Social abuse and its relationship to aggressive behavior among ninth grade students in Muscat Governorate, Sultanate of Oman

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Abstract:

In this chapter on the general framework of the research, an introduction was presented on the subject of the research, and the background of the research was addressed to identify the problem of social abuse to which the adolescent is exposed and what is reflected on him from the aggressive behavior that they generate towards others, by presenting the findings of a group of researchers that support the research problem, as well as the objectives of the research, its questions, hypotheses and importance, in addition to determining the spatial, human and temporal boundaries, as well as the search terms and their procedural definition..

Introduction:

This research aims to study social abuse and its relationship to aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman, and the research consists of five chapters: The first chapter deals with the general framework of the research, which consists of a set of elements represented in the introduction to the subject of the research, which presents the importance of the family and its role in raising children, without the family, there may be no meaning to one's life, the family symbolizes a happy home filled withlove and affection shared between Father, mother, siblings and relatives under one roof, and the family is the adolescent's moral compass and social development, it works to develop the personality of the adolescent and gives him guidance and guidance on how to interact with the surrounding world, and the first chapter deals with the background of the research by identifying the social abuse that the adolescent may be exposed to, and the many negative effects it has, and aggressive behavior

is consideredOne of these effects, as the research problem is presented in the first chapter by addressing the results reached by a group of researchers that support the research problem, in addition to presenting the research objectives, questions, hypotheses and importance, and determining spatial, human and temporal boundaries, as well as addressing the search terms and their procedural definition.

In the second chapter, it will deal with the theoretical framework and previous studies, by presenting what the references dealt with with regard to social abuse, in terms of the definition of social abuse and parental abuse, types of abuse, theories explaining the patterns of parental abuse, the effects of parental abuse, theories explaining social abuse, and the efforts made by the Ministry of Education in the field of child protection, as will be addressed in the theoretical framework to the definition of aggressive behavior, description of aggressive behavior, types of aggressive behavior, causes Aggressive behavior, the effects caused by aggressive behavior, and theories that explain the cause of aggressive behavior, as will be addressed in the theoretical framework of social bullying, the history of the study of social bullying, types of social bullying, causes of social bullying, how can social bullying be treated, as for previous studies, previous studies that dealt with social abuse, previous studies that dealt with aggressive behavior, previous studies that dealt with the relationship between social abuse and aggressive behavior will be presented, and finally Commenting on previous studies.

As for the third chapter, we will talk in detail about the research methodology, in terms of addressing the approach that the research will follow, as well as the research community, represented by ninth grade students in Muscat Governorate in the Sultanate of Oman, will be presented, and then the research sample will be determined according to scientific foundations,

and the research tool will be described by displaying the scale of social abuse and the scale of aggressive behavior, and then verifying the sincerity and stability of the two scales, through the sincerity of the arbitrators, after presenting The two scales are on a group of specialists in the field of psychological and social counseling, and after applying the two scales to the survey sample, the internal consistency and stability of Cronbach alpha will be verified, and statistical treatments will be determined in the light of the research questions.

The fourth chapter will deal with a detailed presentation of the results of the research in the light of the research questions by displaying tables and graphs for each question separately, and finally the fifth chapter will include a discussion of the results of the research and link them to the results of previous studies that were presented in the second chapter in terms of agreement or disagreement, as well as the validity of the hypotheses that were presented in the first chapter will be verified, and in the end the researcher will provide a set of recommendations and proposals based on the results of the research.

Research Background

The social abuse suffered by some adolescents is one of the problems that exist in Eastern and Western societies alike, which may extend its impact to include the family and school, and ithas posed a real danger to society as a whole, as mentioned in a study **(Ahmed, Hefnawi, Ahmed, 2022).** The adolescent's social abuse gradually disintegrates the family and the disintegration of members of society and relationships between them are affected, so the exposure of the adolescent to social abuse may generate aggressive behavior in the future, or may affect his psychological and health state and thus may affect his abilities to practice his life affairs properly and properly, including the deterioration of mental / mental skills and the deterioration of academic achievement, and the category of adolescents is one of

the most affected age groups by social abuse because they are entering new stages in scientific and practical life (Zayan, 2019).

Aggressive behavior in adolescents is usually formed as a behavioral phenomenon that leads to chaos, confusion and emotional stress. Adolescents who are subjected to abuse often have a predisposition to practice aggressive behavior against themselves or against others represented in the occurrence of cases of depression, criminality and delinquency, and may even suicide, the aggressive behavior carried out by adolescent students may be either the result of imitating the way they were treated in the family by parents or society, Such as beating, threats, threats, ridicule, hurtful words, or to vent the desire to take revenge on parents and society by turning aggression into others who can attack them (Ismail, 2022).

Social abuse is behavior aimed at isolating an individual from his friends, family or community, and can also include attempts to damage an individual's relationships or reputation, and social abuse can be a form of domestic and family violence. Many researchers have addressed this topic from several aspects, through domestic violence directed at children within their families, aggressive behavior can be predicted, and this is what I find. Ismail's study (2022) entitled Domestic violence and its relationship to social phobia and aggressive behavior among university students, and (Salima and Mohammed, 2019) touched in their study that domestic violence practiced on children has a role in the emergence of aggressive behavior among them, and Zayan (2019) indicated in his study Parental treatment and juvenile delinquency that there is a weak positive relationship between domestic violence and aggressive behaviorDue to the seriousness of social abuse, which may cause social problems and mental illness a lot, the current research will focus on the topic of social abuse and its relationship to aggressive behavior

among ninth grade students in Muscat Governorate in the Sultanate of Oman.

Search problem

Child abuse is a health and social problem that exists in many countries, however, surveys of children, adolescents or parents show that the annual frequency of abuse is much higher than what is reported to child protection agencies (physical abuse 4-16%; psychological abuse 10%; neglect 1-15%; This discrepancy is probably due to the failure to identify victims of abuse or report cases identified., national data from the USA indicate that schools contribute to most of the reports from professionals (16.5%) and that medical staff reported the least (8%) Recent reports indicate that the trend of child abuse is increasing, in the UK in 2013, a total of 50,732 children were registered in child protection records or subject to a child protection scheme. In 2007, the Ministry of Health of the Sultanate of Oman initiated a system for reporting suspected cases of child abuse between 2007-2013, 560 cases were reported of which 484 were eventually recorded as abuse. Despite these figures, they do not represent the general situation in the country so far, but they are a crucial start to generate solid data on the problem, epidemiological studies on child abuse are not available in the Sultanate of Oman, however, over the past two decades, there have been many case reports published on this subject, knowing that the Sultanate of Oman defines a child as every human being who has not completed eighteen years of age in the Gregorian calendar (Ministry of Health, 2016).

In her study of the theoretical framework and literary survey of explanatory perceptions of domestic violence in the Gulf countries, Al-Zein, 2019 found that some theories interpreted domestic violence as the result of a defect in the function of the family and its social and psychological structure, and also found that domestic violence has psychological, social

and economic effects on individuals in the Gulf countries. Child abuse can lead to death, serious injury, and long-term consequences that affect a child's life until adulthood, and it also affects the child's family, and society in general, and child abuse is associated with a long-term deficit in educational achievement, and is criminalized for long-term economic consequences for victims, as it has been found that abused and neglected individuals join unskilled jobs more than others, and have fewer chances of maintaining their jobs.Consistent evidence also suggests that both physical abuse and sexual abuse are associated with a double risk of attempted suicide for young people being pursued into their late twenties, andsurvivors of child abuse are at greater risk of developing alcohol problems in adolescence and adulthood, becoming aggressive and causing pain and suffering to others, often committing crime and violence. (Ministry of Health, 2016).

The issue of social abuse has negative effects on the family and society, through the confirmation of a statement issued by the Public Prosecution on issues related to the family and the child that 411 cases have been recorded, including 156 practices of forms of violence (Al-Shukaili, 2021), as mentioned by Muhanna Al-Alawi (2019) in his study entitled Parental Abuse and Psychological and Physical Complaints as Perceived by Ninth and Tenth Grade Students in the Governorate of Al-Dakhiliya in the Sultanate of Oman that the level of exposure of individuals participating in the research Abuse by parents was low in general, and the psychophysical complaints among the members of the research sample are low, and the researcher found through his study that there is a positive correlation between parental abuse as seen by students and psychosomatic complaints, and in a study conducted by the Ministry of Social Development in (2014) entitled "Juvenile Delinquency in Omani Society" that included (54) male juveniles and (15) female

juveniles, I found that the most important causes of delinquency among juveniles are due to the juvenile's loss of parental affection, guidance and guidance, due to abuse at home, discrimination in treatment between children, and loss of language of dialogue between children.

The results of the International Study of Science and Mathematics (TIMSS) for the year 2015, which was applied to (8,498) male and female students for the fourth grade, and (8,225) male and female students for the eighth grade in various schools in the Sultanate of Oman, monitored the spread of bullying cases among school students (aggressive behavior and ridicule of colleagues), as they reached the rank of the two grades in the phrases: students mocking their colleagues and making inappropriate statements at each other (42% - 51.48%); and some students acquiring some school games and activities (43.7%-50.35%); Lies and provoking accusations (36.73% - 41.88%), stealing other people's belongings and tools (46.25% - 47.39%), beating and harming various tools and means (50.95% - 42.53%), coercing certain practices and actions with the unwillingness of the other to do so (31.06% - 37.08%), promoting rumors and disinformation (38.25% - 39.99%), and publishing embarrassing information or images through social networks for the purpose of threatening (32.93% - 23.72%) (Al-Owaisi, 2018).

As stated by Salem Al-Qud et al. (2019) in their study that the degree of exposure of adolescents to patterns of abuse in childhood in Dhofar Governorate was average, and there is a statistically significant negative correlation between the exposure of male adolescents to abuse in childhood and self-esteem, and the study of Manal Al-Sheikh (2019) concluded that parental verbal abuse is related to psychosomatic disorders, digestive disorders, sleep disorders and behavior disorders among a sample of seventh and eighth grade students in the governorate

of Damascus, aggressive behavior is one of the behavior disorders that may affect a child as a result of being subjected to social abuse, and Abdel-Gawad stated in his study that the practice of social abuse on a child under 18 years old by other family members may have a significant impact on the psychological and mental levels, which is reflected in educational achievement (Abdel-Jawad, 2020). Hadmi also pointed out that the adolescent may develop aggressive behavior as a result of the social abuse he is exposed to (Hedmi, 2022), in other words, it is possible for the adolescent to engage in aggressive behaviors within the family or outside the family, as the adolescent is likely to engage in aggressive behavior on research colleagues, villagers, neighbors, and others (Al-Qadi, 2021).

Oman Vision 2040 was also prepared in compliance with the high orders of His Majesty Sultan Qaboos bin Said - may God rest his soul - and was adopted to be a guide and a basic reference for planning work during the period (2021-2040), taking into account its understanding of the economic and social reality and its objective foresight of the future, and its ability to keep pace with local, regional and global changes, and the vision aims to bring Oman to the ranks of developed countries in the economic, social, environmental, governance and institutional development fields. The vision is based on four axes, namely: the axis of man and society, the axis of economy and development, the axis of governance and institutional performance, and the axis of sustainable environment, from which 12 national priorities emerge, including education, learning, scientific research and national capabilities, health, citizenship, identity, heritage and national culture, welfare and social protection, economic leadership and management, economic diversification and financial sustainability, labor market and employment, the private sector, investment and

international cooperation, the development of sustainable governorates and cities, environment and natural resources, Legislation, judiciary and control, governance of the administrative apparatus of the state, resources and projects. (Oman Vision 2040 indicators during a year.. First Annual Report in Detail, 2022).

Also, a study (Al Hosani, 2006), which aimed to find out the impact of parental practices and some demographic variables related to parents on self-concept and self-assertion among post-basic students in the Sultanate of Oman, the study sample consisted of (650) female students, the researcher used the measure of parental upbringing, the measure of self-concept and the measure of self-assertion, and the results showed the common pattern of parental treatment, which is the authoritarian pattern, and there is a correlation between The mother's treatment pattern, the father's democratic treatment pattern, and self-assertion, and there is an inverse relationship between the parental treatment pattern and self-assertion.

Some data issued from a study submitted by the Omani Sociologist Association to the Ministry of Social Development in June 2020 also indicated that in Omani society, social and economic development contributed to the occurrence of cultural and technological openness in society, as the number of beneficiaries of mobile broadband Internet services doubled to reach (4,113,348) Beneficiary until 2018. The use of children of social media needs to raise the level of parents' knowledge of the global content transmitted by these means, how to deal with it and control it and the methods used to acquire their children to deal with it, as Hussein's study (2017) indicated the lack of knowledge of parents of the contents of social networking sites and their impact on them, and their failure to respond to inquiries Children who are aware of fake electronic identities, and their ignorance of the possibility of activating privacy in the settings

of these sites and thus reducing the actual role of parents in protecting and caring for children in light of the effects of social media, as indicated by the study of Queenie and Others (2017 (al et ,.. Gentile, Colier, Radesky, Coyne, pointed to the role of parents' use of social media and the number of hours of use in shaping their children's social media attachment.

Accordingly, the current research came to shed light on the subject of social abuse and its relationship to aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman, by determining the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman, and the level of aggressive behavior they have, and revealing the impact of social abuse on aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman.

Research Objectives

1- Assess the level of social abuse suffered by ninth grade students in Muscat Governorate in the Sultanate of Oman.
2- Evaluation of the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman.
3- Revealing the differences in the dimensions of social abuse between the images of the father and mother, and the images of abuse in school and neighborhood among ninth grade students in Muscat Governorate in the Sultanate of Oman.
4- Detecting differences in the level of social abuse that ninth grade students are exposed to in Muscat Governorate in the Sultanate of Oman according to gender.
5- Detection of differences in the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman according to gender.

6- A study of the relationship between social abuse and aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman.

7- A study of the effect of social abuse on aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman.

Research Questions

This research attempts to answer a number of the following questions:

1. What is the level of social abuse suffered by ninth grade students in Muscat Governorate in the Sultanate of Oman?

2. What is the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman?

3. Is there a statistically significant difference at the level of ($\alpha = 0.05$) in the dimensions of social abuse between the images of the father and mother, and the images of abuse in the school and neighborhood among ninth grade students in Muscat Governorate in the Sultanate of Oman?

4. Are there statistically significant differences in the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman by gender?

5. Are there statistically significant differences in the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman by gender?

6. Is there a statistically significant correlation between the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman and their level of aggressive behavior?

7. What is the degree of contribution of social abuse to the emergence of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman?

Research hypotheses

1. There is a statistically significant difference in the dimensions of social abuse between the images of the father and mother, and the images of abuse in school and neighborhood among ninth grade students in Muscat Governorate in the Sultanate of Oman.

2. There are statistically significant differences in the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman by gender.

3. There are statistically significant differences in the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman by gender.

4. There is a positive relationship between social abuse and aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman.

5. There is an effect of social violence on aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman.

Importance of research

1. The importance of this research lies in trying to shed more light on social abuse and its relationship to aggressive behavior .

2. This research may help psychological and health professionals to provide possible assistance to mitigate the negative effects of this phenomenon.

3. The importance of this research lies in identifying the impact of social abuse on aggressive behavior in adolescents.

4. Assist in the development of a study to help address social abuse and work on the development of proposals to reduce it

Chapter Two

After we have finished covering the entrance to the research in the first chapter, we will in this second chapter on the theoretical framework and previous studies cover the subject of

the research by describing social abuse and aggressive behavior in terms of its types, causes and causative effects, as well as the presentation of the theoretical framework, and then we will review many previous studies in detail regarding social abuse as well as previous studies related to Social abuse and its impact on aggressive behavior, as well as previous studies related to school violence and its impact on aggressive behavior, as well as previous studies related to aggressive behavior and then previous studies related to social abuse and aggressive behavior.

First: Social Abuse

During the past two decades, the subject of social abuse that a child or adolescent may be exposed to in the family, at school or in the local community has increased, and the interest of governments, research centers, psychological and human rights associations has increased in the subject of social abuse among children and adolescents, because of its importance and its relationship to the behavior of others in various fields, and researchers have deliberately deepened the understanding of family, school and social violence and its relationship to other behaviors, and its psychological effects. The family and society, in order to maintain the stability and security of society in order to achieve a sense of internal security, which will be reflected in the child's contributions to the development of his local and global society.

Definition of social abuse

Social abuse is defined as behavior aimed at isolating an individual from his family, friends or community, and can also include a person or people who try to harm the individual's relationships with others, socially abusive people may also try to make the individuallook bad or spoil his reputation, and social abuse can also include behaviors that may occur at home, in public places, over the phone, on the Internet, or Social media, as there may be a pattern of behavior that occurs repeatedly.

(Tremblay, 2022). Examples of social abuse include parental abuse and bullying.

Definition of parental abuse

Abuse is defined as any act done by parents or caregivers that leads to harm and harm to the individual, including refraining from caring for him, causing physical, emotional, or sexual abuse or (Child Abuse (prevention and treatment Act, 2000), and adolescent abuse means any behavior directed at the adolescent intentionally, whether physical, verbal, sexual or negligent assault, which harms the adolescent and causes him serious damage to some aspects of his personality (Ahmed and Hadeel, 2014), and there is a great deal of agreement that there are four main forms of abuse: physical abuse, psychological abuse, sexual abuse, and neglect, which he summarized (1998 Snow) as follows:

First: **Physical abuse**: its forms include: severe beatings, strangulation, bruises, bruises, fractures, burns, and intentional poisoning.

Second: **Verbal abuse**: Verbal abuse includes acts such as underestimating and humiliating the adolescent, making him a scapegoat, and intimidating him, which leads to disruption of his emotional, social and cognitive functions.

Third: **Sexual abuse**: It means any sexual behavior imposed on adolescents, to achieve pleasure, or sexual arousal for an adult using the power or authority of this person, and researchers indicate that this type is the most common type of abuse in secret.

Fourth: **Neglect**: It is represented in the failure of parents to provide opportunities to satisfy the need for love and security, approval and dress, balanced food, medical care, education and upbringing of children.

Explanatory theories of parental abuse patterns

There are many theories explaining the patterns of parental abuse with children, which were summarized by Girgus (2010, Girgus) in three directions:

1. **An analytical trend** that sees that the individual has the instinct of sex and aggression, and in some cases these two motives are mixed with other motives in one of the parents, resulting in abusive behavior towards children.

2. **A social learning trend** that sees an individual learning abuse patterns by observing models with social impact.

3. **The trend of the constructivist functional school that sees patterns of parental abuse as a form of expression of dysfunction in family relations, especially marital ones**.

Effects of parental abuse

There are many effects of abuse that adolescents may be exposed to, whether physical, verbal, psychological or sexual, including:

1- Abuse against adolescents leads to the development of aggressive behavior in adolescents; high levels of parental abuse, whether beating, expulsion from home, imprisonment, reprimand, or ironing with fire, may lead to high levels of aggressive behavior in adolescents (Mizal and Saadoun, 2011).

2- Abuse against adolescents can lead to maladjustment and the emergence of many behavioral problems in adolescents (Ibrahim, 2009).

3- Abuse against adolescents leads to psychological problems suffered by children who have been abused regardless of its form (Al-Qaisi, 2006).

4- Adolescent abuse by parents is a form of abuse of power exercised by parents with their sons and daughters, which many adolescents may be unable to resist or even express their rejection of these practices, so they suffer from feelings

of anger and the desire to escape from home, and because they are minors, they deal with their parents, especially in cases of verbal abuse with silence and repression (Abdul Majeed and Al-Beheiry, 2012).

5- Parental abuse may lead to severe damage to the personality of adolescents, such as suffering from social and pathological fears, whose effects vary in male sons and daughters to varying degrees, and may lead to the development of psychosomatic disorders in some other adolescents, and the effects of parental abuse of adolescent children extended to be reflected in their educational performance.

6- Parental abuse may lead to many problems in the adolescent, such as trying to harm oneself, and other psychological damage, in addition to the possibility of mental health problems, such as: feeling isolated and lonely, anxiety disorders, social anxiety, and depression. And physical problems, such as: headaches, eating disorders, stomach pain, and sleep disturbance. And behavioral problems, such as: lack of control over emotions, and inability to control them in different situations.

Family upbringing and social abuse

Children need a safe and stimulating environment for their optimal growth and development, and for this to happen, their physical, developmental, emotional and psychosocial needs must be met, and parents have a significant impact on the child's life and growth, and most families have a mix of two or more types of upbringing because mother and father tend to differ when it comes to raising a child, andwhat is known is that healthy growth leads to the success of the child not only in developing as a person but also in building a relationship. Stronger with his parents. Parents are an important part of a teenager's life. The way they behave, whatever they say, and

whatever they do, greatly affects a child's development from the moment they are born. According to psychologist Diana Baumrind, there are four types of parenting styles. Using different methods such as natural observation, parental interviews, and many others, Pomerend identified the following four parenting styles (Aghi, Bhatia, 2021):

Perfect parenting

A reliable style is considered to be the "perfect" parenting style and seems to produce children with high levels of self-reliance and self-esteem, who are socially responsible, independent and achievement-oriented, idealistic parents set clear expectations and have high standards, monitor their children's behavior, use discipline based on logic, and encourage their children to make decisions and learn from their mistakes. They are warm and caring, and treat their children with kindness. and respect and affection.

Authoritarian parenting

An authoritarian parent tends to set strict rules, demand obedience and use strategies such as withdrawing love or consent to force the child to comply. They lack the warmth of an authoritarian parent and may seem isolated from their children. Children with authoritarian parents may be well-behaved, but they are also likely to be moody and anxious; they tend to be followers rather than leaders (Al Shamsi, 2021).

Permissive parenting

An indulgent parent overflows with parental warmth. This parent may be openly affectionate and loving but sets few or no limits, even when the child's safety is at risk. Permissive parents demand little maturity or performance, and often there are no consequences for misconduct. Children of tolerant parents often have problems controlling their impulses; they may show immaturity and are reluctant to accept responsibility (Al-Maghrabi, 2021).

Permissive and non-participatory parenting

Permissive and non-participatory parenting, also simply called "non-sharing parenting," is characterized by the same lack of limits or demands that appear in a permissive parenting style. However, the non-participating parent shows little or no parental warmth. At its extreme, the non-participatory style can be Neglected or involves a complete rejection of the child. Children with non-participating parents are more likely to have low levels of performance in many areas. They tend to perform poorly in school, and as they move to high school, they are more likely to exhibit deviant behavior and depression.

Besides parenting styles, there are a number of direct influences that tend to determine the nature of the relationship between siblings and rivalry. Some are family size, parent-child relations, gender, age and birth spacing and the distinctive characteristics of children (Tamawi, 2020).

Parental upbringing and its relationship to children's behavior

Delinquent behavior is one of the most painful problems during adolescence, between the ages of 13 and 18. Griffin et al. and Elliott, Huizinga and Maynard presented a list of deviant behavior that includes delinquent activities, refusal to comply with parental demands, alcohol use and drug addiction, theft, destruction of property, theft and rape. The truth is that opinions on the causes of deviant behavior vary, but it is generally agreed that deviant behavior in the teenage years is more common than in the group of people of other ages (Ahman, 2023).

Moitra and Mokergy argue that there is a noteworthy role for parents in shaping deviant behavior in adolescents. For example, they point out that the home is where the normal and healthy development of any child begins and that the family forms the backbone of the individual. From this perspective, the family is an essential environment in which children's behaviour

in childhood is manifested through negative or positive reinforcement. A child's family is a social, cultural and economic arrangement that has a significant impact not only on children's behavior, but also on the development of their personalities. Therefore, ignorance in raising children can lead them to undesirable harmful effects that eventually lead to behavioral problems in children.

Pomerind believes that parenting is a complex activity of many specific behaviors that act individually or together and that influence children's behavior. It would not be wrong to say that adolescent delinquency has more to do with parenting styles. As the literature suggests, Thompsit and Toro point out that the risk of developing deviant behavior in a teenager is often headed by a parenting style. The authoritarian parental style in particular plays an influential role in the development of deviant behavior among adolescents that eventually leads to Negative results, thetransition period or the transitional phase of physical and psychological human development creates in adolescents a sense of tension between dependence on parents and the need for separation,stress and behavior disorder, conflict increases when friends show greater influence on each other, and new influences on adolescents may conflict with parental values, all these conflicts create mixed feelings in parents and make parenting a complex task, with specific parental practices (Sarwar, 2016).

Parenting, the media, and aggressive behavior

Adolescent exposure to aggressive content in the media has been consistently associated with increased aggressive behavior and decreased positive social behavior with peers and strangers, however, how parents monitor adolescent media use can mitigate the relationship between adolescent exposure to media and subsequent aggressive and social behaviors (For example, parental media monitoring usually takes one of two basic forms: active or restricted monitoring. These conversations

aim to foster critical thinking about the media, the mixed effects of restrictive media surveillance on adolescent behavior can be addressed through an additional contextual layer, which is to consider parental control style as either supportive of independence or dominant, Supportive parenting includes parents seeking to learn about their child's point of view, while parenting control usually involves the pressure that the parent exerts on the child to think or act the way he wants. Parents, particularly through the incitement of guilt and punishment.

In recent years, attention has been drawn to the emergence of cyberbullying as a societal concern and its potential association with the issue of bullying, as young people increasingly use the internet from an early age and create profiles on social networking sites, cyberbullying has grown to alarming proportions. Cyberbullying is therefore a modern version of traditional forms of bullying where victims are more vulnerable and at risk, and involves the use of information and communication technologies to support behavior. Repeated and hostile by an individual or group with the aim of harming others. The differences between cyberbullying and traditional bullying are that 1) it can reach many recipients in a very short time, 2) the bully believes that he can remain anonymous and 3) the victim is affected in his personal space (Kaloeti et al, 2021).

Research on cyberbullying seems to have started from 2000 onwards. The survey results showed that 15% - 35% of young people have fallen victim to cyberbullying, while 10% - 20% of young people admit to engaging in cyberbullying, and 1 in 12 parents say that their child was a victim The majority of people who experience cyberbullying or cyberbullying are between 12 and 16 years old, and it is worth noting that girls may be more Prone to involvement in cyberbullying incidents.

There are several ways in which cyberbullying can appear, some of which we will address below: Advertising:

sending or broadcasting rumors or slander with the aim of harming the reputation of the target or his relationships with others, Imitation: pretending to be someone else and sending or publishing material to cause problems to the person whose identity is being used, resulting in damage to the person's reputation or friendships, Publishing: posting a person's secrets, information or embarrassing images online, Online stalking (cyberstalking): Threatening or instilling fear while engaging in constant and severe harassment and defamation. People who use this type of intimidation have strong negative emotions, and try to spread them in this way. These feelings can be rejection, despair, anger, abandonment, anger and fear, feelings that may be caused by parental or social abuse, social dysfunction and other difficult interpersonal relationships. These individuals suffer from loneliness, have low self-esteem and have difficulties controlling their feelings (Drakatos, 2023).

Explanatory theories of social abuse

One of the important stages in the life of young people is the childhood stage on which the individual's personality is built, where his personality is affected by many aspects according to Maslow's theory of needs, as psychological security is one of the most important needs that affect the construction of the human personality from childhood to old age, and that the individual's exposure to any kind of psychological or social pressures that he cannot repel threatens the security of this individual, and the concept of the need for security has become clear as one of the most important main needs in the model Maslow hierarchy.

Accordingly, the need for security is one of the most important psychological and social motives that affect the behavior of an individual and work to direct him to achieve himself according to the needs he needs, and if the individual cannot achieve his need for security, this may lead to his inability to progress and develop himself, that is, failure to achieve himself, which is

directly reflected on the mental health of the individual, which in turn appears in the social behaviors of the individual with others.

Sociological theory based on social change and modernity

The theory of social change and modernity, considered as an organizational theory to explain social problems, and since this theory has a wide use in contemporary sociology and is general and comprehensive, it seems to be preferred over more specific theories such as evolution, progress, differentiation, or even development, many of which call for more specific mechanisms and processes and trends of change. In a review of contemporary theories of change, sociologist Hermann Strasser and Susan C. Randall identified the following features of these changes: the size of the change, the time period, the trend, the rate of change, and the amount of violence involved. (Hawamdeh, 2021).

Efforts made by the Ministry of Education in the field of child protection

The child in the Sultanate of Oman has been defined as every human being who has not completed eighteen years of age in the Gregorian calendar, and the Ministry of Education has made many efforts in the field of child protection, represented in:
- Development of an integrated document entitled "Document on the integration of human and child rights concepts into the Omani school curriculum", which included the following concepts: non-abuse, social security, health care, parental guidance, freedom of expression, standard of living, adequate housing, personal safety, equality in education, free education, education for people with special needs, combating child labour, preventing the abuse of the property of others, preventing humiliation, enjoying comfort and leisure time, respecting feelings and feelings, protection from abuse, protection from threats and tyranny, living In a safe environment, balanced food, fighting oppression, not exploiting want, eradicating illiteracy,

self-defense, protection from exploitation, protection of honour and reputation, recourse to the courts, not separating children from their mother, non-exploitation, fighting oppression, inviolability of others, gender equality, and others.

- Develop some educational programs and regulations that emphasize the need to reduce some traditional practices when dealing with student behavior, such as the Student Affairs Regulations in public schools, as this regulation clearly regulates the relationship between teacher and student in the school. She stressed the importance of using modern positive methods in dealing with students' behaviors, and articles (16) to (21) included procedures for dealing with various behavioral cases of students, where the procedures taken were graded from advice and guidance, oral and written warning and warning, and even temporary dismissal with its multiple degrees, and the preparation of guidance programs so that the case does not reach the final chapter, and the Ministry of Health issued directives to the accident and emergency departments in the Sultanate's hospitals, the need for working doctors to distinguish signs or signals. Less obvious cases of abuse, and take child protection measures.

- Preparation of a manual for the management of student behavior in the school, in addition to distributing copies of it to schools and social workers, and implementing a series of decentralized training workshops on the content of the manual.

Educational programmes and activities carried out by the Ministry concerned with the protection of children, including:

- A short awareness film on sexual harassment.

- The educational package for peer education in cooperation with the Ministry of Health, which includes the following manuals: a guide for peer educators and a peer educators' guide.

- Life Skills Manual, which includes four illustrated booklets on: (tobacco, youth abuse, traffic safety, and nutrition).

- Development of three guidelines and awareness by the working group for the development of awareness and guidance publications for school students formed by the Ministerial Resolution (686/2014).

The adolescent health education kit was prepared with the support of the United Nations Population Fund (UNFPA) in the Sultanate.

The main challenges explained by Shannouna bint Salem Al-Habsiya, an educational expert at the Office of the Undersecretary for Education and Curricula at the Ministry of Education, and a member of the National Committee to follow up the implementation of the Convention on the Rights of the Child, explained that one of the main challenges to child protection in the Sultanate is: the multiplicity of authorities concerned with child protection, the provision of qualified cadres for child protection, as well as the need for an integrated protection system, and the existence of information and indicators related to protection (Al-Habsiya, 2023).

Second: aggressive behavior

Definition of aggressive behavior

Although the scientific definition of aggression has changed little over the years, the definitions used by researchers in the field of aggression have (mostly) converged to support a single definition. In social psychology, aggression is commonly defined as behavior aimed at harming another person who has the motivation to avoid this harm, this damage can take many forms, such as physical injury, hurting feelings, or bad social relationships . Anderson and Bushman more specifically human aggression as "any behavior directed toward another individual carried out with direct (immediate) intent to cause harm. In addition, the perpetrator must believe that the behavior will harm the target, and that the target has a motivation to avoid the behavior.

Some of the basic characteristics that help distinguish aggression from other phenomena are: (1) that aggression is observable behavior, not an idea or feeling. Although aggressive perception (e.g., hostile attitudes, beliefs, thoughts, or desires) and aggressive influence (e.g., feelings of anger, anger, or desire for revenge) can often serve as important precursors to aggressive behavior, (2) The act is intentional and aims to harm others. This means that accidental harm (for example, inadvertently hitting someone with the elbow in a crowded room) is not considered aggression. Also, the focus on intent outweighs the consequences of the behavior in question (i.e., whether or not the damage has actually occurred). This means that scenarios where someone harms another person for their own benefit (for example, a doctor amputates a patient's leg to save his life but thus causes pain) are not considered aggressive. Conversely, scenarios where individuals try to harm another person but fail to do so (e.g., a person shoots to kill someone but makes a mistake) are considered aggressive.

(3) Aggression involves people, which means that damaging inanimate objects (e.g., kicking a wall, smashing dishes, or hitting a table with a fist) is considered aggression only if it is carried out with the intention of harming another person (e.g., cutting tires on your enemy's car). Finally, the recipient of the damage must be induced to avoid such damage (Allen & Anderson, 2017).

 Aggression can also be defined as hostile, harmful or destructive behavior, and violence and aggression are defined as behavior, but violence explicitly involves the use of physical force or force towards a person or group. Aggression is a broader concept that also includes verbal aggression and undirected behavioral acts resulting from frustration and threats. Thus, violence includes aggression, but not every aggression leads to violence. Behavior

can also be perceived as aggressive or violent if normative beliefs and common rules of society are violated.

Aggression can be described by reference to its style or modification of the response, including, for example. verbal assault, physical assault, and sexual assault; immediacy with direct vs. indirect aggression; incitement as unjustified aggression versus retaliatory aggression; duration of consequences, whether transient or long-term; type of physical versus psychological harm; manifestation as overt and covert aggression; quality of its response as action versus failure to act aggressively and target aggression, self-directed or otherwise directed.

Description of aggressive behavior

Many individuals tend to make friends and bonds of friendship, or love with others, while we see that some master the art of harming others from those around them, and it may reach the point of attacking them with all possible and available forms of aggression, and aggressive behavior does not take one form or a specific clear appearance, but it has many forms and manifestations, and its definitions and types and classifications vary, hence the subject has received the attention of many researchers, whether psychologists, education, sociologists and others. Who is interested in the field.As indicated by a study (Ali and Ahmed, 2023).

Aggressive behavior is one of the phenomena that have existed since the age of humanity, and it is considered one of the behavioral characteristics that scientists consider common in children, as they classify this behavior within the behaviors directed towards the other opposite, that is, outside the soul, and within the known behavior disorders. Where aggressive behavior appears in the form of assault on the other in various forms that we know, such as physical assault, or physical harm, or verbal verbal assault, from insults or profanity or others, or even

symbolic aggression (symbolic) such as complaining, quarreling and reluctance to Others The abuse is usually directed at the people around the child, without provocation, as the troubled child aims by aggression against others to control them, annoy, provoke their resentment, tease them or bully them. With the development of the child's age of children, the aggression may develop negatively to become directed towards parents or teacher, and in later stages of life this aggression can develop to be directed towards society for all its members without exception, as a kind of discontent or emptying, and is represented in behavior hostile to social systems or laws and social rules, and makes the individual outside the law and rules of behavior accepted by society, which is known as behavior against society.(Al-Issa, 2022).

Types of aggressive behavior

The types of aggression are:

- Direct aggression: It is that aggression that is directed directly at the person or thing that caused us frustration and failure.
- Aggression joking or replaced: in which the individual directs aggression to another person, unlike those who caused him frustration, when the source of frustration is strong, the individual fears his misery, so he transfers his aggression or emotion to another subject that is less strong, resistant and dangerous than the original topic.
- Outright aggression.
- Hidden aggression.
- Aggression related to the tendencies of love of domination and domination of social groups.

Aggression may be generalized in the sense that it is directed towards society as a whole, as is the case with psychopathic figures or juvenile delinquents who assault members of society and their property without any sense of guilt.

The scapegoat may be scapegoats, i.e. minority groups or a few individuals.The attitude of the person or persons responsible may be really frustrated (Qaryouti, 2021).

Causes of aggressive behavior

The causes of aggressive behavior are:

- If a teen has one or both parents who are aggressive, they are more likely to develop this type of behavior because parents are role models for children.
- Parents who are very tolerant of their children over everything, do not exercise their authority over them, often cause their children to adopt aggressive attitudes.
- When a teenager has lived ill-treatment of any kind, whether sexual, physical, emotional, so the adolescent reaches frustration through aggression.
- Alcohol or drug abuse can affect the adolescent in initiating aggressive behaviors.
- When adolescents feel rejected by their peers and society, apart from awakening their feelings such as sadness, in some cases they can begin to develop aggressive behaviors as a self-defense mechanism (Al-Shehri, 2023).
- Some adolescents live in a stressful family environment, for example, some families have major financial problems, due to separation or divorce of parents, abandonment of a parent, loss of a family member, serious illnesses, and ongoing family conflicts.
- The presence of certain mental or physical diseases can lead to aggressive behaviors, such as depression, schizophrenia, epilepsy, mental retardation (Tina and Qarid, 2020).

Effects caused by aggressive behavior:

The aggressive behavior of children has a set of effects represented in:

- Loss of confidence: He will recover from physical pain but emotional pain will remain with him forever, and he may feel

bad about himself and may affect his self-esteem and confidence.

- Makes the teenager rebellious: Hitting the teenager repeatedly, makes him feel afraid of his parents once or twice, but after a while, he may become a rebel, he will know that the worst thing a father or mother does is hit him, so he may mock their orders and do what he likes.

- Aggressive behavior appears in society: adolescents who are subjected to corporal punishment when they grow up are more likely to exhibit aggressive behavior in society, this is how the child will understand that it is right to hit others and that stronger people hit weaker people, and physical strength is an acceptable way to solve problems (Sheikh, 2020).

Theories that explain the cause of aggressive behavior

Biological theory

This theory dates back to the 19th century, in which its proponents believe that criminal behavior and aggressive behavior in humans exist with him instinctively genetically and not acquired from the environment. Some cases have been studied and it was found that some criminals who exhibit aggressive behavior in society have some common physical characteristics, such as abnormalities in the size of the skull and teeth, distinctive cavities in the skull of the head, in addition to the large size of the ears and the presence of hair density in the body. Accordingly, it was assumed that the criminal is born a criminal by nature based on what he inherited from his parents (Al-Fatlawi, 2021), as this instinct is repressed in humans, and behavior appears in a galaxy that excites him, and any attempt to control this instinct will fail.

The researcher sees a deficiency in the interpretation of aggressive behavior according to biological reasons, as the interpretation of aggressive behavior may include several

reasons, one of which is the innate side has, but it is not the only one.

Psychoanalytic theory

Psychoanalytic theorists believe that man is driven by his instincts to satisfy the needs of the body, which provokes his behavior to satisfy these needs, and therefore he is involved with animals, that is, aggressive behavior, self-harm, violence and defamation are actions resulting from the instinct of destruction or death (Rawahiya, 2016).

There are also many psychological factors that may lead to violence and aggressive behavior (such as character building, tendencies, goals, motivations, education, willpower, ego control... etc) that determine violent behavior. Which leads to the exposure of the individual to a lot of pressures and tensions that make him frustrated, which leads him to assault and then be delinquency, crime and violence. This means that violence in general and women's violence in particular occurs as a result of the quantitative accumulation of all internal and external pressures and tensions to which women are exposed in society, which turns into a qualitative accumulation embodied in the form of women's violence in all its different forms and levels (Ahmed, Hefnawi, Ahmed, 2022).

This thought began with McDougall, as pointed out by Kamal Moussa (1985), who is considered one of the first to say that aggressive behavior is an innate instinct in humans and animals, which pushes him to feel angry or want to fight for survival, in an innate way that does not need to be learned, occurs in a subconscious way in order to survive and maintain life, may be caused by the instinct of self-hatred, which causes the emergence of behaviors towards self such as drug abuse or suicide, or towards others, which Exhibits behaviors towards others such as crimes, rape and looting, this occurs as a result of the individual's sense of disdain by people, in addition to the

individual's sense of danger of death and the threat of his life and that his life is meaningless, and therefore his commitment to the values and principles of society decreases (Faizi and Jaber, 2021).

Frustration Theory – Aggressive

The proponents of this theory believe that aggressive behavior is learned through reward and punishment, in addition to direct observation of the practice of this behavior in society. Movies and series that contain scenes of aggressive behavior contribute to the development of this behavior in viewers, especially adolescents, as it encourages them and teaches them different ways to practice it in his environment according to the possibilities available to him. The researcher believes that this theory is somewhat logical in explaining aggressive behavior in adolescents, as they apply what they see on screens Television and social media tools, so that it has become a favorite view for them about scientific or historical scenes, and we find them applying what they see in their home, school and with their peers in public places. (Al-Husseini, 2018).

Some factors may affect the emergence of this behavior further, such as: complacency in dealing with aggressive people with others, failure to comply with the application of laws to them, in addition to the weakness of the victim's physical evidence and his inability to defend the aggression from himself (Al-Qadi, 2021)

Social Learning Theory

The owners of the theory of collective learning believe that aggressive behavior is acquired by the individual from the people around him who consider them as his role models, and this indicates the importance of the role model with balanced moral and behavioral features, and in particular the child is affected by his role model faster, and he also acquires multiple behavior trends and patterns quickly, and aggressive behavior is

one of these behaviors that the child is affected by, as he learns aggression through imitation, observation and simulation, and the figure below shows learning theories (Hossam, 2022).

History of the study of bullying

There is a consensus that bullying is aggressive behavior that deliberately hurts another person; with repetition – it occurs more than once; the power imbalance is so difficult for the victim to defend himself, and the brief definition is the systematic abuse of power, and it can occur in many contexts, in childhood and adulthood, research on bullying in schools can be considered that it has gone through four waves: the first wave: It originated during the seventies and until 1988, where the history of systematic research for bullying in schools dates back to the seventies, especially in Scandinavia, and in 1973 Olueus published his book, which was translated into English in 1978 entitled "Aggression in Schools: Bullies and the Flogging of Children", in the eighties, Olueus developed a self-report questionnaire to assess bullying simultaneously With the first Norwegian National Anti-Bullying Campaign in 1983, he developed a school intervention programme. His evaluation of the original version of the Olyous Bullying Prevention Program (1983-1985) resulted in a reduction in bullying by about 50% (Al-Sayed, 2021).

The second wave emerged through the establishment of a research program in the period from 1989 to the mid-nineties: during this period books and newspaper articles began to appear; surveys began to be conducted in other countries outside Scandinavia. Besides self-report surveys, some studies have begun to use the peer question methodology . Some intervention campaigns have also been carried out in other countries, inspired in part by the Norwegian campaign.. An important change in this period has been the expansion of the definition of bullying, to include indirect and relational bullying

(such as spreading rumors, social exclusion), and anti-bullying work has become more global (Boughaba and Baitat, 2021).

The third wave emerged from the mid-nineties to 2004, during which time the search for "traditional" bullying became an important international research program. Many publications have appeared, and research on bullying has appeared significantly at European and international conferences. Surveys and interventions have been conducted in many countries. One notable methodological step was to introduce the roles of participants in bullying, and researchers in the USA have developed significant research on victimization. and bullying, important work has also been done in Australia and New Zealand. The fourth wave: cyberbullying emerged from 2004 to the present, where over the past decade, cyberbullying has become an important aspect to consider. This began with text and email bullying, which increased during the mid-2000s; but since then, the evolution of smartphones, and the increased use of social media sites significantly, has led to the introduction of many new tools. For those who want to harm others. Overall, cyberbullying now accounts for a large portion of total bullying among young people, however, work on "traditional" or offline bullying has continued to evolve (Smith, 2013).

Forms of social bullying:

Forms of social bullying have become increasingly prevalent in today's society due to the emergence of digital communications and social media, and these harmful behaviors may take different forms and may have serious consequences for the individuals involved, and in the following we will learn about the different forms of social bullying and their impact on victims .(Armitage, 2021).

Types of social bullying: Types of social bullying are a widespread problem that may have serious and long-term effects on the mental health of individuals, and social bullying can take

different forms, from spreading rumors and gossip to exclusion and cyberbullying, and below we will learn about the types of social bullying, their impact on victims, prevention and intervention strategies, bullying has been classified as follows:

- Direct bullying: It occurs directly between the people involved, such as passing insults.
- Indirect bullying: It is harming someone without talking directly to them, such as discrediting them and pushing them towards low self-esteem and low self-esteem. Also called relational bullying, it refers to some kind of social manipulation using others as a means of attack rather than attacking oneself, or manipulating the social network of a class; relational bullying to harm peers in ways that damage peer relationships; and these overlapping concepts cover spreading bad rumors, social exclusion, and cyberbullying (Shalakki, 2020).
- Public bullying: This type is very common, and it is called traditional bullying, and it includes everything that the bully does, and can be observed and seen directly, such as hitting, kicking, shouting insults or name-calling**.**
- Covert bullying: The type that people who are not involved in it cannot know or see directly, such as strange looks, such as when one person frowns at another person**.**
- Momentary bullying: It occurs at any moment and is not intended for a specific person; it is an expression of an inherent act in the individual; that is, a routine act for him, such as bullying passers-by in the street. (Muawiyah, 2009).
- Physical bullying: It is the exposure of the individual to certain types of aggressive behaviors that cause pain to his body, and may leave effects on him, such as severe beating, kicking, pushing and crowding him in place.
- Verbal bullying: It is insulting the other individual, belittling him and his status, and disrespecting him through the use of

words, such as insults, threats, or calling him specific nicknames to minimize him.

- "Emotional" emotional bullying: It is a person's attempt to control another person through psychological manipulation to influence the victim and push him to feel low self-esteem.
- Family bullying: The bully in the family may be a father to his family or a mother to her children, or children who bully parents or their younger siblings or within the family and relatives (Ayez, 2022).
- School bullying: Aggressive behavior by a student or group of students towards another student that includes all types of abuse; psychological or physical abuse and occurs at all school levels.
- Bullying at work: Bullying that occurs between co-workers or between bosses and subordinates.
- Political bullying: occurs when one state controls another state using force, threats, and torture.
- Cyberbullying: It is the one that is carried out through virtual sites using communication technologies, information and social networking sites.
- Sexual bullying: It is the abuse of another person by using harmful sexual words that cause embarrassment and shame.
- Racial bullying: It is based on hatred and hatred towards an entire person, group or group, whether in terms of race, gender, religion or otherwise, and trying to belittle it by mocking and belittling it and trying to dress it up in the wrong dress (Sharbat, Abou El Fadl and Mohamed, 2018).

Causes of social bullying:

Errors in the way of family upbringing of the individual since childhood: There are many parents who train their children to curse others and beat them and harm them at every opportunity that allows them .

Family problems: the existence of difficult family circumstances such as divorces , the large number of problems inside the home, the absence of the father from home, the excessive protection of children, and various family conflicts in a way that reflects negatively on the psychology of individuals and pushes them to vent their energies by bullying others.

Media: The negative impact of the media and social networking sites on the way an individual deals with events, as it encourages freedom of expression and various methods of expression, even if this is at the expense of others.

Self-boasting: The individual's desire to show his strength and boast about himself by minimizing others and pushing them to think that he is the best, so he uses various bullying methods to achieve this.

Jealousy: Social bullying is the way individuals express their jealousy of another person who cannot achieve what they achieve in their life (Abdel Fattah, 2019).

Victims of bullying: When an individual has been bullied earlier and wants to avenge himself and vent his anger by bullying others who are weaker than him.

Psychological factors of the individual: such as if the individual has a mental illness, such as depression, frustration, loneliness, and does not have friends or people to talk to and trust, or is not confident in himself, and other such reasons.

Reasons related to the environment: For example, the school environment, one of the reasons for the existence of bullying may be the absence of the teacher's authority and inability to impose his control over and control students, the school's failure to follow a deterrent punishment system, the school's lack of psychological and social counselors for students, as well as the case for other environments such as the work environment, there may not be a system of punishments for those who cause harm to

others or an environment that encourages only the strongest, and so on.

Technological factors: such as the tendency of individuals to imitate what they see through various technological means, addiction to violent electronic games, scenes of violence that the individual watches on television and others.(Judge, 2023).

Effects of social bullying: Social bullying is a type of psychological violence, and it is represented in the negative and repeated practices that a person is exposed to by his classmates at school, work or social life, and the psychological and social effects of social bullying are very negative and painful for its victims.**(Wang et al, 2019)**

Previous studies

Previous studies on social abuse

The study of Mabo and Adigeb Mbua, (2015) aimed to study parenting patterns and their impact on adolescent behavior, a sample of 627 individuals was selected. The sample was selected by stratified and simple random sampling method. The questionnaire was used as the main tool for data collection. Single variance analysis (ANOVA) was adopted. The result of the analysis revealed that parenting methods significantly affect the behavior of adolescents, and recommendations were made based on the result; that parents and adolescents should maintain a friendly relationship and interaction to avoid misbehavior and family conflict, leading to depression, anxiety, aggression and anxiety.

The study of Sarwar (2016) aimed to study the impact of parents and their methods in education on children's behavior, the researcher examined the different parental styles to understand the method that leads children to delinquency and events, which leads to a decrease in his level of achievement. Using qualitative research using in-depth interviews with mothers of children with deviant behavior, the results revealed

that authoritarian parenting style leads children to rebel and adopt bad behaviors   due to the excessive power exerted by parents over children. The study also found that parents who spend more time with their children are less likely to have children deviate, and spending more time with teens reduces the appearance of deviant behaviors.

A study **(Al-Zein, 2019)** entitled "Factors of Domestic Violence and its Effects in the Arab Gulf States" aimed to identify the phenomenon of domestic violence in the light of divergent theses to reach a clear definition commensurate with the nature of its concept, and to identify the most prominent factors leading to domestic violence and its effects on the family and society in the Arab Gulf countries, as well as to identify the appropriate mechanisms to limit its spread. In his study in the theoretical framework, he relied on the literary survey of the different interpretations of domestic violence in their analysis of this phenomenon, and found the interest of some theories in explaining the situations in which violence appears, considering that the situation creates violence, while other theories were interested in explaining the causes of violence by referring to a defect in the structure and functions of the family, which can help explain the reasons related to the structure of the family, and some attributed violence to social and psychological reasons such as poor ability to self-control, in addition to attention to the nature of Social pressures that have a prominent role in the commission of violent crimes. In addition to further understanding of the nature of the issue of domestic violence, a number of previous studies that dealt with this topic were reviewed and classified into local, Arab and foreign studies. This research belongs to the descriptive analytical studies, which aim to analyze the phenomenon of domestic violence in the Arab Gulf countries and used the social survey methodology in a sample manner, and the research community consisted of experts

specialized in the family field, where a deliberate sample was withdrawn, and relied on achieving its objectives on the design of a scale as a tool for collecting field data to measure domestic violence in the Arab Gulf countries, and it is of several axes that reflect the objectives of the research and its questions. Several descriptive and evidentiary statistical methods were used to present, describe and analyse research data. The results of the research revealed the discrepancy in defining the concept of domestic violence, and the respondents' approval of a set of social factors most affecting the occurrence of domestic violence on the family and society, and also reached a set of effects of this phenomenon from the point of view of the respondents, whose responses on this axis came with a large degree of approval, so the psychological effects emerged social effects and then the economic effects of domestic violence, and the respondents agreed on a set of mechanisms to confront domestic violence, the most important of which is the need to build joint strategies among the Gulf countries to confront domestic violence. According to these results, the research has recommended some recommendations that would protect the family from this problem, including caring for victims of domestic violence through official and private social care institutions, monitoring the manifestations and forms of domestic violence, working on their description and analysis, and then dealing with them scientifically according to psychological and social theorization, in addition to conducting more studies and research that are concerned with family issues and problems in society, spreading religious awareness and coordination between community institutions in order to confront and address this phenomenon, and develop and activate Legislation and laws related to domestic violence cases in line with the nature and needs of Gulf societies.

Previous studies on social abuse and aggressive behavior

Marsh (2018) aimed to provide a balanced and accurate depiction of the prevalence of bullying in all its forms by tracing a range of previous studies, since 2001, there have been many large-scale analyses of data reported by students about bullying. These studies have proven the prevalence of bullying among school-age youth, prompting researchers to emphasize that bullying is a major public health concern. Most of these studies use survey data from students in grades 5 to 12, thus focusing on middle and high school settings; these studies have found a range of findings, including that 20-29% of students are involved in bullying (either as bullies, victims, or bullying victims) at least once a year, and bullying occurs in all grades, peaking during the teenage middle school years, including traditional forms of bullying (physical, verbal, relational) and electronic., cyberbullying occurs less frequently than traditional bullying, there are no measurable differences in the prevalence of bullying between suburban, urban and rural schools, young people who feel supported by parents are less likely to be bullied, positive school climates characterized by: portraying the school as a good place to live, trust between students and teachers, and a sense of justice, belonging and safety are negatively associated with bullying and abuse.

Abdul Amir's study **(2020) aimed** to know the relationship between domestic violence and domestic violence The relationship to aggressive behavior among primary school students, and this research also revealed that the family that instills in its children attitudes of love and self-confidence builds normal people, while families that instill in the hearts of their children negative trends such as hatred, hatred and fear, they build people with troubled behavior Children need love, acceptance and stability for psychological, mental and even physical development, and in this research the descriptive

approach was used The research sample consisted of 200 students from three different primary schools in Baghdad governorate, and data collection was relied on the domestic violence scale and the aggressive behavior scale in order to measure the degree of aggressive behavior. of the research sample. As this research showed, the results were as follows: there is a relationship between domestic violence practiced on primary school students and aggressive behavior, there are differences between primary school students with regard to domestic violence and aggressive behavior according to the educational level of the parents, and there are differences between primary school students with regard to domestic violence and aggressive behavior they received due to the gender variable.

A study **(Makki, 2020)** entitled "Family upbringing methods and their relationship to violence in Algerian schools", so that it tries to find the link between family upbringing methods and the violent behavior practiced by the student inside schools, given that parents, whether this upbringing is normal or not, and the danger lies in the parents' ignorance of basic information as well as the best in their treatment of news, which affects their attitudes and their practiced style in raising the child, which may hinder the natural course of his growth, this upbringing has a significant impact on the child, causing It has behavioral repercussions, which the child expresses in the form of violent behaviors that he empties at school as it is the second institution in which the child learns after the family. The research sample was 44 students, and in this research the descriptive approach was used and the questionnaire and interview tool was used, and this research reached the results that there is a relationship between family upbringing methods and school violence.

Cosme' **s study aimed** to study violence and aggression from the perspective of Pandora's social learning theory. Across both classical social learning research and recent research, there is evidence to suggest a strong link between social observation, especially among young people, and aggressive behavior. The emergence of data supporting social media and social learning as major contributors to violent behavior suggests that more research is needed to understand violent behavior from this perspective, and perhaps more importantly from this perspective. So, identify preventive interventions to mitigate the problem.

The study of Ahlam Abdullah (2022) **also aimed** to identify the relationship of victims of bullying with parental abuse among primary school students, and by presenting the achievement of the research objectives, the researcher prepared the scale of victims of bullying and the scale of parental abuse, and the two scales were applied after verifying honesty and stability on a sample of (200) male and female students from Baqubah schools Center, and the results of the research revealed that there are statistically significant differences in the level of victims of bullying according to sex in favor of males, and the results also found a positive relationship Statistically significant between the level of bullying and the level of parental abuse.

The study **(Ismail, 2022) aimed** to study the relationship between the presence of domestic violence in the family and between spouses and its relationship to the emergence of some behaviors such as social phobia and aggressive behavior in society, the research used three measures to reach the results of the research, namely the scale of domestic violence, the scale of social phobia, and the scale of aggressive behavior, all of which were prepared by the researcher and were arbitrated by accepted academic arbitrators specialized in the field of psychology. The research tools were applied to an exploratory sample of 100 female students from the College of Education Majmaah

University to ensure the stability and credibility of the research tools, after that they were applied to the basic research, which numbered 318 male and female students from various departments of the College of Education at Majmaah University, and the research found a statistically significant positive relationship between domestic violence and both social phobia and aggressive behavior.

The study of **Ziad Al-Kathiri (2023) sought** to identify the level of both parental abuse and the level of domestic violence and the relationship between them among adolescents, and the research also aimed at the possibility of predicting domestic violence through parental abuse, and the correlational descriptive approach was used by applying the parental abuse scale and the domestic violence scale to a random sample of (277) adolescents, and the research found that the level of parental abuse and domestic violence among adolescents is a low level, and the results revealed a positive relationship Statistically significant between parental abuse and domestic violence, the results also found statistically significant differences on the parental abuse scale attributed to the parental education variable in favor of parents with a high cultural level, and the results also showed the possibility of predicting domestic violence through parental abuse.

A study **(Moayed, 2023)** aimed to identify the level of domestic violence among primary school students, in addition to studying the differences in aggressive behavior according to the gender variable, and in order to achieve the goal of the research, the researcher applied the domestic violence scale prepared by (Al-Tarawneh 1999), which consists of 15 items, and the sincerity and stability of the tool was verified by ensuring that the vocabulary of the scale was distinguished and the degree of the scale vocabulary was related to the total degree, as the research tool was applied to the basic research sample of There

are 100 students who were randomly selected in Baghdad Governorate. The results of the research showed that the research sample suffers from domestic violence, and there are statistically significant differences due to the gender variable.

The study of Xiao et al. (2023) aimed to adequately discuss the independent associations between child abuse, parenting, and school bullying in children and adolescents. The case and control study design was used in a large sample of Chinese children and adolescents. Study participants were selected from the Yunnan Child and Adolescent Mental Health Survey, a massive ongoing cross-sectional study. The database compiled from four study sites was used. The population-based case and control study was matched individually by study location, age, gender, ethnicity, abandoned status, whether it was one child, and whether it was a boarding student. Results: It was observed that cases had a significantly higher prevalence of parental abuse, higher scores of parental rejection and overprotection, and lower scores of parental emotional warmth. Multiple conditional logistic regression revealed that parental abuse, especially emotional abuse, was associated with a marked increase in the risk of involvement in school bullying, although the parenting style generally showed a weaker association with bullying at school, but a higher level of parental rejection was associated with an increased risk of becoming a victim of bullying.

Zhao et al (2023) aimed to study the relationship between parenting style and pro-bullying behavior among middle school students and the roles of peer relationship and deviant peer interaction in that relationship. The parenting style questionnaire, peer relationship questionnaire, deviant peer interaction questionnaire, and pro-bullying behavior questionnaire were used and were applied to a random sample of 886 middle school students in China., and the results found that parenting style, peer relationship, deviant peer interaction, and pro-bullying

behavior are all highly correlated. Peer relationship and deviant peer interaction played whole mediating roles respectively between parenting style and pro-bullying behavior. The parenting style is an important factor in parenting in pro-bullying behavior, as it indirectly influences the pro-bullying behavior of middle school students by influencing their relationship with their peers and deviant interaction. Among peers.

Statistical methods

Multiple statistical methods will be used in the data analysis process in accordance with the objectives and nature of the research, where the Statistical package for the social science (SPSS) program will be used to process research data, and the researcher will use the following statistical methods:

- Frequencies and percentages to analyze the demographic characteristics of the research sample members using the SPSS program.
- Pearson correlation coefficient to find the internal consistency of the research tool (scale) to ensure that the scale has internal consistency.
- Cronbach's alpha stability coefficient to check the stability of the search tool.
- Arithmetic averages and standard deviations: in order to answer the first question and stand on the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman.
- Arithmetic averages and standard deviations: in order to answer the second question and stand on the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman.
- T test for two independent samples (T test) to detect differences according to gender and answer the third question (Are there statistically significant differences in the level of social abuse to which ninth grade students are exposed in

Muscat Governorate in the Sultanate of Oman according to gender)?

- T test for two independent samples (T test) to detect differences according to gender and answer the third question (Are there statistically significant differences in the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman according to gender)?

- Regression analysis to detect the impact of social abuse on aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman, and to know the degree of contribution of social abuse in predicting aggressive behavior among ninth grade students, and social abuse in its four dimensions (psychological abuse, physical abuse, rejection and neglect, exposure to bullying) abuse in school or neighborhood) was considered as explanatory variables and aggressive behavior variable as a dependent variable.

View the results of the third question

3- Is there a statistically significant difference at the level of (α = 0.05) in the dimensions of social abuse between the images of the father and mother, and the images of abuse in school and neighborhood among ninth grade students in Muscat Governorate in the Sultanate of Oman?

To answer this question , the test (T) was used for two correlated samples (Paired Sample T test) on each dimension of social abuse (father image, mother's image), and abuse in (school, neighborhood), and the results in Table (12) and Figure (6) indicate that there are statistically significant differences in each dimension of social abuse (father image, mother image) except for the dimension (psychological abuse), and all differences came in favor of the father, where the average physical abuse by the father (1.14) is higher than the average physical abuse by the mother (1.10), and the average rejection

and neglect by the father (1.36) is higher than the average rejection and neglect by the mother (1.30). The results in Table (12) also indicate that there are statistically significant differences in the abuse in (school, neighborhood) in favor of the school, where the average abuse in the school (1.63) was higher than the average abuse in the neighborhood (1.29).

Table (1) Results of test (T) for two correlated samples to detect differences in the dimensions of social abuse between the images of the father and mother, and the images of abuse in the school and neighborhood among ninth grade students in Muscat Governorate in the Sultanate of Oman

Probability value	Value of t	Standard deviation	Arithmetic mean	
0.211	1.25	0.62	1.48	Psychological abuse (father)
		0.56	1.45	Psychological abuse (mother)
0.009*	2.63	0.43	1.14	Physical abuse (father)
		0.34	1.10	Physical abuse (mother)
*0.001	3.23	0.57	1.36	Refusal and neglect (father)
		0.47	1.30	Rejection and neglect (mother)
< 0.001*	11.88	0.76	1.63	Abuse at school
		0.56	1.29	Abuse in the neighborhood

* D at significance level (α=0.05)

Presentation of the results of the fourth question

4- Are there statistically significant differences in the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman by gender?

To answer this question , the test (T) was used for two independent samples (Independent Samples T test) on each dimension of social abuse, and the results in Table (13) and Figure (7) indicate that there are statistically significant differences in each dimension of social abuse according to sex except for the dimension (physical abuse by the mother), and all the differences came in favor of males, where the average

exposure of males to psychological abuse by the father was (1.68) compared to (1.29) for females, and the average exposure came Males were physically abused by the father (1.23) compared to (1.06) for females, and the average male exposure to rejection and neglect by the father was (1.52) compared to (1.20) for females.

Compared to the exposure of males and females to social abuse by the mother, the results showed that the average exposure of males to psychological abuse by the mother was (1.54) compared to (1.37) for females, and the average exposure of males to rejection and neglect by the mother was (1.39) compared to (1.22) for females.

The results in Table (13) also indicate that there are statistically significant differences for abuse in (school and neighborhood) in favor of males, where the average abuse in school for males was (1.91) compared to (1.37) for females, and the average abuse in the neighborhood for males was (1.41) compared to (1.18) for females.

Table (2) Results of test (T) for two independent samples to detect differences in the dimensions of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman by gender

Probability value	Value (v)	Standard deviation	Arithmetic mean	Number	Sex	Dimension
< 0.001*	6.402	0.72	1.68	187	males	Psychological abuse (father)
		0.41	1.29	188	females	
< 0.001*	3.795	0.55	1.23	187	males	Physical abuse (father)
		0.24	1.06	188	females	
< 0.001*	5.71	0.67	1.52	187	males	Refusal and neglect (father)
		0.38	1.20	188	females	
*0.003	2.954	0.61	1.54	187	males	Psychological abuse (mother)
		0.50	1.37	188	females	
0.134	1.504	0.42	1.13	187	males	Physical abuse

Probability value	Value (v)	Standard deviation	Arithmetic mean	Number	Sex	Dimension
		0.24	1.08	188	females	(mother)
< 0.001*	3.537	0.52	1.39	187	males	Rejection and neglect (mother)
		0.41	1.22	188	females	
< 0.001*	7.326	0.85	1.91	187	males	Abuse at school
		0.54	1.37	188	females	
< 0.001*	4.092	0.62	1.41	187	males	Abuse in the neighborhood
		0.46	1.18	188	females	

* D at significance level (α=0.05)

Presentation of the results of the fifth question

5- Are there statistically significant differences in the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman according to gender?

To answer this question, the (T) test was used for two independent samples (Independent Samples T test) on each dimension of aggressive behavior, and the results in Table (14) and Figure (8) indicate that there are statistically significant differences in each dimension of aggressive behavior according to sex, and all differences came in favor of males, where the average physical aggressive behavior in males (1.76) compared to (1.48) in females, and the average aggressive behavior cameVerbal among males (1.75) compared to (1.33) in females, and the average hostility among males (1.90) compared to (1.53) in females, and the average anger among males (2.21) compared to (1.86) in females.

Table (3) Results of test (T) for two independent samples to detect differences in the dimensions of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman by sex

Probability value	Value (v)	Standard deviation	Arithmetic mean	Number	Sex	Dimension
< 0.001*	4.176	0.74	1.76	187	males	Physical aggressive behavior
		0.55	1.48	188	females	
< 0.001*	6.032	0.82	1.75	187	males	Verbal aggressive

		0.50	1.33	188	females	behavior
< 0.001*	5.225	0.76	1.90	187	males	Hostility
		0.57	1.53	188	females	
< 0.001*	3.894	0.94	2.21	187	males	Anger
		0.82	1.86	188	females	

* D at significance level (α=0.05)

Chapter Summary

In this chapter, the results of the statistical analysis of the research questions were reviewed, and the following is a summary of the results of the research questions:

Results	Question	M
- The degree of exposure of ninth grade students in Muscat Governorate to social abuse was very low. - The exposure of students to physical abuse by the father and mother was the lowest with an average of (1.14) and (1.10) for the father and mother respectively. - Their exposure to abuse in school was the highest with an average of (1.63). - The exposure of ninth grade students to psychological abuse by the father and mother (1.48) and (1.45) to the father and mother respectively was higher compared to the degree of their exposure to rejection and neglect (1.36) and (1.30).	What is the level of social abuse suffered by ninth grade students in Muscat Governorate in the Sultanate of Oman?	The first
- The score of the level of aggressive behavior among ninth grade students in Muscat Governorate was very low. - The level of verbal aggressive behavior was the lowest with an average of (1.54). - The level of anger was the highest with an average of (2.04).	What is the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman?	Second

- Hostile behavior (1.71) was higher compared to physical aggressive behavior (1.62).		
- There are statistically significant differences in each dimension of social abuse (father image, mother's image) except for the dimension (psychological abuse). - All differences came in favor of the father, with the average physical abuse by the father (1.14) higher than the average physical abuse by the mother (1.10). - The average rejection and neglect by the father (1.36) was higher than the average rejection and neglect by the mother (1.30). - There are statistically significant differences in the abuse in (school, neighborhood) in favor of the school, where the average abuse in the school (1.63) was higher than the average abuse in the neighborhood (1.29).	Is there a statistically significant difference at the level of (α = 0.05) in the dimensions of social abuse between the images of the father and mother, and the images of abuse in the school and neighborhood among ninth grade students in Muscat Governorate in the Sultanate of Oman?	Third
- Statisticallysignificant differences were found in each dimension of social abuse according to sex except after (physical abuse by the mother). - All differences came in favor of males, where the average exposure of males to psychological abuse by the father was (1.68) compared to (1.29) for females. - The average exposure of males to physical abuse by the father was (1.23) compared to (1.06) for females. - The average exposure of males to rejection and neglect by the father was (1.52) compared to (1.20) for females. - The average exposure of males to psychological abuse by the mother (1.54) compared to (1.37) for females.	Are there statistically significant differences in the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman by gender?	Fourth

- The average exposure of males to rejection and neglect by the mother was (1.39) compared to (1.22) for females. - There are statistically significant differences in the abuse in (school and neighborhood) in favor of males. - The average abuse in school for males was (1.91) compared to (1.37) for females. - The average abuse in the neighborhood for males was (1.41) compared to (1.18) for females.		
- There are statistically significant differences in each dimension of aggressive behavior according to sex, and all differences were in favor of males. - Theaverage physical aggressive behavior among males is (1.76) compared to (1.48) in females. - The average verbal aggressive behavior in males was (1.75) compared to (1.33) in females. The average hostility in males was (1.90) compared to (1.53) in females. - The average anger in males was (2.21) compared to (1.86) in females	Are there statistically significant differences in the level of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman by gender?	V
- The relationship between the exposure of ninth grade students to social abuse and the emergence of aggressive behavior was equal to (0.616), which is a statistically significant average positive relationship. - The relationship between the exposure of ninth grade students to social abuse and the emergence of aggressive physical and verbal behavior, hostility and anger was equal to (0.560), (0.615), (0.480) and (0.445) respectively	Is there a statistically significant correlation between the level of social abuse to which ninth grade students are exposed in Muscat Governorate in the Sultanate of Oman and their level of aggressive behavior?	Sixth

- Social abuse has a statistically significant average direct effect in predicting aggressive behavior, where the value of their standard regression coefficients was equal to (0.616). - Abuse in the school and neighborhood has a statistically weak direct effect in predicting physical aggressive behavior, where the value of their standard regression coefficients was equal to (0.121) and (0.194). - Abuse in school and neighborhood has a statistically weak direct effect in predicting verbal aggressive behavior. - Abuse in school has a statistically weak direct effect in predicting hostility, where the standard regression coefficient value was equal to (0.280). - The psychological abuse of the father and the abuse in school have a statistically weak direct effect in predicting anger, as the value of the standard regression coefficient was equal to (0.255) and (0.310). - There is an adverse effect of the physical abuse of the father on anger.	What is the degree to which social abuse contributes to the emergence of aggressive behavior among ninth grade students in Muscat Governorate in the Sultanate of Oman?	Seventh

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