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Examining the Impact of Student Characteristics and Media Factors on Students' Aggression Behavior at Secondary Schools in Mogadishu

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Abstract

This study was conducted to determine how student characteristics and media factors influence the spread of students' aggressive behaviors in secondary schools in Mogadishu. The specific objectives were to explore the patterns of aggression practiced among secondary school students in Mogadishu and to investigate the role of student characteristics and media factors on students' aggression 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 the schools under the Formal Private Education Network in Somalia, and the research instrument was a questionnaire.

The findings of the study revealed that student aggressions at secondary schools in Mogadishu are moderate, screaming and raising a voice in school, distorting school and classroom walls, and

assaults between the students were prevalent forms of aggression. The influences of students' personal characteristics and media factors on student aggression are high. The study indicated that separated student characteristics and media factors do not have an impact on students' aggressive behaviors in secondary schools in Mogadishu due to their P-values being greater than 0.05. In contrast, when student characteristics interact with media together, they have a positive relationship with student aggression at secondary schools in Mogadishu due to the p-value being 0.020, which is less than 0.05. The study addressed recommendations for the practical treatment of student aggression at secondary schools in Mogadishu.

Keywords: Student characteristics, Media, Student aggression, Violence, Secondary Schools.

1. Introduction

The school should be a place where students, teachers, and other staff feel safe to devote

themselves to teaching and learning from educational activities without harming 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 that “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 aggression definitions characterize a continuum of behaviors, orbiting around psychological harm, physical harm, and property damage (Lawson & King, 2012). According to (Prinsloo & Naser, 2007) “student aggression 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 aggression as “the power exercised 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 frighteningly high and it is estimated that up to 1 billion children aged 2–17 years, have experienced physical, sexual, or emotional violence or neglect.

Existing data indicate that the rate of school aggression 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. Aggression 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 aggression at

school and absenteeism is not seen only in low-income countries. A study in the United States stated that one in four students in US harassment leads them not to 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, and 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 to devote themselves to teaching and learning from educational activities without harming themselves. The aggression increase in schools distorts the image and reality of the school as a safe place for students and staff. Aggression at schools is a problem that affects all students, teachers, school property, the educational process, and the community. Schools should be secure sanctuaries for educating and learning learners free from crime and violence. Aggression 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 student aggression became a nightmare to students and all school staff in general and secondary school students in particular the researcher intended to introduce how student characteristics and media factors influence student violence to alleviate its severity through awareness of the general framework of student aggression 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 student characteristics & media factors influence student aggression in secondary schools in Mogadishu.

Objectives of the Study

The main objective of this study was to examine the impact of Student psychology & Media factors on students' violence in secondary schools in Mogadishu.

The study however sought specifically to:

1. To identify the forms or patterns of aggressions

students practice at secondary schools in Mogadishu.

2. To examine how student characteristics influenced students' aggressive behavior at secondary schools in Mogadishu.

3. To identify how media influenced students' aggressive behavior at 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 aggression at secondary schools in Mogadishu.

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

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

Ha6: There is a positive relationship between Student characteristics' interaction with Media and Student aggression at secondary schools in Mogadishu at a statistically significant level ($\alpha=0.05$).

Student Characteristics

When addressing aggression 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 and tend to use aggression. Students who are involved in aggression normally have emotional problems to the school environment that require to be addressed (Cheurprakobkit & Bartsch, 2005). Students' comfort while interacting with teachers is a hint to the effect that the relationship between teachers and students is a possible cause of aggression in schools (Kiplagat SUGUT & Amadi MUGASIA, 2014). Students who were unruly in schools influenced others to join them to cause violence. Therefore in a school setup, the peer groups to which they belong influence individual students.

Media Factor

For worse or better, there is no doubt that the mass media have an enormous impact on our children's

values, behaviors, and beliefs. In the 20th and 21st centuries, a notable change occurred in our social and cultural environment of mass media. The new environment of television (TV), radio, movies, videos, video games, computer networks, and cell phones, has assumed central roles in our children's daily lives. The recent increase in the use of text messaging, e-mail, and chat rooms through mobile phones has opened our youth to new venues for social interaction in which youth can be victimized (Huesmann, 2007).

Research on violent films, television, video games, and music reveals unequivocal evidence that media violence increases the likelihood of aggressive and violent behavior in both immediate and long-term contexts (C. A. Anderson et al., 2003). Regarding the term media violence, most researchers have clear conceptions of what they mean and define it as visual portrayals of acts of physical aggression by one human or human-like character against another (Huesmann, 2007). Youngsters waste the time supposed to educate themselves on social media. In the United States Children spend with social media an average of 6 hours a day (Roberts & Foehr, 2005). The programs targeted or prepared for young viewers were more violent than those targeting adults. George Gerbner conducted a content analysis of television programs in the United States and found that roughly 70% of primetime programs contained violence in an average of five violent acts per hour and cartoons

programs for children's shows were much higher 94% of this contained violence with an average of 20 acts of violence per hour (C. A. Anderson et al., 2003).

Compared to other types of TV programs the movies are quite violent. According to the NTVS in the United States, approximately 90% of movies on television contained violence whereas 70% of drama series, 35% of comedy series, and 35% of reality series did (Smith & Boyson, 2002). The common theme in many of the movies as well as the movie makers was that good guys triumph over bad guys by using physical force (Huesmann, 2007). The researchers concluded the actual movies have a high positive correlation between the content of the previews and the actual violence in the movies (Huesmann, 2007).

A number of studies have conducted research on video games for violence. In the United States (Thompson & Haninger, 2001) evaluated E- rated (for everyone) video games released from 1985 to 2000 and found that 64% of assessed games included intentional physical aggression, 60% of the games assessed required that the player injure characters in order to advance to the next level. A few years later the same researchers analyzed another sample of T-rated (Teen) games released between 2000 and 2003 and found that 98% contained violence, with an average of 36% of playing time being violent (Thompson et al., 2006). This indicated games targeted at children (T- rated

games) are more violent than games targeting everyone (E-rated games).

2. Methodology

Based on the nature and the objectives of the study the researcher adopted a descriptive method to discover teachers' perceptions of the influence of student characteristics & Media factors on student aggression at secondary schools in Mogadishu. The target population for the study contained 80 secondary teachers administered by FPENS Umbrella randomly selected. The data were obtained by administering a questionnaire that included 26 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, experience, and the nature of subjects they teach. The second section was designed to find out the forms or patterns of aggression students practice and contained eleven (11) questions planned to investigate the said objectives. The third section was developed to know how student characteristics influence student aggression and contained eleven (11) questions planned to understand the perceptions and views of teachers under study towards this mentioned objective. The final section established the perceptions and views of surveyed teachers toward the role of media on student aggression and contained only (4) questions designed to measure this objective. The

respondents were requested to show their degree of disagreement & agreement on each item of the questionnaire.

To analyze the data, the researcher used SPSS (Statistical Package for Social Science). The frequency and percentage distribution were used to determine the demographic characteristics of the respondents. The researcher also adopted ANOVA in SPSS and correlation to define the variance among respondents by testing hypotheses pre-stated. The weightings of the responses from research questions were 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 Very Low (VL)=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 experts in the field 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:

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

$$= \sqrt{0.9}$$

$$= \sqrt{0.9}$$

$$= 0.95$$

Hence the validity of the study tool is strong.

3. Results and Discussion

This section intended to illustrate the data that emerged from respondents of the study. The researcher used SPSS for data analysis in light of the 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' 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 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 aggression at Secondary Schools in Mogadishu

Item	Statement	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 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 in table (6) and figure (1) demonstrated that student violence at Secondary schools in Mogadishu had a mean of 2.91 with SD 1.192. The 1st question scored a mean of 3.35 with a standard deviation of 1.294 which indicated moderate. The 2nd question scored a mean of 3.21 with SD 1.133 which indicated moderate. The 3rd question scored a mean of 3.16 with SD 1.084 which indicated moderate. The 4th question scored a mean of 3.04 with SD 1.247 which indicated moderate. The 5th question scored a mean of 2.99 with SD 1.288 which indicated moderate. The 6th question scored a mean of 2.96 with SD 1.257 which indicated moderate. The 7th question scored a mean of 2.85 with SD 1.137 which indicated moderate. The 8th question scored a mean of 2.82 with SD 1.178 which indicated moderate. The 9th question scored a mean of 2.73 with SD 1.158 which indicated moderate.

The 10th question scored a mean of 2.64 with SD 1.133 which indicated moderate. The 11th question 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 the incidence of student aggression at secondary schools in Mogadishu is moderate.

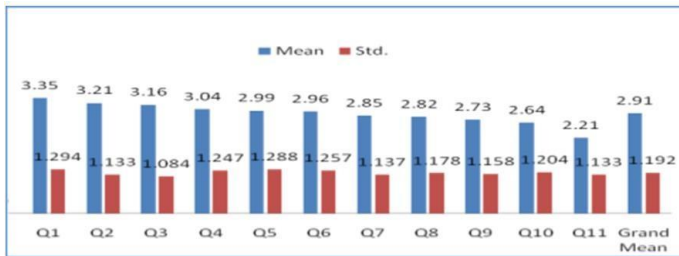


Figure (1) Forms of student aggression at schools

Table 7 Role of Student characteristics on Student aggression at secondary schools in Mogadishu

Item	Statements	Mean	Std. Deviation	Decision
Q1	Feeling hopeless and frustrated	3.96	.849	H
Q2	Inability to have self-affirmation	3.91	.889	H
Q3	Self-esteem pressure	3.77	.993	H
Q4	Student's negative attitude towards authority	3.74	1.076	H
Q5	Violent mood	3.71	.732	H
Q6	Desire of dominating others	3.69	1.014	H
Q7	Inability to face problems	3.54	.927	H
Q8	Inability to control his/her aggressive impulses	3.54	1.006	H
Q9	Inability to adapt with reality	3.53	.993	H
Q10	Lack of trust with others	3.31	1.074	M
Q11	Body / health disability	2.59	1.299	L
Grand Mean		3.57	0.987	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.

Table (7), and the figure (2) scored a mean of **3.57** while standard deviation scored **0.987**. The 1st question has scored a mean of 3.96 with SD .849 which is high level. The 2nd question has scored a mean of 3.91 with SD .889 that which indicated high level. The 3rd question got a mean of 3.77 with SD .993 which showed a high level. The 4th question has a score of 3.74 with SD 1.076 which is a high level. The 5th question has scored a mean of 3.71 with SD .732 which indicated very high. The 6th question scored a mean of 3.69 with SD 1.014 which showed a high level. The 7th question has scored a mean of 3.54 with SD .927 which indicated high level. The 8th question scored a mean of 3.54 with SD 1.006 which indicated high level. The 9th question has scored a mean of 3.53 with SD .993 which indicated moderate.

The 10th question has scored a mean of 3.31 with SD 1.074 which highlighted moderate. The 11th question scored a mean of 2.59 with SD 1.299 which highlighted a high level. The grand mean of all eleven (11) items is **3.57** with SD **0.987**. Thus, overall results indicated that the influence of student characteristics on student aggression in the selected schools was high.

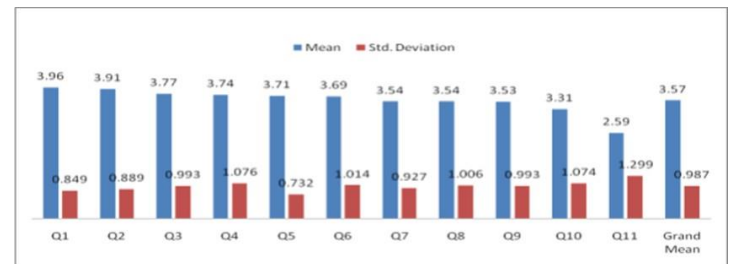


Figure (2) Student characteristics & Student Aggression

Table (8) Role of media in student aggression.

Item	Statements	Mean	Std. Deviation	Decision
Q1	The wide spread of computer games	4.18	.844	H
Q2	Lack of media control	4.16	.834	H
Q3	Watching violent videos	3.86	.964	H
Q4	The media highlighting crime and violent news	3.48	1.222	H
Grand Mean		3.92	0.966	H

Very High (VH) = 4.20-5.00; High (H) = 3.40-4.19; Moderate (M) = 2.60-3.39; Fair (F) = 1.80-2.59 and Poor (P) = 1.00-1.79.

Results in table (8) and figure (3) demonstrated that the role of media on student violence at Secondary schools in Mogadishu had a mean of 3.92 with SD **0.966**. The 1st question scored 4.18 with SD .844 which indicated a high level. The 2nd question scored a mean of 4.16 with SD .834 which indicated a high level. The 3rd question scored a mean of 3.86 with SD .964

which indicated high. The 4th question scored a mean of 3.48 with SD 1.222 which indicated high. This indicates that the influence of media on student aggression in studied secondary schools was high level.

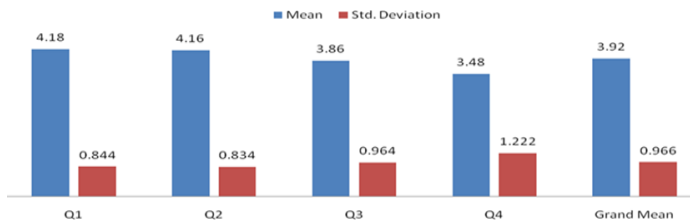


Figure (3) Role of media in student aggression.

Testing Hypotheses

The researcher demonstrated 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 student aggression at secondary schools in Mogadishu.

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

ANOVA							Decision
		Sum of Squares	df	Mean Square	F	Sig.	
Student psychology and aggression	Between Groups	202.572	1	202.572	5.792	.018	Ha Accepted
	Within Groups	2727.815	78	34.972			
	Total	2930.388	79				
Role of media on student aggression	Between Groups	61.405	1	61.405	9.012	.004	Ha Accepted
	Within Groups	524.671	77	6.814			
	Total	586.076	78				

The summary of the result presented in Table (9) indicated the P-values of the role of student psychology and that of media in Student aggression are less than ($\alpha=0.05$) that means there is a

statistically significant difference in perceptions between male and female teachers in secondary schools in Mogadishu towards the roles of student characteristics and media on student aggression.

H02: There is a statistically significant difference in perceptions at level ($\alpha=0.05$) among the teachers at secondary schools based on age towards student aggression 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.	
Student psychology and aggression	Between Groups	10.923	2	5.462	.144	.866	Ha Rejected
	Within Groups	2919.464	77	37.915			
	Total	2930.387	79				
Role of media on student aggression	Between Groups	39.739	2	19.870	2.764	.069	Ha Rejected
	Within Groups	546.337	76	7.189			
	Total	586.076	78				

The results in table (10) indicated the p-values of both 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 impact of student characteristics and media factors on student aggression.

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 aggression.

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

ANOVA							Decision
		Sum of Squares	df	Mean Square	F	Sig.	
Student psychology and Student aggression	Between Groups	95.208	2	47.604	1.293	.280	Ha Rejected
	Within Groups	2835.179	77	36.821			
	Total	2930.388	79				
Role of media on student violence	Between Groups	51.473	2	25.736	3.659	.030	Ha Accepted
	Within Groups	534.603	76	7.034			
	Total	586.076	78				

The table (11) indicated that the p-values of Student characteristics on aggression are greater than ($\alpha=0.05$) therefore there is no statistically significant difference in perceptions among the teachers with different experience at secondary schools in Mogadishu towards the impact of Student characteristics on Student aggression, while the P-value of role of media in student aggression is less than ($\alpha=0.05$) therefore there is a statistically significant difference in perceptions among the teachers with different experience at secondary schools in Mogadishu towards the role of media on student aggression.

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 aggression at secondary schools in Mogadishu.

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

ANOVA							Decision
		Sum of Squares	df	Mean Square	F	Sig.	
Student psychology and Student aggression	Between Groups	19.985	3	6.662	1.174	.914	Ha Rejected
	Within Groups	2910.402	76	38.295			
	Total	2930.388	79				
Role of media on student aggression	Between Groups	29.425	3	9.808	1.322	.274	Ha Rejected
	Within Groups	556.651	75	7.422			
	Total	586.076	78				

The table (12) showed that the p-value both items of study instrument are greater than ($\alpha=0.05$)

therefore there is no a statistically significant difference in perceptions among the teachers at secondary schools in Mogadishu based on level of education towards the role of student characteristics and that of media on Student aggression at secondary schools in Mogadishu.

Ha5: 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 aggression at secondary schools in Mogadishu.

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

ANOVA							Decision
		Sum of Squares	df	Mean Square	F	Sig.	
Student Characteristics and Student Aggression	Between Groups	31.088	1	31.088	.836	.363	Ha Rejected
	Within Groups	2899.299	78	37.171			
	Total	2930.387	79				
Media and Student Aggression	Between Groups	4.767	1	4.767	.631	.429	Ha Rejected
	Within Groups	581.309	77	7.549			
	Total	586.076	78				

The results in the table (13) indicated that the p-values both sections of the study instrument are greater than ($\alpha=0.05$) therefore regarding the hypothesis 5 there is no a statistically significant difference in perceptions at level ($\alpha=0.05$) among the teachers at secondary schools according the nature of subjects they teach toward the role of student Characteristics and that of media in student violence.

Ha6: There is a positive relationship between Student characteristics & media factors and Student

aggression at secondary schools in Mogadishu at Statistically significance level ($\alpha=0.05$).

Table 14. Correlation analysis of student characteristics, media factor, and Student aggression.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5164.622 ^a	72	71.731	2.592	.114
Intercept	50006.451	1	50006.451	1806.742	.000
Student characteristics	2226.100	41	54.295	1.962	.203
Media	997.970	22	45.362	1.639	.280
Student * Media	908.864	5	181.773	6.567	.020
Error	166.066	6	27.678		
Total	75821.091	79			
Corrected Total	5330.688	78			

Table 14. Indicated that the p-value of both sections of the study instrument (student characteristics and Media factors) is greater than ($\alpha= 0.05$) therefore there is no relationship between student characteristics-media factors separately, and student aggression at secondary schools in Mogadishu. In contrast, when the student characteristics factor interacted with media has a positive relationship with student aggression at secondary schools in Mogadishu because the p-value is 0.020 which is less than ($\alpha=0.05$).

4. Conclusion

The purpose of the study was to examine the impact of student characteristics and media factors on students' aggression at secondary schools in Mogadishu, Somalia. The study discovered that student aggression at secondary schools is moderate

and 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, there is a positive relationship between student characteristics factors that interacted with media and student aggression at secondary schools in Mogadishu because the p-value is 0.020 which is less than ($\alpha=0.05$).

5. 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 aggression 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. the study discovered that student aggression is highly influenced by Media exposure, therefore the study recommends enhancement of parents' awareness of media danger and how motivates youngsters the development of aggressive behaviors. Parents should control and impose censorship on television programs and the games their children play which feed and direct them to aggressive tendencies.

3. the study also discovered that student aggression at secondary schools in Mogadishu is highly influenced by student characteristics therefore the study recommends the creation of community-based child protection groups that help parents understand child development and enable them to practice good parenting.

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