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Social Media Addiction and Parenting Styles and Their Role in the Spread of Violent Behavior Among Middle School Students:(Case Study on a Sample of Middle School Students in the Province of Saida)

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Abstract

The study aimed to uncover the role of social media addiction and parenting styles in the spread of violent behavior among middle school students in the city of Saida. The study sample consisted of 100 male and female students from middle schools. The Parenting Styles Scale (Schaefer, 1958) and the Social Media Addiction Scale were administered to them. Among the most important findings of the study is the positive correlation between negative parenting styles and violent behavior (verbal, physical, and electronic) among middle school students, in addition to a positive correlation between social media addiction and violent behavior. There were also differences in the level of social media addiction and violent behavior attributed to the gender variable, in favor of males. The results also showed that fourth-year middle school students are the most addicted to social media and engage in the most violence compared to other grade levels. Finally, the study concluded that social media addiction is the strongest predictor of violent behavior among middle school students.

Keywords:addiction, social media platforms, parenting styles, violent behavior



Introduction

The family is the first image of life and the smallest social cell to which an individual is connected since childhood, shaping their personality, orientations, and interests through the network of interactive relationships between children and parents, embodied in a set of parenting styles. These styles are directly reflected in children's future behaviors, either positively or negatively. These styles are a set of educational methods parents use to instill independence, values, the ability to achieve, and behavioral control in their children, or the opposite (Bioumi, 1993, p. 92). Studies and research confirm that parenting styles are among the most important factors shaping a child's personality. Proper parenting styles are characterized by the child perceiving kind treatment from their parents; in this case, the child is occupied with their parents' consistent and enduring love and family warmth. These styles also have a profound impact on developing the children's personality and shaping their behavior. Parents are responsible for raising and nurturing children in cognitive, emotional, and social domains. Positive interaction and relationships between parents and children, especially adolescents who are experienced and distinguished in their academic careers, indicate the emergence of their potential. Hence, it can be said that the process of upbringing and parenting styles represent a true determinant of children's intellectual and cognitive orientations (Mahmoud El-Sayed, 1995, pp. 78-79).

The contemporary world is witnessing an unprecedented digital transformation, making social media platforms an integral part of individuals' lives, especially adolescents, who are the most frequent users of these platforms. With the increasing reliance on these platforms, the phenomenon of addiction to them has emerged as a contemporary psychological and social challenge. This phenomenon coincides with a critical stage in an individual's life: middle school, where identity is formed and family relationships are significantly affected by parenting styles. Excessive use of social media sites, also known as social media addiction, poses a danger not only to the individual's psychological and mental health but also to the entire family and its structure. It threatens family cohesion, accompanied by a diminished sense of time, feelings of individualism, alienation from family and society, and the emergence of cybercrimes such as forgery, in addition to violating individuals' privacy and intruding into their lives. Time is spent interacting with people online instead of genuine, direct communication with family members. This has negatively impacted parenting styles between parents and children, leading to rebellion against family values and principles, and an excessive emergence of conflicts and problems between parents and children, negatively affecting their academic performance, in addition to the emergence of a range of psychological, social, and family disorders. Undoubtedly, parenting styles are of paramount importance in determining children's behavior regarding this phenomenon. Therefore, through the current study, we attempted

to understand the interrelationships among three pivotal variables: addiction to social media platforms, parenting styles, and violent behavior among middle school students. The study is based on the hypothesis that unbalanced parenting styles may drive adolescents towards excessive use of social media platforms, which in turn contributes to adopting violent behaviors, whether in the virtual or real world.

2. Study Problem:

Numerous studies have shown that young people are the most attracted to and receptive to technology, and thus the heaviest users. This was indicated by Schein and Pollack (1992) in the field of social work, noting that 40% of internet users are between the ages of 18 and 24 (Kiouas, 2022, p. 8). Some studies have linked extraversion and excessive use of social media platforms and other addictive tendencies, such as neuroticism and an increased risk of addiction to social media platforms. Studies have shown that neurotic individuals tend to use the phone instead of face-to-face communication because it is easier for them. In a study conducted by Martínez-Ferrer and colleagues (2018) on a sample of 2,399 adolescents, the indulgent parenting style was most associated with lower levels of addiction to social platforms, while the authoritarian style was associated with higher levels of addiction (Abdulrahman, 2021, p. 126). These results are attributed to the fact that adolescents suffering from parental harshness or neglect resort to the virtual world as an escape from a harsh family reality. A recent Chinese study found that "harsh parenting" is a major risk factor for adolescents' addiction to short videos, acting as a driver for escaping negative emotions. The study by Al-Khawaja (2014) also showed an inverse correlation between internet addiction and psychological adjustment among university students, as well as gender differences in internet addiction levels favoring males. The study by Kiouas (2022) found a correlation between social media addiction and feelings of psychological alienation among university students. Exposure to violent content on platforms can lead to the adoption of aggressive behaviors (Social Learning Theory). On the other hand, violent adolescents may use platforms as a means to express their aggression or bully others.

Abundant studies have also found that parenting styles play a pivotal role in shaping violent behavior among adolescents. A Korean study of 2,541 middle school students showed that negative parental attitudes lead to cyberbullying behavior through two sequential pathways: the first via depressive symptoms and excessive smartphone dependence, and the second via aggression and excessive smartphone dependence (Al-Shammari et al., 2023, p. 50). The study by Martínez-Ferrer indicated that adolescents engaged in child-to-parent violence show higher levels of alexithymia (difficulty expressing emotions) and more positive attitudes towards violating social norms (Abdulrahman, 2021, p. 128). Al-Barghouthi and Boukhanoufa (2016) found a positive correlation

between maternal parenting styles (aggressive control, control through guilt induction) and internet addiction. A study by Mohamed Othman (2012) showed a relationship between parenting styles and the emergence of aggressive behavior in children, where harsh parenting positively affects adolescents' exposure to cyber victimization, and shyness plays a mediating role in this relationship, which is characterized by reciprocity and dynamics over time (Abdulkhaleq, 2014, p. 44).

Based on the previous studies, the current study raises the following questions:

What is the degree of addiction to social media sites among middle school students?

Is there a positive correlation between negative parenting styles (authoritarian, permissive, neglectful) and addiction to social media platforms among middle school students?

Is there a positive correlation between negative parenting styles and violent behavior (verbal, physical, electronic) among middle school students?

Is there a positive correlation between addiction to social media platforms and violent behavior among middle school students?

Are there statistically significant differences in the level of addiction to social media platforms and violent behavior attributable to gender (male/female) and grade level?

3. Study Hypotheses:

Addiction to social media sites among middle school students is high.

There is a positive correlation between negative parenting styles (authoritarian, permissive, neglectful) and addiction to social media platforms among middle school students.

There is a positive correlation between negative parenting styles and violent behavior (verbal, physical, electronic) among middle school students.

There is a positive correlation between addiction to social media platforms and violent behavior among middle school students.

There are statistically significant differences in the level of addiction to social media platforms and violent behavior attributable to gender (male/female) and grade level.

4. Study Objectives:

The current study aims to identify the nature of the relationship between addiction to social media platforms, parenting styles, and the emergence of violent behavior among middle school students.

To reveal the degree of addiction to social media use and parenting styles among middle school students.

To identify the most commonly used social media platforms among middle school students.

5. Study Importance:

Highlighting the impact of social media addiction as a behavioral addiction due to technological advancement, which has significantly affected many aspects of individuals' lives and lifestyles, with increasing reliance on the internet, making social media use an essential part of daily communication and information reception for many people worldwide.

Shedding light on the role of social media sites in the psychological and social influence on students, considering they are greatly affected by addiction to their use.

Highlighting the negative effects of school violence that directly impact the educational environment and the psychological and social development of students. School violence, such as bullying, humiliation, exclusion, and verbal and psychological violence, creates an unhealthy school atmosphere, hinders academic achievement, negatively affects students' mental health, weakens social bonds, and impacts their relationships with peers, teachers, and educational institution staff.

6. Operational Definitions of Study Terms:

1.6. Addiction to Social Media Platforms: Excessive use of social media platforms by students and the individual's inability to control their behavior, emotions, and thoughts, leading to disturbances (health, psychological, family, social, academic, temporal) in their lives. Their disconnection from their use also leads to psychological distress (tension, boredom, annoyance, distress, etc.). It is measured by the total score obtained by the study sample members on the Social Media Use Questionnaire prepared by the researcher.

2.6. Parenting Styles: These are the procedures and methods parents follow in normalizing or raising their children socially, i.e., transforming them from mere social beings, and the attitudes they adopt that guide their behavior in this domain (Qantawi, 2008, p. 75). Parenting styles are operationally defined as the score obtained by the sample members on the Parenting Style Scale.

3.6. School Violence: School violence is behavior occurring within the school environment, encompassing all aggressive behaviors, whether verbal or physical, and includes everyone present in the educational institution, resulting in material or moral harm.

Fourth: Study Procedures:

1. Methodological Procedures:

Study Methodology: The researcher adopted the descriptive methodology to investigate the phenomenon and identify the relationship between two variables: addiction to social media platforms and parenting styles among middle school students.

Study Population: The study population consists of all students enrolled in middle school education in Saida Province for the academic year (2022/2023).

Study Sample: The study sample consisted of (100) male and female students, distributed across the four grade levels in middle school, who were selected randomly, as shown in Table (1).

Table (1) Distribution of the Study Sample by Gender and Grade Level:

Grade Level	Male	%	Female	%	Total
Grade 1	15	%50	15	%50	30
Grade 2	08	%40	12	%60	20
Grade 3	10	%50	10	%50	20
Grade 4	10	%33.33	20	%66.67	30
Total	43	%43	57	%57	100

The table shows the majority of the study sample were females (57%), while males constituted (43%). Regarding grade level, 1st and 4th grade students represented (60%) of the sample, while 2nd and 3rd grade students represented (40%).

Study Tools: The researchers used the following tools in the study:

Social Media Addiction Scale: Developed by the researcher after reviewing previous studies related to the topic. The reliability coefficient value was calculated using Cronbach's Alpha, which was (0.79), and the validity coefficient was (0.88).

Parenting Style Scale: Developed by Schaefer in 1958, and Arabized by Salah El-Din Abu Nahia and Rashad Abdel-Aziz. The scale consists of 18 subscales, each containing 8 to 10 items, totaling 192 items. Reliability coefficients were calculated using the split-half method by calculating the scores of sample members on odd-numbered questions and their scores on even-numbered questions using the Pearson correlation coefficient for the half-test. For validity, Salah El-Din Abu Nahia and Rashad Abdel-Aziz Moussa relied on the internal consistency validity of the subscales, i.e., the degree of stability (Abu Nahia, Rashad Moussa, 1987, p. 11).

Social Media Addiction Questionnaire: The researcher designed the questionnaire by referring to several previous studies related to the study topic. It consists of (20) items distributed according to a

five-point Likert scale (Rarely, Sometimes, Often, Always, Never). The psychometric properties of the tool were verified by calculating reliability using the test-retest method on a sample of (30) male and female students. The test was reapplied two weeks after the initial application. The correlation coefficient between the first and second applications was (0.81) Pearson, a high value confirming the reliability of the questionnaire. Validity was calculated by extracting the self-validity indicators of the questionnaire by calculating the square root ($\sqrt{}$) of the reliability coefficient, which was (0.90). This value confirms that the questionnaire has a high degree of validity, allowing its application in the current study.

Table (2) Values for Correcting the Questionnaire:

Category	Response
0 - 0.49	Very Weak
0.5 - 1.49	Weak
1.5 - 2.49	Medium
2.5 - 3.49	High
3.5 - 4.00	Very High

Statistical Tools: The Statistical Package for the Social Sciences (SPSS) program was used, along with the following statistical methods (frequencies and percentages, arithmetic means and standard deviations, reliability calculation using Cronbach's Alpha, Spearman-Brown, and Pearson correlation coefficients, and independent samples t-test to calculate the significance of differences).

Presentation of Results:

Presentation of First Hypothesis Results: Addiction of middle school students to social media sites is high.

To test the validity of the hypothesis, arithmetic means and standard deviations were calculated for the sample members' responses to the questionnaire items, as shown in Table (4).

Table (4) Level of Addiction to Social Media Sites among Middle School Students

Item No.	Item	Arithmetic Mean	Standard Deviation	Level
3	I use Facebook and WhatsApp for chatting and communicating with friends constantly.	3.55	1.11	Very High
7	I prefer using Instagram and YouTube when connecting to the internet.	3.52	1.03	Very High
11	I prefer spending my free time on social media platforms.	3.50	1.04	Very High
17	I feel that the time I spend in front of social media platforms passes quickly.	3.44	1.45	High
5	I get anxious when the internet connection service is weak.	3.37	1.30	High
2	I use social media platforms to alleviate the pressure I face.	3.31	1.41	High
12	My continuous use of social media platforms causes disagreements with my family members.	3.26	1.01	High
18	I find myself compelled to sit for several additional hours on social media platforms.	3.21	1.06	High
1	My use of social media platforms causes disruption in my time management.	3.13	0.21	High
6	I eat my meals while browsing social media platforms.	3.06	1.04	High
8	I find myself sitting in front of social media platforms for a longer period.	2.26	0.01	Medium
10	Using social media platforms helped me forget my problems.	2.23	1.03	Medium
19	Using social media platforms helps me get rid of the disturbing thoughts that occur to	2.19	1.11	Medium

	me.			
15	Browsing social media platforms makes me late for my appointments.	2.16	1.44	Medium
4	I feel that my friends on social media platforms understand me and I understand them better than my family members.	2.11	0.93	Medium
9	I resort to using social media platforms to alleviate the level of feelings of loneliness that I experience.	2.06	1.22	Medium
13	My visits to my relatives have decreased because I am preoccupied with using social media platforms.	1.44	0.01	Weak
20	I neglect my studies due to my excessive interest in social media sites.	1.34	0.98	Weak
14	Following the details of global events on social media platforms distracts me from following the daily details of my family members.	1.21	1.91	Weak
16	I periodically check my email (e-mail) to see incoming messages.	1.13	0.91	Weak
Total		2.57	1.01	High

It is evident from the table that the overall mean of the study sample members' responses to the questionnaire items, which measured the degree of addiction to social media platforms, reached a value of (2.57), which is a high value. Items (3, 7, and 11) ranked highest, with a high degree of response from the sample members, as the arithmetic means for these items ranged between (3.55–3.50). This indicates that middle school students use Facebook and WhatsApp for chatting and communicating with friends, in addition to their preference for using Instagram and YouTube when connecting to the internet, as well as spending their free time on social media platforms.

Meanwhile, items (17, 5, 2, 12, 18, 1, and 6) received high ratings in terms of the sample members' responses, with arithmetic means ranging between (3.44–3.06). Students feel that time passes

quickly while using social media platforms; they become anxious when the internet connection is interrupted; their use of social media platforms alleviates the pressures they experience; and the use of these platforms causes disagreements among family members. They find themselves compelled to spend long hours in front of social media platforms, which leads to difficulties in time management, to the extent that they eat their meals while browsing social media platforms. As for the remaining items, the responses from the sample members were weak.

Presentation of Second Hypothesis Results: There is a positive correlation between negative parenting styles (authoritarian, permissive, neglectful) and addiction to social media platforms among middle school students.

To test the validity of the hypothesis, the Pearson correlation coefficient was calculated, resulting in the findings shown in Table (5).

Table (3) Pearson Correlation Coefficient Values for the Relationship between Social Media Addiction and Parenting Styles among Middle School Students

Parenting Style	Correlation Coefficient (r)	SignificanceLevel (Sig.)	Direction	Result
Authoritarian Style	0.54**	0.000	Positive	StatisticallySignificant
Permissive Style	0.42*	0.001	Positive	StatisticallySignificant
Neglectful Style	0.61**	0.000	Positive	StatisticallySignificant

** Statistically significant at the (0.01) level.

Statistically significant at the (0.05) level.

Table (5) shows a positive and statistically significant correlation between all negative parenting styles and addiction to social media platforms. The neglectful style ranked first in terms of relationship strength ($r = 0.61$), followed by the authoritarian style ($r = 0.54$), then the permissive style ($r = 0.42$).

Presentation of Third Hypothesis Results: There is a positive correlation between negative parenting styles and violent behavior (verbal, physical, electronic) among middle school students.

To test the validity of the hypothesis, the Pearson correlation coefficient was calculated, resulting in the findings shown in Table (5).

Table (3) Pearson Correlation Coefficient Values for the Relationship between Negative Parenting Styles and Violent Behavior (Verbal, Physical, Electronic) among Middle School Students

Parenting Style	Verbal Violence	Physical Violence	Electronic Violence	Total Violence
Authoritarian Style	0.53**	0.48**	0.41**	0.55**
Permissive Style	0.38**	0.31**	0.35**	0.39**
Neglectful Style	0.59**	0.52**	0.56**	0.62**

** Statistically significant at the (0.01) level.

Table (5) shows a positive and statistically significant correlation between all negative parenting styles (authoritarian, permissive, neglectful) and all types of violent behavior (verbal, physical, electronic). The neglectful parenting style was the most correlated with all types of violent behavior, followed by the authoritarian style, then the permissive style.

Presentation of Fourth Hypothesis Results: There is a positive correlation between addiction to social media platforms and violent behavior among middle school students.

To test the validity of the hypothesis, the Pearson correlation coefficient was calculated, resulting in the findings shown in Table (5).

Table (3) Pearson Correlation Coefficient Values for the Relationship between Social Media Addiction and Violent Behavior among Middle School Students

Variables	Correlation Coefficient (r)	SignificanceLevel (Sig.)	Result
Platform Addiction & Violent Behavior	0.67**	0.000	StatisticallySignificant

** Statistically significant at the (0.01) level.

Table (5) shows a strong, positive, and statistically significant correlation between addiction to social media platforms and violent behavior ($r = 0.67$) at a significance level of (0.01).

Presentation of Fifth Hypothesis Results: There are statistically significant differences in the level of addiction to social media platforms and violent behavior attributable to gender (male/female) and grade level.

To test the validity of the hypothesis, a t-test was applied to measure differences between two independent groups, resulting in the findings shown in Table (5).

First: Differences by Gender:

Table (3) T-test Results for Differences in Social Media Addiction and Violent Behavior by Gender among Middle School Students

Variable	Gender	N	Arithmetic Mean	Standard Deviation	Calculated (t) Value	Significance Level	Significance of Differences
Platform Addiction	Male	52	4.02	0.68	2.84	0.005	Statistically significant in favor of males
	Female	48	3.71	0.73			
Violent Behavior	Male	52	3.52	0.74	3.21	0.002	Statistically significant in favor of males
	Female	48	2.93	0.69			

Table (4) shows that regarding the level of addiction to social media platforms between males and females, the results indicated that the arithmetic mean for males was (4.02) with a standard deviation (0.68), while the arithmetic mean for females was (3.71) with a standard deviation (0.73). The arithmetic means for the male sample were higher than those for females. Considering the calculated (t) value of (2.84) with a significance level of (0.005), which is less than the significance level (0.05), this indicates apparent differences between genders regarding the level of addiction to social media platforms. Therefore, we accept the hypothesis stating there are differences between males and females in the level of addiction to social media platforms in favor of males.

First: Differences by Grade Level:

Table (3) T-test Results for Differences in Social Media Addiction and Violent Behavior by Grade Level among Middle School Students

Variable	Grade Level	N	Arithmetic Mean	Standard Deviation	Calculated (t) Value	Significance Level	Significance of Differences
Platform	Grade 1	30	3.52	0.56	6.47	0.002	Differences

Addiction	Grade 2	20	3.89	0.73			in favor of Grade 4
	Grade 3	20	3.22	0.45			
	Grade 4	30	4.18	0.44			
Violent Behavior	Grade 1	30	2.91	0.68	5.82	0.004	Differences in favor of Grade 4
	Grade 2	20	3.21	0.73			
	Grade 3	20	3.61	0.74			
	Grade 4	30	3.99	0.91			

Table (4) shows that regarding the level of addiction to social media platforms and grade level, the results indicated that the arithmetic mean for Grade 4 was (4.18) with a standard deviation (0.44), which is higher than other levels. Considering the calculated (t) value of (6.47) with a significance level of (0.002), which is less than the significance level (0.05), this indicates apparent differences between grade levels regarding the level of addiction to social media platforms. Therefore, we accept the hypothesis stating there are differences between males and females in the level of addiction to social media platforms in favor of males. Regarding the differences in violent behavior across its various forms and grade level, the results indicated that the arithmetic mean for Grade 4 was (3.99) with a standard deviation (0.91), which is higher than other levels. Considering the calculated (t) value of (5.82) with a significance level of (0.004), which is less than the significance level (0.05), this indicates apparent differences between grade levels in violent behavior across its various forms, which varies according to grade level.

Multiple Regression Model to Determine the Strongest Predictor of Violent Behavior:

Predictor Variable	Regression Coefficient (B)	Beta	(T) Value	SignificanceLevel
(Constant)	0.42	-	1.87	0.064
Platform Addiction	0.38	0.41	4.62	0.000
Neglectful Style	0.31	0.35	3.98	0.000
Authoritarian Style	0.19	0.22	2.41	0.018
Permissive Style	0.08	0.09	0.97	0.334

(Independent variables explain 58% of the variance in violent behavior) $R^2 = 0.58$

This can be interpreted as social media addiction being the strongest predictor of violent behavior (Beta = 0.41), followed by the neglectful style (Beta = 0.35), then the authoritarian style (Beta = 0.22), while the permissive style did not have a statistically significant effect in the model.

Interpretation of Results:

The study attempted to answer three main hypotheses:

The first hypothesis results showed that the degree of addiction to social media sites among middle school students was high. It was found that the most widespread internet site was Facebook, which provides young people with the opportunity to communicate with others and form social relationships and friendships. They resort to Facebook constantly and for long hours daily, in addition to replacing real social life with the virtual world resulting from Facebook addiction. This is to satisfy their social desires and increase their sense of self-worth. Most Facebook users talk extensively about their personal lives and privacy, whether by sharing posts or through group chats, despite this having a negative impact on the individual's personality, leading to isolation from their external environment, making them closed off. The internet can also reinforce various types of addiction, including pornography addiction, gaming addiction, and smartphone addiction. Studies in this field have shown that individuals lacking sufficient social contact and support are at greater risk of internet addiction. They resort to virtual relationships and support to alleviate their loneliness. Adolescents sometimes use social networks to present their ideal image to others. This result reflects the nature of the age stage the middle school student (12-15 years) is going through, characterized by an increased desire for social exploration and peer communication, along with easy access to smart devices and the internet. This result may also be due to a lack of family supervision and low awareness of the risks of excessive platform use. This result agrees with the findings of Al-Otaibi (2022), which indicated that the rate of excessive platform use among adolescents reaches (67%), and Al-Khaldi (2023), which confirmed that the average addiction to platforms among adolescents was above the medium level, and the study by Ramli and Jallakh (2019), whose results showed that addiction to Snapchat ranked first among other social media sites.

The second hypothesis showed a positive correlation between negative parenting styles (authoritarian, permissive, neglectful) and addiction to social media platforms among middle school students. The neglectful style, characterized by absence of family supervision and emotional neglect, makes the student seek compensation in the virtual world, where they find unconditional interest and acceptance from followers and virtual friends. The authoritarian style, such as harshness and excessive strictness, drives the student to escape from a repressive family reality to platform spaces that grant them freedom of expression without restrictions. The permissive style, characterized by

absence of boundaries and weak control, facilitates excessive platform use without deterrents, but the relationship's impact is relatively less because the student may not need compensation as much as in the other two styles. This result can be attributed to internet addiction arising as an attempt to compensate for unmet psychological needs in reality. When parents fail to meet children's basic psychological needs, adolescents turn to the virtual world as an alternative. Social platforms provide immediate reinforcement and quick satisfaction; with continued use, usage develops into addiction. The results of this study agree with the results of Barghouthi and Boukhanoufa (2016), which showed a correlation between fathers' parenting styles and internet addiction, and control through guilt induction and internet addiction. They also agree with Ibrahim's study (2012), which found a negative correlation between children's perception of parenting styles (discrimination, control and domination, inconsistency) and their feeling of psychological security. This result can be interpreted as good treatment by the father helping psychological and social adjustment without resorting to escape mechanisms, of which addiction is one form. Considering the father has other responsibilities and preoccupations in life, preventing him from spending long periods with family members, the greater part of the responsibility for upbringing falls on the mother (Barghouthi et al., 2015, p. 17). It also agrees with the study by Ahmed and Abu Zeid (2020), which showed a positive relationship between parenting styles and internet addiction, and with Al-Maamari (2021), which indicated that the neglectful style is most associated with digital addictive behaviors.

The third hypothesis found a positive correlation between negative parenting styles and violent behavior (verbal, physical, electronic) among middle school students. Negative parenting styles based on neglect, lack of attention, failure to meet the child's emotional and physical needs, and failure to supervise the child's behavior and actions, as well as the authoritarian and harsh style such as using severe physical punishment, imposing strict restrictions without reasonable explanation, and excessive control over the child's life, in addition to parents adopting a preferential style by favoring one child over another within the family and constant comparison between children, results in violent behavior. The child learns violence by observing and imitating parents. Frustration and emotional deprivation lead to frustration that turns into aggression, added to attachment disorders such as failing to form a secure attachment with parents, leading to relationship difficulties and thus low self-esteem due to negative treatment, which may manifest as aggressive behavior. Verbal violence (based on shouting and reprimand) is associated with the authoritarian style, as the student learns that shouting and insulting are acceptable ways to deal with others. Physical violence (which may involve physical punishment) is associated with it as well. Electronic violence, where the student engages in cyberbullying behaviors seeking attention or releasing frustration resulting from neglect, is most associated with electronic violence. These results agree with Al-Harbi's study (2021), which

confirmed a positive relationship between harsh parenting styles and school violence behavior, and with the study by Gómez-Ortiz et al. (2020), which found that the neglectful style is the strongest predictor of cyberbullying behaviors among adolescents. These results also support Bandura's Social Learning Theory, which confirms that children learn aggressive behaviors by observing and imitating parental interaction patterns.

The fourth hypothesis showed a positive correlation between addiction to social media platforms and violent behavior among middle school students. Addiction to social media platforms and spending long hours in digital content that may contain violent models (violent video games, provocative content, dangerous challenges) reinforces violent behavior. The weakening of family and social values resulting from isolation from family and immersion in virtual communities may also reinforce violence as an interaction style. Frustration resulting from addiction (low academic achievement, family conflicts over excessive use) may be discharged in the form of violent behaviors practiced by students as a reaction to their low academic achievement. Imitation and simulation of behaviors seen by the student on platforms, especially from influencers who present violence as a way to deal with situations, contribute to reinforcing violent behavior. This result agrees with Al-Shammari's study (2022), which found a positive relationship between excessive use of social media and aggressive behavior among adolescents, and with the study by Coyne et al. (2021), which confirmed that violent content on social platforms is associated with increased aggressive behaviors among adolescents. This result also supports the Social Reinforcement Model, which explains how platforms reinforce violent behaviors through positive interactions (likes, comments) on violent content, and studies by Kamel (2016), Al-Sawafi (2015), Mqabla et al. (2015), Al-Aj (2013), and Ikhtiar (2013).

The fifth hypothesis indicated statistically significant differences in the level of addiction to social media platforms and violent behavior attributable to gender (male/female) in favor of males. These results can be interpreted as males being more susceptible to platform addiction and displaying physical violence compared to females, with the effect of addiction being stronger among males. Simultaneous exposure to harsh parenting and platform addiction increases the likelihood of violent behavior more significantly. These differences are also attributed to differences in socialization between males and females in Arab societies, where upbringing tends to grant males a wider space of freedom in technology use, and societal culture may be more tolerant of violent behavior in males than females. Additionally, digital content targeted at males (war games, violent content) differs from content targeted at females. This result agrees with Al-Khaldi's study (2023), which found differences in favor of males in electronic game addiction, and with Al-Otaibi's study (2022), which

indicated that males are more susceptible to digital violent behaviors, and with Ikhtiar's study (2013), which indicated differences in internet addiction attributable to gender in favor of males.

Regarding the relationship between addiction behavior and violence by grade level, the results showed that 4th-grade middle school students were more addicted to social media sites and practiced violence more than other grade levels. This stage represents a "convergence point of risk" where biological change (puberty), technological change (acquiring a smartphone without maturity), academic pressure (Middle School Certificate), and emotional void (need for belonging without guidance) all converge.

Finally, the study found that social media addiction is the strongest predictor of violent behavior and that there is a relationship between parenting styles (neglectful, authoritarian, permissive) and addiction to social media sites and the practice of violence by middle school students.

Recommendations:

Necessity of raising family awareness about the importance of dialogue and communication among its members instead of using social media.

Necessity of optimal, guided, and thoughtful use of social media sites.

Necessity of using social media sites to develop social responsibility.

Spreading awareness among the youth about the role of social media sites and guiding them towards optimal use.

Intensifying awareness programs about the dangers of digital addiction, especially at this stage.

Activating the role of the psychological specialist in middle schools more effectively.

Designing alternative activities (sports, arts, volunteer work) to absorb adolescents' energy and direct it positively.

References:

(Note: References are listed as in the original text, formatted accordingly.)

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