at secondary schools in Mogadishu. In addressing this problem, the researcher collected data related to and tested using descriptive methods and structured questionnaires to investigate how family upbringing & School environment factors influence student violence in secondary schools in Mogadishu.

Objectives of the Study

The main objective of this study was to evaluate the impact of family upbringing & School environment factors on students' violence in secondary schools in Mogadishu.

The study however sought specifically to:

1. To explore the patterns of violence practiced among secondary school students in Mogadishu.
2. To investigate how family upbringing on students' violence at secondary schools in Mogadishu.
3. To identify how school environment on students' Violence in secondary schools in Mogadishu.

Hypothesis

The researcher tested the following hypotheses:

Ha1: There is a statistically significant difference at level ($\alpha=0.05$) among respondents based on their gender towards student violence at secondary schools in Mogadishu.

Ha2: There is statistically significant difference at level ($\alpha=0.05$) among the respondents based on age towards student violence at secondary schools in Mogadishu.

Ha3: There is a statistically significant difference at level ($\alpha=0.05$) among the respondents based on their experience of student violence at secondary schools in Mogadishu.

Ha4: There is a statistically significant difference at level ($\alpha=0.05$) among the respondents based on the level of qualifications towards student violence at secondary schools in Mogadishu.

Ha5: There is a statistically significant difference level ($\alpha=0.05$) among the teachers based on the level of subjects taught at secondary schools in Mogadishu towards the student violence at secondary schools in Mogadishu.

Ha6: There is a positive relationship between Family Upbringing, School Environment and Student Violence at secondary schools in Mogadishu at Statistically significance level ($\alpha=0.05$).

Typology of student violence

Different scholars used different methods in classifying violence. (Budirahayu & Susan, 2019) listed the types of violence in schools as (1) physical violence; (2) indirect violence; (3) verbal violence and (4) repressive violence. The division of violence into Physical, verbal, and symbolic is based according to the style of violence while dividing into direct or indirect violence is based according to the method of violence which is directed towards the original source that provoked the violent response, or one of the symbols of this original source. In terms of legitimacy violence can be divided legal or illegal based on whether the person violates laws, systems, values, customs, and traditions in general or not. Finally, violence can be divided into organized or automatic violence. An organized violence is one the violence is used by conflicting groups with different goals and interests as a method to achieve these goals and interests. Automatic violence on the other hand is violence practiced by individuals who feel an inferiority complex, as a method to compensate for the deficiency they feel. It is a compensatory method or a way to empty the aggression and direct it toward another field when the real target cannot be attacked.

Kathryn Seifert (2012) also categorized Violence based on purpose into (instrumental and situational, or predatory), and target into (self-directed, interpersonal, and collective). The WHO divided violence into three general categories, based on the target into self- directed, interpersonal, and collective.

Family Upbringing as a Factor on students' Violence

Almost Sociologists and social psychologists unanimously agree that the family is the first social institution responsible for developing the child's personality in terms of intellect, unity, moral, physical, social and psychological aspects while the role of other social institutions is a secondary because it comes later stages of development from first formative years that the child lives in the arms of his family (Al-Tayyar, 2005). Parents as the first socializing agents for the children that provide a unique psychological & social climate in which the child learns to respond to different social environments around him or her (Njagi et al., 2018). Family upbringing is defined as the systematic and purposeful influence of parents and the adult members of a family on the child in order to prepare children for life under existing social conditions (Njagi et al., 2018). Many researchers have given attention to the family research and its role in child rearing, because of its effective and influential role of children's delinquency and violent behavior. Researchers in the field indicated the links between family upbringing and students or adolescents' later antisocial behaviors.

According to (Lahlah et al., 2014) family conflict has been identified as positively correlated with adolescent antisocial behavior while parental support has been identified as a protective factor for antisocial development. This shows that family parenting mechanism and students antisocial behavior has been linked and the parenting style parents adapt in child rearing has a significant influence on students' development and outcome behavior. Low and his colleagues study (Low et al., 2020) also

indicated that there is a lack of mutuality and intimacy between antisocial students and their parents and parents of antisocial students show more anger, blaming, and defensiveness than parents in normal families. This shows the negative role coercive family processes have in relation to youth and adolescents' antisocial behavior, and the related moderating role of positive parenting behavior.

A Chinese study (Low et al., 2020) examined the relationship between family violence and parent-adolescent conflict with adolescents' antisocial behavior. Multiple regression analysis of this study indicated that family conflict was significantly and positively associated with adolescent antisocial behavior while both instrumental support and emotional support were found to be negatively associated with adolescent delinquency respectively. Another study in Kenya by (Njagi et al., 2018) discussed the contribution of different parenting styles (authoritarian, authoritative, permissive indulgent, and permissive neglectful) on violence among secondary school students and found that parents have a big role to play in influencing their children's violent behavior through poor role modeling, inadequate advice and lack of listening to their concerns. The study also indicated that there is a high preference for violence among students with authoritarian parents, who use abusive and physical punishment as a method to control the moral behavior of their children.

Their study (Haapasalo & Pokela, 1999) also supported that Authoritarian parenting attitudes of child-rearing that use abusive physical punishment

as a method to control moral behavior has been identified as having a negative impact on adolescents' antisocial behavior. Some other researchers confirmed that most adolescents with antisocial behaviors have parents that are less likely to provide adequate supervision for their adolescent children (Farrington, 2005). As per the citation of (Low et al., 2020) the common risk factors that predict students' antisocial behavior include low parental monitoring, the Personality of adolescents, and adolescents' affiliation with deviant peers.

The Study (Al-Tayyar, 2005) listed the causes of violence attributed to the family included:

1. Disintegration of family members.
2. Parent's excessive humiliation of children.
3. Excessive cruelty & conflicts between parents and between parents and children.
4. Failure of families to monitor and mentor their children.
5. Economic Pressures.

School Environment as a Factor in Students' Violence

Student violence disrupts schools from functioning, teachers from working, and students from learning (Kiplagat SUGUT & Amadi MUGASIA, 2014). WHO confirmed that research has revealed that misbehavior and violence negatively impacted the learning environment, and promoted a climate of concern and fear among teachers, students, and administrators while at school (Sege, 2005). The results of hierarchical regression analyses by (Hurford et al., 2010) indicated that

school culture and school climate can be used to explain a significant percentage of variance in school violence. A study in Kenya also established that the lack of enough facilities, the presence of drugs, students who have a negative attitude towards their schools, who feel teachers do not understand their behavior, who do not do well in exams, receive peer influence and often resort to violence, to express their dissatisfaction; all were the major causes of violence in schools (Kiplagat SUGUT & Amadi MUGASIA, 2014). Furthermore, students who have a negative attitude in terms of communications, leadership styles, rules and regulations towards school administrators and head teachers turn violent in order to express their dissatisfaction.

To react against shortage, teaching methods, transfer, and emphasis on exams by teachers, students tend to use violent behaviors. Many risk factors within the school environment worsen the situation of school violence. The first one is the head teacher. The absence of head teachers in schools is a possible cause of violence in schools. Normally students' problems cannot be addressed immediately when the head teachers are absent from school. The student's involvement in the formulation of school rules and regulations is a significant factor that may reduce student violence in schools. Normally autocratic head teachers dictate to the members of the school or institution without allowing students and teachers to have a say and freely exchange views on school matters (G.A. Bennaars, J.E. Otiende, R. Boisvert, 1994).

The second factor is the teacher. It's common sense that teachers are part of the risk factors for student violence. Shortage of teachers, harsh

punishment, and humiliations that teachers direct to their students without justification were possible causes of students' dissatisfaction that easily culminated in violence. Thus the transfer of teachers needs to be carried out using a clearly stated transfer policy so as not to affect students' learning. According (Kiplagat SUGUT & Amadi MUGASIA, 2014) Students usually resorted to violence to express their dissatisfaction with regard to the shortage of teachers and harsh punishments by teachers, especially when their grievances were not addressed promptly. The findings of this research also suggested that students did not like a too academic system of education that put too much emphasis on examinations. The third factor is Students. When addressing violence in schools the student attitude towards school environments, teachers and subjects cannot be ignored. The study of (Kiplagat SUGUT & Amadi MUGASIA, 2014) indicated that those students who developed negative attitudes towards teachers, subjects, and the school hinder their academic performances and in particular do not do well in certain subjects. Students who are involved in violence normally have emotional problems in the school environment that require them to be addressed (Cheurprakobkit & Bartsch, 2005).

Fourth factor is Drug Abuse. The use of drugs and alcohol is a national problem. Drugs including tobacco, Alcoholic beverages, narcotics, hallucinogens, cannabis, inhalants, stimulants and caffeine beverages are some of the drugs found in schools (Hurford et al., 2010).

The fifth factor is School Facilities. Facilities are among the problems facing schools and one of the risk factors that may push students to resort

to violence. According to (Kiplagat SUGUT & Amadi MUGASIA, 2014) unattractive school buildings, and crowded classrooms are conducive to confusion and disorder and a physical environment that is comfortable, attractive, and orderly is likely to improve student behavior.

Some researchers supported that unattractive school building are conducive to confusion and disorder. Unless Secondary schools have the necessary facilities including offices, classrooms, laboratories, latrines, libraries, and playgrounds, to improve teaching and learning cannot run successfully. Because of limited facilities Students possibly turned violent to express their dissatisfaction and anger.

Methodology

Based on the nature and the objectives of the study the researcher adopted a descriptive method to discover teachers' perceptions on the influence of family upbringing & School environment factors on student violence at secondary schools in Mogadishu. The target population for the study contained hundred and two (102) secondary teachers from five (5) schools under FPENS institutions were randomly selected and the sample size was eighty (80) secondary teachers obtained by Slovin's formula for the finite population. The data were obtained by administering a questionnaire that included 30 items established by the researcher. The instrument comprised four sections. The first section intended to seek the demographic information of respondents of gender, age, level of education, profession (experience), and the nature of subjects they teach. The second section was designed to seek information about the forms of violence practiced among secondary school students in Mogadishu and comprised eleven (11) questions designed to measure

the teachers' opinions and perceptions toward the mentioned objective. The third section was aimed to find out information about the role of family upbringing on student violence and contained eight (8) questions planned to understand the perceptions and views of teachers under study towards this mentioned objective. The final section was established to determine the perceptions and views of surveyed teachers toward the role of school environment on student violence. This section contained eleven (11) questions designed to measure this objective. The respondents were requested to show their degree of disagreement & agreement on each item of the questionnaire. The researcher used the Likert scale as an instrument where (SA) Strongly Agree to stand for 5 points; (A) Agree for 4 points while Neutral 3; (DA) Disagree equals 2 points and (SDA) Strongly Disagree matches 1 point.

To analyze the data, the researcher used SPSS (Statistical Package for Social Science) version 20. The frequency and percentage distribution were used to determine the demographic characteristics of the respondents. The researcher also adopted ANOVA in SPSS to define the variance among respondents by testing hypotheses pre-stated by the researcher. The weightings of the responses from research questions was computed using means values intervals as options of; Very high (VH) = 4.20-5.00 points; High (H) = 3.40-4.19 points; Moderate (M) = 2.60-3.39 points; Low (F) = 1.80-2.59 points and Poor (P)=1.00-1.79. The researcher measured the internal reliability (internal consistency) of the responses by calculating Cronbach's alpha coefficient and indicated 0.9 which is a high level of internal reliability. To check the validity, the researcher exposed the questionnaire to the education experts before distribution, to validate as trustee and face validity, and then, the researcher followed the instructions and suggestions in terms of

modifying, adding, or omitting items. Furthermore, the researcher calculated the relationship between reliability and validity to find out the self-validity which is the root square of reliability value according to the following equation/formula:

$$\text{Coefficient of self – validity} = \sqrt{\text{Coefficient of reliability test}}$$

$$= \sqrt{0.9}$$

$$= \sqrt{0.9}$$

$$= \sqrt{0.95}$$

Hence the validity of the study tool is strong

Results & Analysis

This section intended to illustrate the data that emerged from respondents of the study. The researcher used SPSS for data analysis in light of objectives and hypotheses of the study.

Table (1) Gender

	Frequency	Percent%
Male	65	81.3
Female	15	18.8
Total	80	100.0

Table (1) indicated that the male teachers in the study represent 81.3% while the female teachers represent 18.8%. This indicates male domination of the study but this is understandable since the survey was targeted at teachers in secondary schools in Mogadishu and there is a

negative perception in the country that the teaching profession is not a preferable or desirable qualification for the female.

Table (2) Age

	Frequency	Percent%
25-30	63	78.8
31- 40	16	20.0
41 and Above	1	1.3
Total	80	100.0

Table (2) showed that the majority of the respondents at secondary schools in Mogadishu aged between 25-30 Years 78.8%, followed by 31-40 Years 20% while the age group 41 and above only 1.3%. This indicates that younger teachers dominated the teaching profession in surveyed schools. This is supported by the heritage institute for policy studies report on Education (Hussein, 2015) which found that teachers who are already in the profession are considering leaving, or have already left, due to poor remuneration and lack of respect from society.

Table (3) Experience

	Frequency	Percent%
Less 5 Years	37	46.3
6-10 Years	29	36.3
11 Years & Above	14	17.5
Total	80	100.0

Table (3) indicated that 46.3% of respondents of surveyed schools have 5 years / less experience followed by 6 to 10 years' experience 36.3% while those with 11 years and above experience became 17.5%.

Table (4) Level of Education

	Frequency	Percent%
Secondary	3	3.8
Diploma	3	3.8
Bachelor	59	73.8
Masters	15	18.8
Total	80	100

The results in a table (4) showed that the majority of respondents of surveyed schools were bachelor holders 73.8% followed by Masters 18.8% while both Secondary and Diploma graduates became 3.8%.

Table (5) Subjects taught

	Frequency	Percent%
Science	62	77.5
Arts	18	22.5
Total	80	100.0

Table (5) showed that the majority of respondents of surveyed schools teach science-related subjects 77.5% while 22.5% teach arts-related subjects.

Table (6) Forms of student Violence at Secondary Schools in Mogadishu

Item	Statements	Mean	Std. Deviation	Decision
Q1	Screaming and raising a voice	3.35	1.294	M
Q2	Distorting school/classroom walls	3.21	1.133	M
Q3	Assault	3.16	1.084	M
Q4	Refusing submission to the school authority	3.04	1.247	M
Q5	Bad words	2.99	1.288	M
Q6	Rioting between periods	2.96	1.257	M
Q7	Destruction of school property	2.85	1.137	M
Q8	Disrupting teachers from continuing to teach lessons	2.82	1.178	M
Q9	Threats of Violence	2.73	1.158	M
Q10	Fighting with teachers and administrators	2.64	1.204	M
Q11	Robbery / Theft	2.21	1.133	L
Grand Mean		2.91	1.192	M

Very High (VH) = 4.20-5.00; High (H) = 3.40-4.19; Moderate (M) = 2.60-3.39; Low (L) = 1.80-2.59 and Very Low (VL) = 1.00-1.79.

Results on the table (6) and figure (1) demonstrate that student violence at Secondary schools in Mogadishu had a mean of 2.91 with SD 1.192. The 1st question has scored a mean of 3.35 with standard deviation 1.294 which indicated moderate. The 2nd question has scored a mean of 3.21 with SD 1.133 which indicated moderate. The 3rd question has

scored a mean of 3.16 with SD 1.084 which indicated moderate. The 4th question has scored a mean of 3.04 with SD 1.247 which indicated moderate. The 5th question has scored a mean of 2.99 with SD 1.288 which indicated moderate. The 6th question has scored a mean of 2.96 with SD 1.257 which indicated moderate. The 7th question has scored a mean of 2.85 with SD 1.137 which indicated moderate. The 8th question has scored a mean of 2.82 with SD 1.178 which indicated moderate. The 9th question has scored a mean of 2.73 with SD 1.158 which indicated moderate. The 10th question has scored a mean of 2.64 with SD 1.133 which indicated moderate. The 11th question has scored a mean of 2.21 with SD 1.133 which indicated fair. The grand mean of all the eleven (11) items showed 2.91. Thus, through these results, teachers at surveyed schools viewed that the incidence of student violence at secondary schools in Mogadishu is moderate.

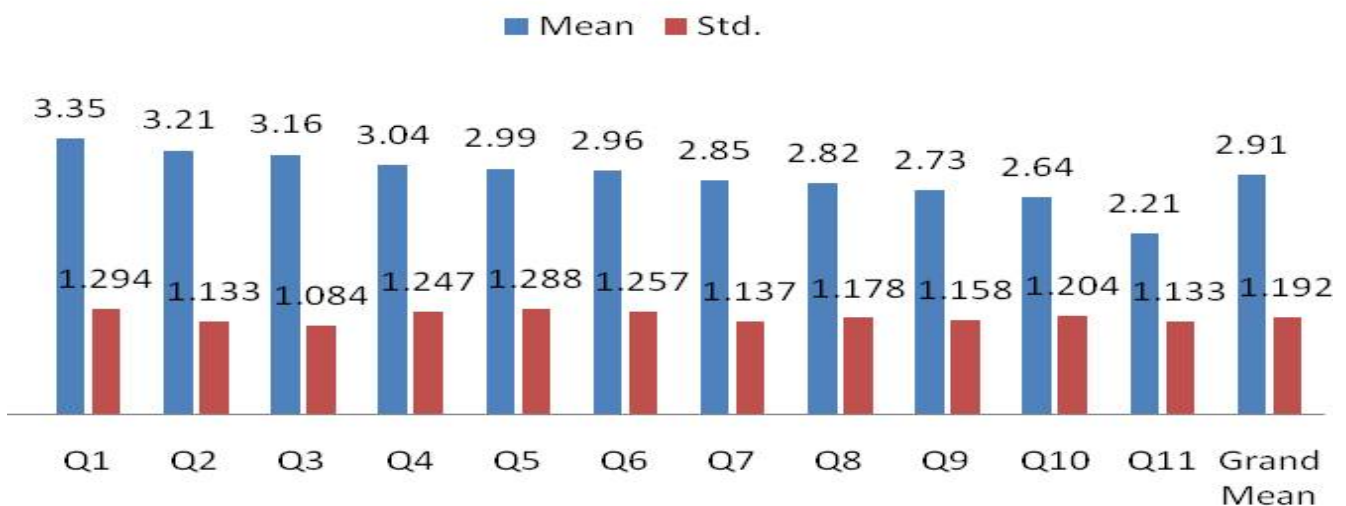


Figure (1) Forms of student Violence

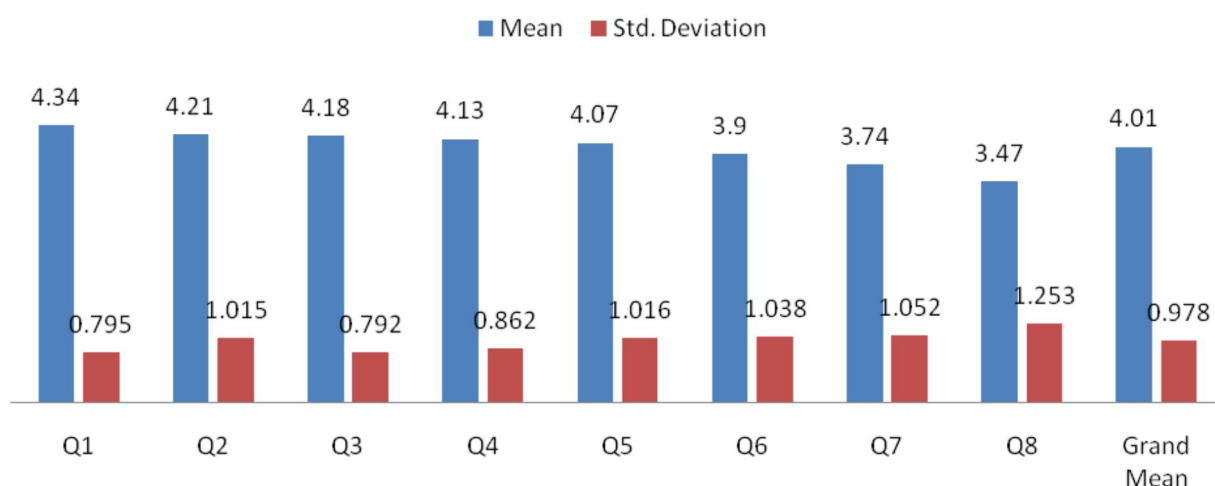


Figure (2) Role of Family in Student Violence.

Table (7) Role of Family in Student Violence at Secondary Schools in Mogadishu

Item	Statements	Mean	Std. Deviation	Decision
Q1	Lack of parental control may lead to student violence	4.34	0.795	VH
Q2	Abnormal family upbringing has a role in student violence	4.21	1.015	VH
Q3	Frequent quarrels/conflict b/w parents have a role in student violence	4.18	0.792	H
Q4	Bullying/cruelty of parents to children has a role in student violence	4.13	0.862	H
Q5	Parents' separation (divorce) has a role in student violence	4.07	1.016	H
Q6	Discrimination b/w children within the family have a role in student violence	3.90	1.038	H

Item	Statements	Mean	Std. Deviation	Decision
Q7	Children being indulgent by parents lead to violence	3.74	1.052	H
Q8	Blocking children from entertainment has a role in student violence	3.47	1.253	H
Grand Mean		4.01	0.978	H

Very High (VH) = 4.20-5.00; High (H) = 3.40-4.19; Moderate (M) = 2.60-3.39; Low (L) = 1.80-2.59 and Very Low (VL) = 1.00-1.79.

The analysis in a table (7) and figure (2) demonstrate that the role of family on student violence at Secondary schools in Mogadishu had a mean of **4.01** with SD **0.978**. The 1st question scored a mean of 4.34 with SD .795 a very high level. The 2nd question attained a mean of 4.21 with SD 1.015 which indicated a very high level. The 3rd question scored a mean of 4.18 with SD 0.792 which showed a high level. The 4th question scored a mean of 4.13 with SD 0.862 which indicated a high level. The 5th question scored a mean of 4.07 with SD 1.016 which indicated high. The 6th question scored a mean of 3.90 with SD 1.038 which indicated a high level. The 7th question has ed a mean of 3.74 with SD 1.052 which indicated a high level. The 8th question scored a mean of 3.47 with SD 1.253 which indicated a high level. Overall results indicate that the role of the family in student violence at surveyed schools is high.

Table (8) Role of School Environment in student violence

Item	Statements	Mean	Std. Deviation	Decision
Q1	Poor school regulations	4.31	0.739	VH
Q2	The classrooms are overcrowded with students	4.11	1.136	H
Q3	The inability of the school administration to provide a suitable atmosphere for students	4.04	0.974	H
Q4	The teachers' Bullying over the student	3.91	1.021	H
Q5	The school building is inadequate and inappropriate for learning	3.85	1.092	H
Q6	Authoritarian school administration	3.78	1.190	H
Q7	Teachers' weaknesses in solving students' problems	3.78	1.055	H
Q8	The lack of places equipped for recreation and school activities	3.74	1.052	H
Q9	The school curricula do not address the phenomenon of violence	3.74	1.122	H
Q10	Students do not feel safe and protected in the school	3.65	1.057	H
Q11	Teachers and other staff use corporal punishment to discipline students	3.55	1.101	H
Grand Mean		3.86	1.049	H

Very High (VH) = 4.20-5.00; High (H) = 3.40-4.19; Moderate (M) = 2.60-3.39; Low (L) = 1.80-2.59 and Very Low (VL) = 1.00-1.79.

The result of data presented in table (8) and figure (3) prove that school environment influences student violence at secondary school in Mogadishu with a mean of 3.86, and SD 1.049. The 1st question scored a mean of 4.31 with SD .739 which is a very high level. The 2nd question scored a mean of 4.11 with SD 1.136 which indicated a high level. The 3rd question scored a mean of 4.04 with SD .974 which showed a high level. The 4th question scored a mean of 3.91 with SD 1.021 which indicated a high level. The 5th question scored a mean of 3.85 with SD 1.092 which indicated high. The 6th question scored a mean of 3.78 with SD 1.190 which showed a high level. The 7th question scored a mean of 3.78 with SD 1.055 which indicated a high level. The 8th question scored a mean of 3.74 with SD 1.052 which indicated a high level. The 9th question scored a mean of 3.74 with SD 1.122 which indicated a high level. The 10th question scored a mean of 3.65 with SD 1.057 which highlighted a high level. The 11th question scored a mean of 3.55 with SD 1.101 which highlighted high level. The grand mean of all eleven (11) items is 3.86 with SD 1.049. Thus, the views of respondents supported that the school environment has a negative role on student violence at secondary schools in Mogadishu with high levels.

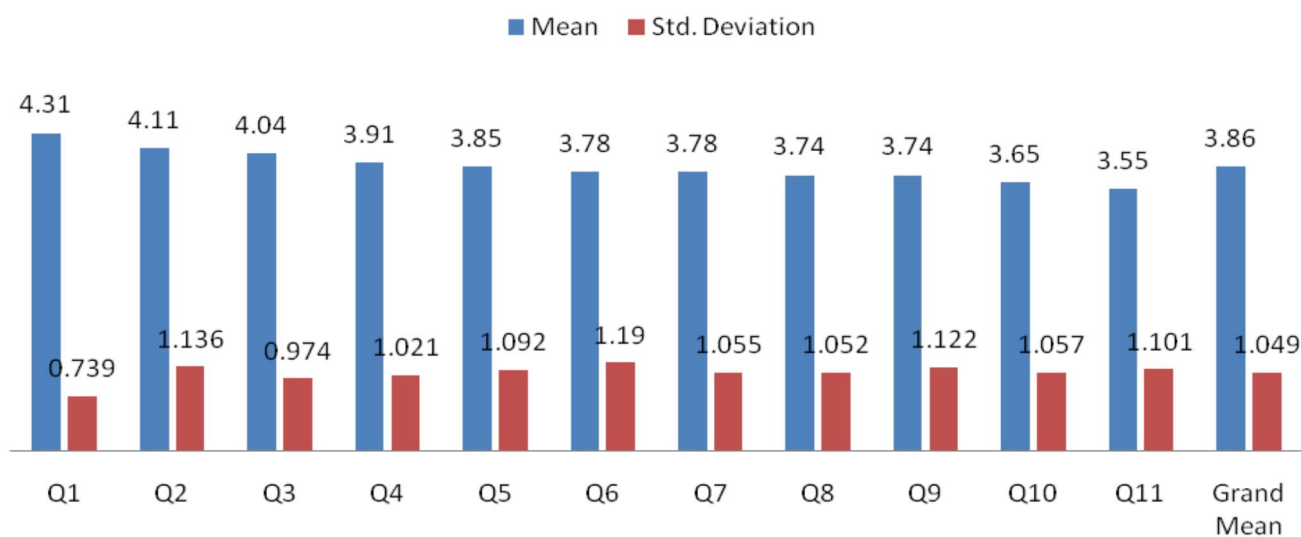


Figure (3) Role of School Environment on student violence

Testing Hypotheses

The researcher demonstrates below testing the hypotheses pre-stated to determine whether they supported/ accepted or rejected:

Ha1: There is a statistically significant difference in perceptions at level ($\alpha=0.05$) between male and female teachers at Secondary schools in Mogadishu towards the student violence at secondary schools in Mogadishu.

Table (9) Results of Hypothesis 1 Related to the Gender

ANOVA							Decision
		Sum of Squaes	df	Mean Squire	F	Sig.	
Forms of student Violence	Between Groups	5.984	1	5.984	0.087	0.769	Ha Rejected
	Within Groups	5365.172	78	68.784			
	Total	5371.156	79				
Role of the family onStudent violence	Between Groups	19.554	1	19.554	1.015	0.317	Ha Rejected
	Within Groups	1503.333	78	19.274			
	Total	1522.888	79				
Role of school environment on Student Violence	Between Groups	489.646	1	489.646	11.462	0.001	Ha Accepted
	Within Groups	3332.154	78	42.720			
	Total	3821.800	79				

The summary of the result presented in Table (9) indicates the P-values of items; the forms of student violence and the role of family upbringing on student violence are greater than ($\alpha = 0.05$). The implication of this result is that there is no statistically significant difference in perceptions between male and female teachers at secondary schools in Mogadishu toward these items, while the P-values of the role of school environment on student violence is less than ($\alpha = 0.05$) which means there is a statistically significant difference in perceptions between male and

female teachers in secondary schools in Mogadishu towards the roles school environment on student violence.

H02: There is statistically significant difference in perceptions at level ($\alpha=0.05$) among the teachers at secondary schools based on age towards student violence at secondary schools in Mogadishu.

Table 10. Results of Hypothesis 2 Related to the age.

ANOVA							Decision
		Sum of Squares	df	Mean Square	F	Sig.	
Forms of student Violence	Between Groups	7.812	2	3.906	0.056	0.946	Ha Rejected
	Within Groups	5363.344	77	69.654			
	Total	5371.156	79				
Role of family on Student violence	Between Groups	48.347	2	24.173	1.262	0.289	Ha Rejected
	Within Groups	1474.541	77	19.150			
	Total	1522.888	79				
Role of school environment on Student Violence	Between Groups	82.113	2	41.057	0.845	0.433	Ha Rejected
	Within Groups	3739.687	77	48.567			
	Total	3821.800	79				

The results in table (10) indicated the p-values of all three (3) sections of the study instrument are greater than ($\alpha = 0.05$) therefore regarding the second hypothesis there is no statistically significant difference in perceptions at level ($\alpha = 0.05$) among the teachers with different ages at secondary schools in Mogadishu towards the forms of student violence, roles of family upbringing and school environment on student violence at secondary schools in Mogadishu.

Ha3: There is a statistically significant difference in perceptions at level ($\alpha = 0.05$) among the teachers at secondary schools in Mogadishu based on the experience of student violence.

Table 11. Results of hypothesis 3 related to the experience.

ANOVA							Decision
		Sum of Squares	df	Mean Square	F	Sig.	
Forms of student Violence	Between Groups	108.654	2	54.327	0.795	0.455	Ha Rejected
	Within Groups	5262.502	77	68.344			
	Total	5371.156	79				
Role of the family on Student violence	Between Groups	42.418	2	21.209	1.103	0.337	Ha Rejected
	Within Groups	1480.470	77	19.227			
	Total	1522.888	79				

ANOVA							Decision
		Sum of Squires	df	Mean Sqare	F	Sig.	
Role of school environment on Student Violence	Between Groups	170.308	2	85.154	1.796	0.173	Ha Rejected
	Within Groups	3651.492	77	47.422			
	Total	3821.800	79				

Table (11) indicated the p-values of items Forms of student violence, Roles of family upbringing and school environment on student violence are greater than ($\alpha = 0.05$) therefore there is no statistically significant difference in perceptions among the teachers with different experiences at secondary schools in Mogadishu towards the Forms of student Violence, Roles of family upbringing and school environment on student violence.

Ha4: There is a statistically significant difference in perceptions at level ($\alpha = 0.05$) among the teachers based on level of qualifications at secondary schools in Mogadishu towards the student violence at secondary schools in Mogadishu.

Table 12. Results of hypothesis 4 related to the level of education.

		ANOVA					Decision
		Sum of Squires	df	Mean Sqare	F	Sig.	
Forms of studentViolence	Between Groups	586.464	3	195.488	3.105	0.031	Ha Accepted
	Within Groups	4784.692	76	62.956			
	Total	5371.156	79				
Role of the family on Student violence	Between Groups	23.527	3	7.842	0.398	0.755	Ha Rejected
	Within Groups	1499.360	76	19.728			
	Total	1522.888	79				
Role of school environment on Student Violence	Between Groups	96.821	3	32.274	0.658	0.580	Ha Rejected
	Within Groups	3724.979	76	49.013			
	Total	3821.800	79				

The table (12) shown the p-value for item forms of student Violence at secondaryschool is less than ($\alpha = 0.05$) therefore there is a statistically significant difference in perceptions among the teachers at secondary schools in Mogadishu based on level of education towards the forms of violence at secondary schools in Mogadishu, while the P- values of roles of family upbringing and school environment on student violence are

greater than ($\alpha = 0.05$) therefore there is no a statistically significant difference in perceptions among the teachers with different levels of education at secondary schools in Mogadishu towards these items.

H05: There is a significant difference in perceptions at level ($\alpha = 0.05$) among the teachers at secondary schools according to the nature of subjects they teach towards student violence at secondary schools in Mogadishu.

Table 13. Results of hypothesis 5 related to the nature of subjects teachers teach.

ANOVA							Decision
		Sum of Squires	df	Mean Squire	F	Sig.	
Forms of student Violence	Between Groups	42.337	1	42.37	0.620	0.434	Ha Rejected
	Within Groups	5328.819	78	68.318			
	Total	5371.156	79				
Role of family on Student violence	Between Groups	0.201	1	0.201	0.010	0.919	Ha Rejected
	Within Groups	1522.686	78	19.522			
	Total	1522.888	79				
Role of school environment on	Between Groups	15.915	1	15.915	0.326	0.570	Ha

ANOVA						Decision	
		Sum of Sqaures	df	Mean Sqare	F		Sig.
Student Violence	Within Groups	3805.885	78	48.793			
	Total	3821.800	79				

The results in table (13) indicated the p-values of all three (3) sections of the study instrument are greater than ($\alpha = 0.05$) therefore regarding the hypotheses 5 there is no a statistically significant difference in perceptions at level ($\alpha = 0.05$) among the teachers at secondary schools in Mogadishu according the nature of subjects they teach toward the forms of student violence, the role of family upbringing and school environment on student violence.

Ha6: There is a positive relationship between Family Upbringing, School Environment factors, and Student Violence at secondary schools in Mogadishu at a Statistically significant level ($\alpha = 0.05$).

Table 14. Correlation analysis of Family upbringing, School Environment, and Student violence.

DV	IV	Calculated Value	Sig	Decision
Family upbringing	Student Violence	0.330*	0.001	Ha 6 DV1 accepted
School Environment	Student Violence	0.083*	0.232	Ha 6 DV2 Rejected

Table 14. indicated that the calculated value of correlation between family upbringing and student violence is 0.330 that indicated a positive value of correlation whereas the p value of 0.001 that is less than at 0.05 level of significance, therefore, there is a positive relationship between family upbringing and student violence at secondary schools in Mogadishu. The calculated value of correlation between school environment and student violence is 0.083 that indicated negative value of correlation whereas the p value of 0.232 that is greater than at 0.05 level of significance, therefore is negative relationship between school environment and student violence at secondary schools in Mogadishu.

Findings

As the study reached a set of results based on respondent data related:

1. It was found that most of the respondents are male teachers (65) at a rate of (81.2%), age group between (25-30 Years) at rate of (78.8%), have five (5) years or less experience (37) at rate of (46.3%), bachelor holders (59) 73.8% and teach science related subjects (62) at rate of (77.5). This indicates a male domination of the study but this is understandable since the females searching teaching profession normally face social challenges and this negative perception in the country caused that the teaching profession is not preferable or desirable qualification for the female.

It's also indicated that younger teachers with less experience dominated teaching profession in surveyed schools. This is supported by the heritage institute for policy studies report on Education (Hussein,

2015) that found the teachers who are already in the profession are considering leaving, or have already left, even those who wanted to remain hoped to move into a management role due to poor remuneration and lack of respect from society.

2. Based on the results in objective one of the study found that the teachers at surveyed schools viewed that the incidence of student violence at secondary schools in Mogadishu is moderate but expressed the presence of somewhat prevalent patterns of student violence, foremost of which were Screaming and raising a voice in school, Distorting school and classroom walls as well as assaults between the students. This is supported by the study of (Budirahayu & Susan, 2019) that rated Distorting school and classroom walls, assaults, and raising a voice in school as the prominent types of students violence in schools.

3. The results from of the study respondents towards the second objective of the study evidenced the existence of high role for family upbringing on student violence, on top of which were lack of parental control, abnormal family upbringing and frequent quarrels and conflict between parents which negatively influenced student's tendency to practice violence. Parents' role in student violence is understandable. A study in Kenya by (Njagi et al., 2018) indicated that the parents play major role in learning their children violent behaviour through inadequate advice, poor role modelling, and lack of listening to their concerns.

4. From the results of study respondents towards the third objective of the study indicated that the role of the school environment in student violence is high on top of which Poor school regulations, the classrooms overcrowded and inability of school to provide a suitable atmosphere for students. The study of (Kiplagat SUGUT & Amadi MUGASIA, 2014) established that the lack of enough facilities, presence of drugs, students who have a negative attitude towards their schools who feel teachers do not understand their behavior, all were the major causes of violence in schools.

Conclusion

The purpose of the study was to examine the impact of family upbringing and School environment on student violence at secondary schools in Mogadishu Somalia. The study discovered that student violence at secondary schools is moderately prevalent patterns or forms were screaming and raising a voice in school, Distorting school and classroom walls as well as assaults between the students, and refusing submission to the school authority. Based on the findings of the study the family upbringing factor was the most influential factor in student violence with a high grand mean of **4.01** and SD of **0.978**, the school environment is also an influential factor in student violence with a high grand mean of 3.86, and SD 1.049.

Recommendation

In light of the results from the surveyed respondents of this study, the researcher outlined here a number of recommendations that may have an

actual and practical influence on the treatment of student violence at secondary schools in Mogadishu as follows:

1. Conducting more studies related to the topic, particularly the case study that provides more dimensions to understand the problem.
2. Based on the findings the study discovered the existing positive relationship between family upbringing on student violence. The study indicated that the lack of parental control, abnormal family upbringing, and frequent quarrels, and conflicts between parents negatively influenced students' tendency to practice violence, therefore the study recommends the government through corroboration with community-based organizations develop policies intended at enhancing more responsibility from students. The study also recommends the creation of parent teachers association and organization of regular seminars on parenting for the parents and teachers to enable them to practice good parenting.
3. The study revealed student violence is highly influence by school environment on top of which Poor school regulations, the classrooms overcrowded, inability of

school to provide a suitable atmosphere for students and inadequacy of the school building, the researcher recommends the amendment of school regulations & provide appropriate school buildings atmosphere to reduce student violence.

Reference

- Anderson, C. a, & Bushman, B. J. (2002). Human ggression. *Annual Review of Psychology*, 53, 27–51. <http://www.ncbi.nlm.nih.gov/pubmed/11752478>
- Farrington, D. P. (2005). Childhood origins of antisocial behavior. *Clinical Psychology and Psychotherapy*, 12(3), 177–190. <https://doi.org/10.1002/cpp.448>
- Ferrara, P., Franceschini, G., Villani, A., & Corsello, G. (2019). Physical, psychological and social impact of school violence on children. In *Italian Journal of Pediatrics* (Vol. 45, Issue 1, pp. 1–4). Italian Journal of Pediatrics. <https://doi.org/10.1186/s13052-019-0669-z>
- GCPEA. (2018). *Education Under Attack 2018*.
http://www.protectingeducation.org/sites/default/files/documents/eua_2018_full.pdf
<http://www.protectingeducation.org/country-profile/syria>
- Haapasalo, J., & Pokela, E. (1999). Child-rearing and child abuse antecedents of criminality. *Aggression and Violent Behavior*, 4(1), 107–127. [https://doi.org/10.1016/S1359-1789\(97\)00027-X](https://doi.org/10.1016/S1359-1789(97)00027-X)
- Howard, T. H. E., Violent, O. F., & Youth, I. N. (2001). Violent and Aggressive Behaviors in Youth : A Mental Health. *Psychiatry*, 64(4), 285–295.
- Hurford, D., Lindskog, R., Cole, A., Jackson, R., Thomasson, S., & Wade, A. (2010). The Role of School Climate in School Violence: A Validity Study of a Web-Based School Violence Survey. *Journal of Educational Research & Policy Studies*, 10(1), 51–77.

Kiplagat SUGUT, W., & Amadi MUGASIA, F. (2014). School Factors Associated with Student Violence in Secondary Schools in Nandi South District, Kenya.

International Journal of Humanities and Social Science, 4(1), 123–132.

http://www.ijhssnet.com/journals/Vol_4_No_1_January_2014/14.pdf

Lawson, J., & King, B. (2012). Theories of Violence: A Review of Textbooks on Human Behavior and the Social Environment. *Journal of Human Behavior in the Social Environment*, 22(5), 517–534.

<https://doi.org/10.1080/10911359.2011.598724>

Low, A. Y. T., Lo, T. W., & Cheng, C. H. K. (2020). Family Dynamic and Antisocial Adolescents in Macau. *Child and Youth Care Forum*, 49(6), 941–952.

<https://doi.org/10.1007/s10566-020-09568-z>

Mehdinezhad, V., & Rashki, J. (2018). Causes of Violence by High School Students : A Teachers and Principals Perspective. *Anadolu Journal of Educational Sciences International*, 8(2), 174–198. <https://doi.org/10.18039/ajesi.454564>

Njagi, S. N., Mwanja, J. M., & Manyasi, B. (2018). the Role of Parenting Styles on Violence Among Students in Secondary Schools in Embu County, Kenya. *Asian Journal of Contemporary Education*, 2(1), 8–18.

<https://doi.org/10.18488/journal.137.2018.21.8.18>

Sege, R. D. (2005). Violence Prevention. In *Pediatrics*. <https://doi.org/10.1016/B978-0-323-01199-0.50029-3>

World Health Organization. (2020). *Global status report on preventing violence against children*. 353. https://www.unicef.org/eapro/Preventing_Violence.pdf

Yurtal, F. (2014). Violence in schools: From the perspective of students, teachers, and mothers. *Educational Research and Reviews*, 9(24), 1420–1427.

<https://doi.org/10.5897/ERR2014.1979>

Al-Tayyar, F. b. (2005). Social factors leading to violence among secondary school students (A field study for Eastern Riyad students . Riyad.

G.A. Bennaars, J.E. Otiende, R. Boisvert (1994), Theory and practice of education.

Nairobi, Kenya: East African Educational Publishers