

## Effect of Media Use on Aggressive Behavior and Family Relation among School Age Children

Omnia Mohammed Abd Elmonem<sup>(1)</sup>, Nadia Kasem Alaswad<sup>(2)</sup>, Samah Osman Ali<sup>(3)</sup>

(1) Lecturer of Psychiatric and Mental Health Nursing, Faculty of Nursing-Cairo University

(2) Lecturer of Pediatric Nursing, Faculty of Nursing-Cairo University

[alawadnadia@cu.edu.eg](mailto:alawadnadia@cu.edu.eg), [alawadnadia@gmail.com](mailto:alawadnadia@gmail.com)

(3) Lecturer of Psychiatric and Mental Health Nursing, Faculty of Nursing-Cairo University

### Abstract

Children today live in a media-rich society. Media is useful in education, science, arts, sports, and culture. Kids and teens spend a lot of time watching TV, films, videogames, and online. Media violence threatens public health and increases real-world violence and aggression. Family closeness declines significantly on a personal level. **Aim**, this study aimed to identify the effect of media use on aggressive behavior and family relation among school age children , **Design** A descriptive correlational design was utilized in this study , **Sample**, A convenient sample of 100 caregivers who have a child 7 years and older. **Setting**, the study was conducted at Cairo University Specialized Pediatric Hospitals CUSPH outpatient clinics. **Tools of data collection**, data was collected through using (4) tools Socio-demographic data sheet, Aggressive behavior scale adopted from Parry Buss (1992), The media viewing questionnaire that was designed by (Yonus, 2016), Social media impact on family relationship scale. **Results** showed that 45% and 46% of the studied children their ages ranged between 6- 10 and 11-15 years old respectively. The verbal aggressive behavior is the most prevalent type of aggression among studied children where the mean was  $18.61 \pm 5.22$ . 80% of studied children moderately accepted use of media. More over 63% of them has average degree of social media impact on family relationship **Conclusion**; the majority of children under investigation exhibited a moderate level of acceptance towards media usage. Also the verbal aggressive behavior is the most prevalent type of aggression among studied children. Furthermore, there were statistical significant relationships between media viewing, aggressive behavior, social media impact on family relationship in studied children. **Recommendation**; Collaborate with healthcare specialists, including pediatricians, psychologists, psychiatric and pediatric nurses and other relevant practitioners, in order to effectively address concerns connected to media and its impact.

**Keywords:** Media use, Children behavior, Family Relation

### Introduction

Nowadays, media use has become more pervasive in activities and everyday practices of the general population, the sum of internet handlers become enormous, and we are living in a media-concentrated society. Similarly, access to media became an easy matter, and the issue needs much awareness of its negative outcomes, especially for children who are exposed to different forms of media; such as television, videos, movies, online music rhymes, cartoons and games, As they are more attracted to its colors, exciting and graphical portraits, they are mostly apt to imitate all what is shown in front of them (*Mytton, DiGuisseppi, Gough, Logan, Taylor, 2006; Josephson, 1987; Zaw, 2018*).

Seemingly, early experiences during childhood have powerful and enduring effects

on physiological and psychological development and children's behavior. There is a vast literature suggesting that early maltreatment of children is associated with the development of aggressive and maladaptive behavior (*Margolin, 2014, Zahrt, 2011*). Concerning this, Albert Bandura believed that aggression is learned through a process called behavior modeling. He thought that offspring do not essentially get violent predispositions; they can learn aggressive behavior from observing others, either from their nurturing environment or through the media (*Bandura, 1976*). That is supported at this time by the evidence that a violent environment affects the child's behavior negatively (*Asad et al., 2020*).

Fatefully, there are some deleterious behaviors are being learned at a younger age related to linguistic maturity which determines

how a child can be engaged with television and other media systems. Such behaviors include using sharp objects on themselves and their mates, being bullied by their classmates, and using indecent, inappropriate language among themselves and at home (*Kamini, 2016*). Commonly, the other side is related to the physical effects of media, *Mustafa, El-Sayed, and Rizk (2018)* revealed that television declines participation in outings, attending public occasions, and exercising, it substitutes playtime activities and creativeness.

As such, children today are becoming more sedentary as a result of increased use of computers, televisions, and other types of digital technology and decreasing requirements for physical education that may predispose them to subsequent problems like obesity. Besides that, the American Academy of Pediatrics (2014) reported that 42% of the population has myopia and according to the Canadian Association of Optometrists and provincial optometry associations, myopia affects 30% of Canadians. Myopia in Asian countries is up 80%, citing increased use of computers as a causal factor. Myopia is associated with potentially blinding complications (*Mustafa, El-Sayed, Rizk, 2018*).

The other factors that are related to the harmful effect of media are the amount of time spent watching television, and the type of content the children are watching. Previous studies have shown that exposure to media products with violent content for long periods increases the tendency toward aggression, increases children's fear and apprehension about being harmed, and the likelihood of carrying weapons for self-protection (*Anderson et al., 2017, Geeta & Krishnakumar, 2005*). Even short-term media violence exposure increases the likelihood of physically and verbally aggressive behavior, thoughts, and emotions. Recent large-scale longitudinal studies have provided converging evidence linking frequent exposure to violent media in childhood with aggression later in life (*Greitemeyer, Mügge, 2014*).

Regarding Family relationships, it was revealed that family conversations decreased by 40% when watching TV as compared to all

other non-television activities, Families interact more when engaged in activities other than watching TV, and for every 1 hour increase in TV viewing, adolescents spend 6 minutes less in conversation with their parents. The impact media have on family communication and connection may therefore be an important factor in understanding the relationship between media and the family relation (*Davies & Gentile, 2011*). It is easy to assume that time spent watching TV or playing video games together is only valuable if the family members are having some kind of meaningful interaction, but this does not appear to be the case, instead, it seems that the simple act of being physically together and sharing an experience has intrinsic value to family relationships (*Dye, 2010*).

Reversely, the advancements of media in the later few years have positively played an important role in childhood intellectual growth. It has proven that the use of such media as Facebook provides numerous ranges of benefits as an educational instrument. Using Facebook in language tutor education can offer benefits to both educators and students such as increased tutor-student and student-student collaboration. In addition, as children are considered the future best and community benefactors, they have the potential to learn new things and come up with innovative ideas from the media trends (*Balcikanli, 2015*).

In fact, in spite there are positive aspects of that topic, the negative side necessitates a call for considerable awareness in portraying the role of mass media, families, and society as a whole (*Strasburger, Jordan, 2019*). When specifying the nursing implications of this focus, nurses can display an important role in preventing the negative impact produced by media and raising family awareness of the factors that are dedicated to improving their relationship, as stated by *Qawasmî, Bin Issa & Ben Ali (2017)* involved: frequent and continuous contacts; and finding enough time for the family to gather to talk, hold a family council every week or month.

Furthermore, the material and moral affairs of the family are discussed, wiping the page of hearts with some slight reproach and forgiveness. Some light educational materials

such as reciting part of the Noble Qur'an, explaining a verse, a hadith, or a section of the Prophet's biography of honorable women, or telling a purposeful story or something of a joke and innocent. Frequently, be positive; develop compliments and encouragement, rather than criticism and defensiveness all of which can lead to a stronger family relationship.

### Significance of the study

In 2020 the worldwide social media handlers developed to 4.66 billion individuals, and about 2 million new users were linking daily, spending 7 hours per day. Meanwhile, in Egypt, 42 million media user was detected increase of 2.9 million every three months (*Kemp, 2020*). Regarding younger age groups, media is perceived differently unlike adults who have a deeper understanding of the aim of what is represented; the younger age perceives it only as entertainment which makes them very attached to it (*Anderson & Bushman, 2019*).

Concerning this, researchers have shown that children who spend a lot of time with media products, exposed to scenes of violence in almost all types of media content got significant scores on the aggression scale, especially those who spend more than 2 hrs., that also proven to produce substantial short-term effects on arousal, thoughts, and fearful emotions (*Funk, Baldacci, Pasold, Baumgardner, 2004*). As such, it was illustrated that if the average child leaves elementary school, that child will have viewed more than 8,000 murders and 100,000 other violent acts on network TV alone. Similar references reported that the average child sees 12,000 violent acts on television annually, including many depictions of murder and rape. More than 1,000 studies confirm that high exposure to television violence increases aggressive behavior. Other studies link television and newspaper publicity of suicides to an increased suicide risk (*Briggs Rudolph, 2013, Cook, 2008*).

Then again, research evidence revealed that more than nine-tenths of family members showed a decrease in face-to-face communication, and more than two-thirds of them showed decreased interaction as a result of social media use, also 73.3% of them agreed that social media decreased their children's attention as they answer them

when using social media (*Mahmud, Shafik, 2020; Norah, 2015*). According to *Ray & Malhi (2016)*, parental disciplinary practices significantly affect children's behavior. Thus it is hoped that the present study will shed light and add to the body of knowledge about the topic of media use and its impact on children's behavior and their family relation. Moreover, it will put heads together the nursing practical aspects belonging to parental as well as societal awareness, and depict their management roles which are vital in controlling both private and public related problems.

### Aim of the study

This study was designed to identify the Effect of Media Use on Aggressive Behavior and Family Relation among School Age Children.

### Research Questions

- Q1:** What is the prevalence of using media among children?  
**Q2:** What is the prevalence of aggressive behavior, its sub-types among children using media?  
**Q3:** Is there a relation between media use, children's aggressive behavior, and/or family relation?

### Subjects and Methods

#### Research design

The current study employed descriptive exploratory correlational research design. Exploratory research is conducted when there is limited knowledge about a specific phenomenon or when a problem has not been clearly defined, its objective to investigate the research topic at various levels of depth and acquire a more comprehensive understanding of it. Correlational research design involves the systematic investigation of relationships between or among variables, to do this the researcher measures the selected variable in a sample and then uses the correlational statistics to determine the relationship among the variables, to enable the researcher to determine the degree or strength (positive or negative) of a relationship between two variables (*Burns & Grove, 2011; Lelissa, 2018*).

#### Setting

The current study was conducted at Cairo University Specialized Pediatric Hospitals CUSPH 2nd floor which contain at least 10

clinics providing various medical services for children from all over Egypt. The outpatient specialties include cardiovascular, surgical, neurology and nephrology ...etc. which receives different ages of children.

### Sampling technique and sample size:

A convenient sample of 100 caregivers who have school age children with minor health problems visiting Cairo university specialized pediatric hospitals' outpatient regardless of their gender and level of education were included.

### Data collection tools

Data was collected using the following (4) tools:

#### 1. Socio-demographic Data Sheet:

It was developed by the researchers, it includes: age, sex, order between siblings, child's academic level, residence, hobbies, sports, the available study participant ( father/ mother), parent's marital status ( married/ divorced).

#### 2. Aggressive Behavior Scale:

The scale was developed by Parry, Buss (1992) then modified by Sawalmah, Youssef, Haddad, Afaf (1996). It was designed to be filled by the child's mothers. The scale was consisted of (35) items, divided into three subscales; Verbal aggressive behavior subscale; (8) items: e.g. (he/ she directs insults to those who provoke him/her), Symbolic aggressive behavior subscale; (14) item: e.g. (he/ she finds pleasure in hurting the people he loves, Physical aggressive behavior subscale; (13) item: e.g. (he/ she often quarrels with his brothers and sisters at home). For each item there is three choice responses, "agree" which scores (3), "sometimes" which scores (2), and "don't agree" which scores (1). The scores for each of the (35) items were summed to give a total score (35-105), the higher the score the greater the aggressive behavior, the total score was divided into: low aggressive behavior (35-58), moderate aggressive behavior (59-81), high aggressive behavior (82-105). For checking the scale validity, it was reviewed by a group of academic specialists in the field of educational psychology and appropriate adjustments were done. Moreover, the stability factor for the scale was extracted using Spearman's equation and represented reliability coefficient equal (0.86).

#### 3. The Media Viewing Questionnaire

The questionnaire was designed by (Yonus, 2016), consisted of 22 items, taking in consideration that items (2, 10, 15, 17, 18) were reversed. Its subscales are asking about; the period of time allowed for watching media (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) items, the kind of programs that child watch and imitate (8<sup>th</sup>, 11<sup>th</sup>, 15<sup>th</sup>, 6<sup>th</sup>) items, how a child watch media (12<sup>th</sup>, 17<sup>th</sup>, 22) items, favorite scenes and programs for the child (4<sup>th</sup>, 7<sup>th</sup>, 10<sup>th</sup>, 16<sup>th</sup>, 19<sup>th</sup>) items, mother and father interference with what the child was watching (13<sup>th</sup>, 14<sup>th</sup>, 19<sup>th</sup>, 18<sup>th</sup>, 20<sup>th</sup>, 21) items, what the child learned from watching media (5<sup>th</sup>) item.

Meanwhile, in the current study the researcher replaced the word "television" along the questionnaire by "media" to match the studied variables and to be more general for all mass media types. Moreover, the items (4, 5, 13, and 14) were subsided to be appropriate to the quantitative study approach. So, the total scale items became (18). For each item there are three choice responses, "yes" which scores (3), "sometimes" which scores (2), and "no" which scores (1). In addition, the scores for each of the (18) items are summed to give a total score (18-54), the lower the score the more the accepted use, the total score was divided into: accepted use (18-30), moderately accepted use (31-42), unaccepted use (43-54). The questionnaire validity and reliability were checked as the previous scale was checked, and the value of its reliability coefficient was (0.695).

#### 4. Social Media Impact on Family Relationship Scale:

The tool was adapted from the tool of Jayousi, Magdy (2015), that was designed to measure the social media use on family relationships, and consisted of (27) items, divided into three domains; the family relations domain; it consisted of (11) items, the cultural domain, it consisted of (7) items, and the psychological domain, that consisted of (7) items. In the current study the researcher adopted only the subscale of "family relations" that consisted of (11) items; It has "five point" likert scale, ranged from "strongly agree" = (5) to "strongly disagree" = (1). The scores for each of the (11) items are summed to give a total score (11-33), The scoring system of the tool was determined through the arithmetic means of the responses;

The range was calculated for the five-point likert scale; ( $5 - 1 = 4$ ), then the range was divided by the number of categories, in order to determine the length of the category ( $4/5 = 0.80$ ), so the first category was ( $1 + 0.80 = 1.80$ ), then add (0.80) (For each category as follows; 1<sup>st</sup> arithmetic mean ( $1 - 1.80$ ), or a percentage (less than 36%) indicating a very small degree. 2<sup>nd</sup> arithmetic average (1.81 - 2.60), or a percentage (36.1% - 52%) indicating a small degree, 3<sup>rd</sup> arithmetic average (2.61 - 3.40), or a percentage (52.1% - 68%) indicating an average degree, 4<sup>th</sup> arithmetic average (3.41 - 4.20), or a percentage (68.1% - 84%) indicating a large degree, and the 5<sup>th</sup> arithmetic average (4.21 - 5), or a percentage (more than 84%) indicating a very large degree. The validity of the tool was assured by a qualified jury who are members of the teaching staff in the faculties of educational sciences in Palestinian universities after some paragraphs were deleted and others were modified. The tool internal consistency was calculated through using Cronbach Alpha test, alpha coefficient value was (0.88).

### Pilot study

A pilot study was conducted at the beginning of the study to test the clarity and time needed to complete the questionnaires. The pilot study included (10%) of the sample according to the inclusion criteria, totally equals 10 subjects. There were no modifications needed in the questionnaires, and subjects of the pilot included in the main study sample.

### Ethical consideration

All caregivers who participated in the study were informed about the aim, benefits, and nature of the study and a formal written consent was obtained by the researchers from them. The researchers emphasized that participation in the study is voluntary, and participants could refuse to participate in the study without any reason and obtained data was only used for the research purpose. The anonymity and confidentiality issues of information were declared, and the caregivers had the right to withdraw from the study at any time during the study without any effect on the service provided to their children.

### Procedure:

#### Preparatory phase

Utilizing available books, articles, magazines, periodicals, and the Internet to familiarize oneself with the research problem and seek the study tools, a review of the past and current literature covering various aspects of the problem was conducted. Utilizing and adhering to the translation procedure, the researchers verify the translation of the instruments. In this procedure, (a) the researchers translated the instruments (English formats) into Arabic, (b) the researchers provided the same English formats to bilingual experts for additional verification of the translation of the Arabic formats, (c) the resulting versions were translated back into the original language by additional bilingual experts, and (d) any necessary content modifications were made.

#### Implementation phases

Official permission for data collection to conduct the current study was obtained from the director of the Cairo University Specialized Pediatric Hospital CUSPH. The researcher introduced herself to the children and their legal guards. Data was collected from legal guards who matched the inclusion criteria after a clear and simple explanation about the nature of the study, aim, and benefits. The researcher interviewed legal guards, mainly mothers individually, to collect the data while waiting their turn in the outpatient waiting area. The researcher went to the outpatient one day per week and received approximately from five to six cases a day. Each legal guard was asked to fill in the tools. The time needed for each scale ranged from 10-15 minutes since sometimes of them entered the clinic then continued after finishing. The period of data collection was three months, starting from the beginning of January 2021 to the end of March.

#### Statistical Analysis

Statistical Package for the Social Science (SPSS) version (20) was used for statistical analysis of data. Collected data summarized and tabulated by using descriptive statistics. Inferential statistics: Probability (p-value) > 0.05 indicates non-significant result, pvalue < 0.05 is considered a significant result and p-value < 0.001 is considered highly significant result. The Pearson correlation test was used to

determine the correlation between study variables.

## Results

Table (1) illustrates that 45% and 46% of the studied children their ages ranged between 6- 10 and 11-15 years old respectively. The mean age of the studied children was 10.43 years. Moreover, table (1) reveals that 66% and 34% of the studied children were males and females respectively.

Regarding educational level Table (1) shows that 69%, 27%, and 4% of the studied children were in primary, preparatory, and secondary schools respectively.

Regarding parents' characteristics, table (1) reveals that 67% of the mothers were housewives, and 33% were working. 50% of mothers had a secondary education, followed by preparatory level 18%, primary level 22%, and university educated 10%. As such, 73% of fathers had private work, while 24% worked in governmental jobs, and only 3% did not work. Moreover, 60% of fathers had a secondary education, followed by 15% university educated, 20% got preparatory education, and 5% had primary education. Also, 88% and 12% of the studied children were from urban and rural areas respectively.

Table (2) clarifies that, the verbal aggressive behavior is the most prevalent type of aggression among studied children where the mean was  $18.61 \pm 5.22$  followed by symbolic aggression that its mean was

$16.31 \pm 5.70$  and the latest type was physical aggression that its mean was  $11.26 \pm 2.79$ .

Figure (1) shows that 84%, 12%, and 4% of the studied children had low, moderate, and high levels of aggressive behavior respectively.

Table (3) explains the mean score of the time period allowed for watching media, the kind of programs that child watch and imitate, how a child watch media, favorite scenes and programs for the child, and mother and father interference with what the child was watching were  $7.77 \pm 1.27$ ,  $6.65 \pm 2.14$ ,  $6.40 \pm 0.97$ ,  $4.58 \pm 1.46$ , and  $9.39 \pm 0.93$  respectively.

Figure( 2) displays that, 80%, 11%, and 9 % of the studied children had moderately accepted use, accepted use, and unaccepted use of media respectively.

Figure (3) indicates that 63%, 26%, and 11% of the studied children had average, large, and small degree of social media impact on family relationship.

Table (4) reveals a statistical significant relationship between media viewing and aggressive behavior in the studied children, where ( $X^2 = 44.034$  at  $p < 0.001$ ). Moreover, there is a statistical significant relationship between aggressive behavior and social media impact on family relationship in the studied children where ( $X^2 = 18.415$  at  $p < 0.001$ )

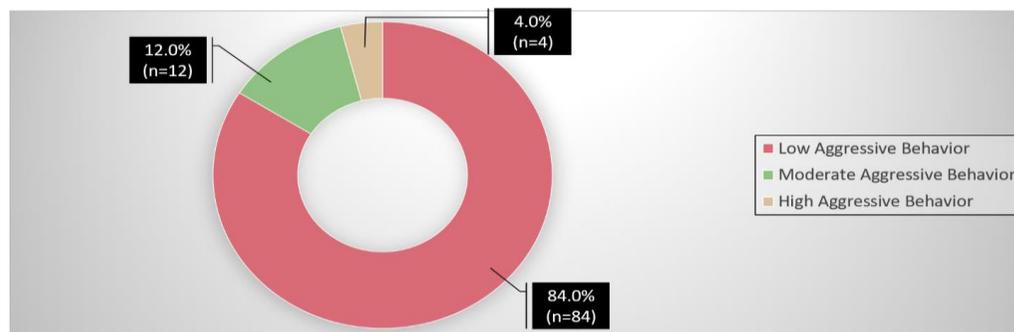
Table (5) illustrates a statistical significant relationship between media viewing and social media impact on family relationship in the studied children where ( $X^2 = 84.356$  at  $p < 0.001$ ).

**Table 1.** Number and distribution of the personal characteristics of the children and their parents

personal characteristics of the children	N	%
<b>Age (Years)</b>		
6 – 10	54	54.0
11 – 15	46	46.0
<b>Mean ±SD</b>	10.43 ±2.66	
<b>Gender</b>		
Males	66	66.0
Females	34	34.0
<b>Educational Level</b>		
Primary school	69	69.0
preparatory school	27	27.0
Secondary school	4	4.0
<b>Parents characteristics</b>		
<b>Mothers level of education</b>		
Primary	20	22.0
Preparatory school	30	18.0
Secondary school	50	50.0
University	10	10.0
<b>Mothers occupation</b>		
House wife	67	67
Working	33	33
<b>Father level of education</b>		
Primary	5	5.0
Preparatory school	20	20.0
Secondary school	60	60.0
University	15	15.0
<b>Father occupation</b>		
Not working	3	3.0
Privet work	73	73.0
Governmental work	24	24.0
<b>Residence</b>		
Rural	12	12
Urban	88	88

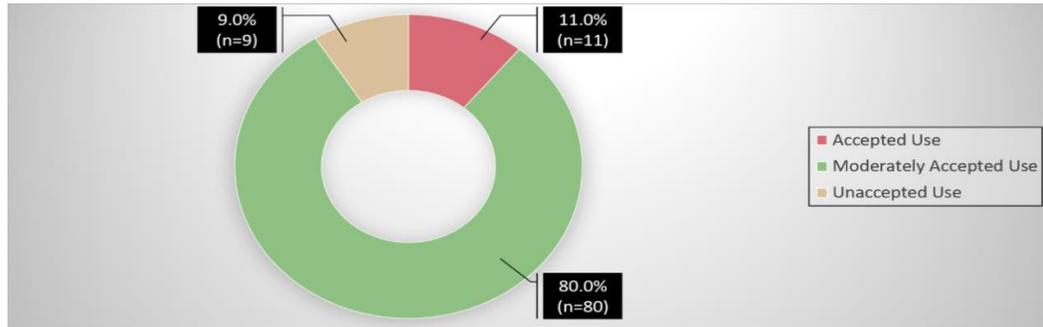
**Table 2.** Types of the Aggressive Behavior Scale domains and total score

	Mean ±SD
Verbal aggressive behavior	18.61 ±5.22
Symbolic aggressive behavior	16.31 ±5.70
Physical aggressive behavior	11.26 ±2.79
<b>Total Aggressive Behavior Scale score</b>	<b>46.18 ±12.43</b>

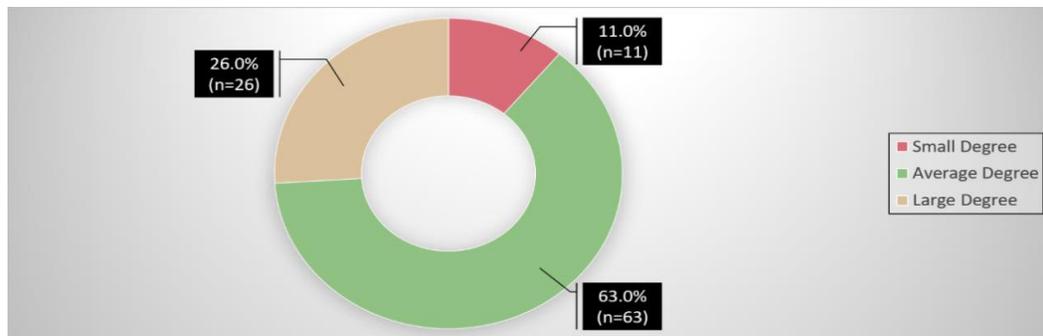
**Figure 1.** Distribution of the Aggressive Behavior Scale total level

**Table 3.** Assessment of the Media Viewing Questionnaire domains and total score

	Mean ±SD
The period of time allowed for watching media	7.77 ±1.27
The kind of programs that child watch and imitate	6.65 ±2.14
How a child watch media	6.40 ±0.97
Favorite scenes and programs for the child	4.58 ±1.46
Mother and father interference with what the child was watching	9.39 ±0.93
<b>Media Viewing Questionnaire Score</b>	<b>34.79 ±3.29</b>



**Figure 2.** Distribution of the Media Viewing Questionnaire total level



**Figure 3.** Distribution of the Social Media Impact on Family Relationship Scale total level

**Table 4.** Association between of Aggressive Behavior and media viewing and Social Media Impact on Family Relationship (n=100)

	Low Aggressive Behavior (n=84)		Moderate Aggressive Behavior (n=12)		High Aggressive Behavior (n=4)		Chi – Square	
	N	%	N	%	n	%	X <sup>2</sup>	P
<b>Media Viewing Questionnaire</b>								
Accepted Use	11	13.1	0	0.0	0	0.0		
Moderately Accepted Use	69	82.1	11	91.7	0	0.0		
Unaccepted Use	4	4.8	1	8.3	4	100.0	44.034	<0.001**
<b>Social Media Impact on Family Relationship</b>								
Small Degree	10	11.9	1	8.3	0	0.0		
Average Degree	59	70.2	3	25.0	1	25.0		
Large Degree	15	17.9	8	66.7	3	75.0	18.415	<0.001**

\*significant level <0.05

**Table 5.** Association between media viewing questionnaire with Social Media Impact on Family Relationship

	Small Degree (n=11)		Average Degree (n=63)		Large Degree (n=26)		Chi – Square	
	N	%	N	%	n	%	X <sup>2</sup>	P
<b>Media Viewing Questionnaire</b>								
Accepted Use	10	90.9	1	1.6	0	0.0		
Moderately Accepted Use	1	9.1	58	92.1	21	80.8		
Unaccepted Use	0	0.0	4	6.3	5	19.2	84.356	<0.001**

\*significant level <0.05

## Discussion

In the digital age, studying how media consumption affects school-age children's aggression and family relationships is crucial. Parents and educators must comprehend media's effects as youngsters consume more of it. This study may show how violent or pro-social media affects children's behavior and family interactions. By understanding the complicated relationship between media consumption, violence, and family dynamics, we can build evidence-based interventions to encourage responsible media usage, healthy family relationships, and the cognitive and emotional development of the next generation.

The findings of the present study indicated that a significant proportion of the children under investigation fell under the age groups of 6-10 and 11-15 years, with an average age of 10.43 years. This result was similar to that of Salimi, Karimi-Shahanjarini, Rezapur-Shahkolai, Hamzeh, Roshanaei, and Babamiri (2019), who declared that the mean age of the students was 11.16 years. Furthermore, the findings of the present study indicated that around two-thirds of the youngsters under investigation were male, while the remaining one-third were females.

With respect to the educational level, the findings of the present study indicated that a majority of the children under investigation were enrolled in primary schools, while around one-quarter of them were attending preparatory schools, and a small minority were enrolled in secondary schools. That might be returned to the personal and demographic characteristics of the enrolled sample in that time, and the setting of data collection, that mostly suit the study variables of interest.

In relation to the characteristics of parents, the findings of the present study indicated that around two-thirds of mothers identified as housewives, while the remaining one-third were employed. Approximately fifty percent of the surveyed mothers possessed a secondary school education, with a subsequent proportion pursuing preparatory school, primary education, and university studies. On the other hand, approximately three-quarters of fathers were employed in the private sector, whereas one-quarter were engaged in governmental occupations, a mere three percent of fathers have unstable work. Furthermore, a majority of fathers possessed a secondary school education, followed by preparatory school, university, and primary education. Moreover, a significant proportion of the examined children hailed from urban localities.

The researcher interpreted the former levels of parental education and their work state in relation to both cultural and religious factors. One the urbanized culture characteristics, which presented the highest proportion of the studied sample residence, is that insists the importance of learning in enhancing individual's quality of life in general, and enable them from joining their jobs of interest and for earning their living. Especially men/ fathers; who are responsible for spending on their families, they actually presented higher levels of education in both secondary and university education than women/ mothers. In addition to the religious determinants that might set limits on women's work and affected them to stay at homes.

The findings of the present study have provided clarification regarding the prevalence of different types of aggression among the children under investigation. It was seen that verbal

aggressive behavior exhibited the highest prevalence. Symbolic aggression followed closely behind. Lastly, physical aggression presented the least prevalent form. According to the findings of a number of studies, the percentage of children and adolescents who are affected by violence in schools varies from under 10% to over 65% (Marcolino, Cavalcanti, Padilha, Miranda, Clementino, 2018).

From the researcher perspective, verbal aggression involves actions such as the use of insults, threats, or name-calling that may exhibit a higher degree of societal acceptability or tolerance in comparison to physical aggression. Within the cultural and societal frameworks in which we exist, verbal aggression may be interpreted as a comparatively less severe manifestation of aggression, therefore resulting in its heightened occurrence. This view has the potential to impact the occurrence and social acceptability of verbal aggression in youngsters.

The current study results showed that, a significant proportion of children, specifically eighty four percent exhibited a modest level of aggressive behavior. In addition, it was found that twelve percent of the youngsters exhibited a moderate degree of aggressive behavior. Only four percent of the sample exhibited a notable degree of aggressive behavior. This result agrees with Salimi, Karimi-Shahanjari, Rezapur-Shahkolai, Hamzeh, Roshanaei, and Babamiri, (2019) who found that 29% and 10% of the students had moderate and high levels of aggression, respectively. From the researcher outlooks this result may be related to that the majority of the studied children were young age and there was a substantial correlation between the pupils' increasing age and the rise in the frequency of incidents of aggressiveness and victimization.

According to the researcher opinion, the composition of the sample may influence the observed distribution of aggressive behavior. The sample comprises children from different cultures and developmental stages, therefore increasing the likelihood of reflecting the typical distribution of violence across the broader population. Nevertheless, the presence of a biased sample towards particular age groups, demography, or clinical populations can potentially influence the apparent distribution of violent behavior.

The findings of the present study indicated that a significant proportion of the children under investigation exhibited a moderate level of acceptance towards media usage. Specifically, small percentages of the children demonstrated accepted and non-accepted media usage. That was adversely revealed by (Yonus, 2016) who presented that 60% of the study sample had high media use in watching different children programmes, compared to 40% with low media use. The current study results related to this variable might be related to the time of data collection which was during the studying year and the studied children who were students.

According to the study, the majority of children experienced a moderate level of social media impact on family relationships. A significant portion, twenty six percent reported a high level of impact, while a smaller percentage indicated a low level of impact. This results in the same line of the study of the effect of social media on family relationships that conducted by Mahmoud and Shafik, (2020) and reported that 59.1%, 28.8%, and 12.1% of the studied sample often, sometimes, and rarely, their families' relationship affected by social media, respectively.

From a researcher's standpoint, it is important to recognize that every child possesses distinct personality traits, interests, and values that can significantly influence how they perceive and are affected by the impact of social media on their familial connections. Children who have a strong inclination towards autonomy, a preference for digital modes of communication, or a heightened susceptibility to the effect of social media may feel a greater degree of impact. In contrast, youngsters who place a higher emphasis on in-person contacts or have a narrower interest in social media may indicate a diminished degree of influence.

There exists a statistically significant correlation between the use of media and the manifestation of aggressive behaviors in the youngsters under investigation. Furthermore, a statistically significant correlation was observed between aggressive behaviors and the impact of social media on family relationships in the children under study. In the same line Uzochukwu & Ifeoma, (2020) who detailed that the influence of social media, including exposure

to violent television programs, watching violent films, videos, and video games, as well as engaging with various social sites, has been found to have a detrimental effect on adolescents, as it fosters the development of aggressive behavior in this population.

From the researcher's point of view, the consumption of violent content is prevalent in several forms of media, such as television shows, movies, video games, and online platforms. Prolonged exposure to such content has the potential to desensitize young individuals to aggressiveness and establish aggressive behaviors as socially acceptable norms. The fore mentioned exposure has the potential to lead to the emulation or duplication of hostile behaviors in the physical world.

Furthermore, the present study demonstrated a statistically significant association between viewing of media and the influence of social media on familial relationships in the children under investigation. This results supported by a study of social media and its impact on family relationships in Cairo, Egypt by Marzouk,2020 who stated that there is a significant relationship between social media and family relationships

From the researcher's perspective, the prevalence of media devices and platforms among children has led to a rise in screen time and a decline in face-to-face engagement with family. This is evidenced by the increased amount of time children spend with various forms of media, including social media. The increased consumption of media among children may lead to a reduction in the amount of time they dedicate to meaningful interactions with their family, ultimately leading to a decline in the strength of familial bonds.

### Conclusion

---

This study concludes that the majority of children under investigation exhibited a moderate level of acceptance towards media usage. Also, verbal aggressive behavior is the most prevalent type of aggression among studied children. Furthermore, there were statistical significant relationships between media viewing, aggressive behavior, social media impact on family relationship in studied children.

### Limitation

---

The sample of the study may not be representative of the broader population, potentially limiting the generalizability of these findings. The study's findings may not be applicable to children of different ages, cultural backgrounds, or socioeconomic statuses.

### Recommendation

---

- Develop media literacy programs to promote media literacy among children and their families and to assist them in developing the critical thinking skills necessary for analyzing and evaluating media messages, advertisements, and online content.
- Collaborate with healthcare specialists, including pediatricians, psychologists, psychiatric and pediatric nurses and other relevant practitioners, in order to effectively address concerns connected to media and their impact. These collaborative efforts aim to give comprehensive help to families in managing their children media misuse, and other related issues.
- Perform longitudinal research projects that track the development of children and families over an extended duration in order to investigate the enduring impacts of media exposure on behavior and familial interactions. This would yield significant insights into the manner in which media exerts effect on developmental processes over a period of time.
- Further study is required to examine the correlation between the utilization of digital media and the resulting effects on the mental well-being of youngsters. This study aims to examine the potential associations between prolonged screen exposure, engagement in social media platforms, incidences of cyber bullying, and the manifestation of mental health concerns, including anxiety, depression, and self-esteem.

### References

---

- American Academy of Pediatrics, (2014). Retrieved July, 25, 2017.
- Anderson, A., Suzuki, K., Swing, E., Groves, C., Gentile, D., Prot, S., Chun, P., Sakamoto, A., Horiuchi, Y., Krahé, B.,



- Littlefield J.,(2008). Cook GC. Child Development: Principles and Perspectives. 2nd ed .
- Lelissa T. (2018); CHAPTER FIVE RESEARCH DESIGN AND METHODOLOGY 5. Introduction, DOI: 10.13140/RG.2.2 at: <https://www.researchgate.net/publication/329715052>
- Marcolino E, Cavalcanti A, Padilha W, Miranda F, & Clementino F.(2018). Bullying: prevalence and factors associated with victimization and aggression in the school quotidian. *Texto & Contexto- Enfermagem*; 27(1)
- Mahmoud H., & Shafik S. (2020), The Effect of social media on Family Relationships. *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*, 9 (6), PP 47-57 [www.iosrjournals.com](http://www.iosrjournals.com)
- Margolin G,& Baucom B. Adolescents' aggression to parents: longitudinal links with parents' physical aggression. (2014). *J Adolesc Health*; 55(5):645–651.
- Mustafa S, El- Sayed E., & Rizk S.(2018), Health Profile Of Schol Age Children Using Degital Technology In Beni-Suef City, Published Thesis.
- Mytton J, DiGuiseppi C, Gough D, Taylor R, & Logan S (2006) School-based secondary prevention programmes for preventing violence. *Cochrane Db Syst Rev*. doi:10. 1002/ 14651858. CD004606. pub2
- Norah, A. (2015): A study of the influence of social media communication technology on family relationships in kingdom of Saudi Arabia. Available at:<http://digitalcommons.auctr.edu/dissertations>. Date of access: 2015/1/5.
- Qawasmi J., Bin Issa R., & Ben Ali H., (2017), Family communication and its impact on socialization for children A field study of a sample of fourth year middle school students In the middle school of Mas'i Ahmed Belkacem – El Wadi.
- Ray M. & Malhi P. (2016). Adolescent violence exposure, gender issues and Impact. *Indian Pediatr*; 43: 607-612.
- Salimi,N, Karimi-Shahanjarini,A, Rezapur-Shahkolai,F, Hamzeh,B, Roshanaei,G, & Babamiri, M (2019). Aggression and its predictors among elementary students. *J Inj Violence Res*. 11(2): 159–170. doi: 10.5249/jivr.v11i2.1102
- Sawalmah, Y,& Haddad A, (1996), Psychometric properties of the scale (Buss, Berry), "Humanities and Social Sciences Series" 12 (3), 147-181.
- Strasburger, W. B., & Jordan, A. (2019). *Children, Adolescents, and the Media*, 2nd edition. Los Angeles, CA: Sage Publications.
- Uzochukwu, O & Ifeoma,A. (2020). The Influence of social media On Aggressive Behaviours of In-School Adolescents in Anambra State. *Journal of the Nigerian Academy of Education Vol. 16, No.1*.
- Yonus R., (2016). The relationship between aggressive behavior in preschool children and watching Arabic children's TV programs: A field study for pre-school children in the city of Al-Kamelin, Al-Jazirah state, Sudan.
- Zahrt D, & Melzer-Lange M (2011). Aggressive Behavior in Children and Adolescents. *Pediatrics in Review*; 32(8):325-332\.
- Zaw, H. (2018). The Impact of social media on Cultural Adaptation Process: Study on Chinese Government Scholarship Students. *Advances in Journalism and Communication*, 6, 75-89. <https://doi.org/10.4236/ajc.2018.63007>.