



Social Relationship Crimes on Social Media and Their Impact on Adolescents

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Abstract

- **Research Title:** Social Relationship Crimes on Social Media and Their Impact on Adolescents.
- **Study Problem:** The problem lies in questioning the nature of social relationship crimes that adolescents are exposed to via social media (specifically YouTube), and the extent of their impact on the psychological, social, and behavioral dimensions of their lives.
- **Study Objectives:** To uncover the relationship between exposure to social relationship crime content and the magnitude of the resulting impacts, while identifying the psychological and social motives for following such content and monitoring the resulting cognitive, emotional, and behavioral effects.
- **Methodology:** This study is classified as descriptive research and adopted a survey methodology. It utilized "Media Dependency Theory" as its theoretical framework.
- **Key Findings:**
 - There is a positive correlation between the intensity of exposure to crime content and the cognitive and emotional effects on adolescents.
 - The most followed channels were "Shehab Ahmed" (80%) and "Public Opinion Issue" (60%).
 - Content creators use artistic techniques for attraction, the most powerful being "headline manipulation," which recorded a strong correlation with emotional impact.
 - Results showed that repetitive viewing of criminal content acts as a catalyst for reshaping the adolescent's emotional system, making them more influenced by the behavioral patterns presented.

Keywords: Social Relationship Crimes, Social Media, Adolescents, Cognitive Impact.

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Introduction

In light of the comprehensive digital transformation, "social relationships" have shifted from the realm of tangible reality to an open virtual space, leading to the emergence of a complex pattern of interactions that are not without risks. Adolescents are at the forefront of the groups most vulnerable to the repercussions of this space, given that they are passing through a critical stage of psychological and social development characterized by curiosity and a desire for experimentation, making them an easy target for what is known as **cyber social relationship crimes**.

These crimes take multiple forms, including emotional grooming, sextortion, cyberbullying, and privacy violations. The impact of these crimes is not limited to the legal aspect alone; rather, it extends to strike at

the depth of an adolescent's psychological stability. An adolescent's exposure to these violations within virtual relationships leads to dire consequences, beginning with a loss of self-confidence and trust in others, and reaching social isolation, depression, and in advanced cases may drive them toward aggressive or destructive behaviors.

I. The Study Problem

"In light of the current digital boom, social media platforms have become a fundamental pillar in the lives of individuals, especially adolescents who represent the critical mass of users. YouTube stands out as one of the most influential media in shaping the cognitive and behavioral frameworks of youth through its cross-border visual content, which is no longer merely a source of entertainment but a strategic actor in forming their value systems. Given the specificity of adolescence and its accompanying psychological changes and constant search for identity, the adolescent becomes more susceptible to identifying with digital content and absorbing the behavioral tendencies it broadcasts. Despite the wealth of previous literature addressing the relationship between media and behavior, it has not paid sufficient attention to analyzing content related to 'social relationship crimes' specifically via the YouTube platform. Hence, the current study seeks to bridge this research gap by investigating the nature of this content and monitoring its direct effects on the behavioral and social trajectories of adolescents.

"In the context of crystallizing the study problem and determining its field dimensions, the researcher conducted a pilot study in March 2024 on a purposive sample of (50) undergraduate students, on the condition that they regularly follow crime-related content via YouTube.

The results of the study revealed that the 'Shehab Ahmed' channel topped the list of preferences at (80%), followed by the 'Public Opinion Issue' channel at (60%), and then 'The Trial' channel at (20%).

On the level of cognitive and behavioral effects, the results showed that for (60%) of the sample, following these channels contributed to shaping their perception of the nature of societal crimes, while (15%) indicated its role in enhancing awareness of prevention methods, whereas the perceptions of (25%) of the sample remained unchanged. Regarding the repercussions of continuous exposure, (40%) of the respondents reported adopting cautious behaviors to avoid risks, while (35%) considered the purpose of following to be limited to entertainment without direct influence.

Based on the aforementioned data and the gap identified by the researcher, the study problem is defined by the following primary question:

What is the nature of social relationship crimes via social media to which adolescents are exposed, and what is the extent of their impact on the different dimensions of their lives (psychological, social, and behavioral)?

II. Importance of the Study

- The study derives its importance from being an **interdisciplinary research** effort at the intersection of media, psychology, and sociology. This allows for a holistic understanding of YouTube's role in shaping the cognitive and behavioral systems of adolescents regarding digital social relationship crimes.
- There is an **urgent need** for this study given the scarcity of Arabic research—to the best of the researcher's knowledge—that addresses the correlation between the intensity of exposure to criminal content on YouTube and the growth of aggressive tendencies or the adoption of delinquent behavioral patterns among adolescents.
- The study addresses the phenomenon of "**social relationship crimes**," which poses significant ethical and legal challenges, necessitating an in-depth scientific vision to deconstruct these crimes and understand their repercussions on younger generations.
- It provides a **theoretical reference framework** that supports future research interested in analyzing the intersections of digital media with human behavior patterns, contributing to the development of accurate measurement tools for these emerging phenomena.

- The findings open **new horizons for educational and media policymakers** to develop more effective awareness strategies and preventive programs aimed at immunizing adolescents against the risks of negative digital content.
- **Empowering adolescents** with the necessary knowledge to protect themselves from falling victim to online blackmail or emotional grooming.
- Providing **warning indicators and practical recommendations for parents** on how to monitor their children's digital activity without violating their privacy.
- Providing **accurate data for security and legislative authorities** to assist in developing laws related to cybercrimes and the protection of minors.
- Assisting **educational and social institutions** in designing counseling and preventive programs targeting at-risk adolescents.
- Contributing to the **reduction of psychological and social impacts** resulting from these crimes by proposing mechanisms for early intervention and psychological support for victims.

III. Study Objectives

The **primary objective** of the study is:

"To uncover the relationship between exposure to social relationship crime content on social media and to determine the magnitude of the effects resulting from this exposure."

The following **secondary objectives** emerge from this primary goal:

- To determine the extent to which adolescents (the study sample) follow social relationship crime content on social media.
- To identify the digital platforms that adolescents rely on to follow this type of content.
- To measure the level of trust adolescents have in the content provided by YouTube channels regarding social relationship crimes.
- To uncover the psychological and social motives that drive adolescents to follow this type of content.
- To monitor the level of interaction among adolescents with videos of social relationship crimes presented on the YouTube platform.
- To uncover the cognitive, emotional, and behavioral effects resulting from adolescents watching these videos.

IV. Previous Studies

Theme One: Studies Addressing Crimes on Social Media

1. Study (Torshika & Ellington, 2024):

Analyzed the effectiveness of religious programs in reducing criminal behavior among juveniles (ages 12–18). It used a mixed-method approach (quantitative and qualitative) on a sample of 100 juveniles and their families.

- **Key Results:** Confirmed the success of religious programs in reducing aggressive behavior for 78.5% of the sample. 82.1% of parents emphasized the central role of religion in behavioral correction.

2. Study (Ibrahim Mahmoud et al., 2024):

Monitored the role of social media in "recidivism" (returning to crime) among inmates in reform centers in Jordan.

- **Key Results:** Continuous exposure to content that "glorifies crime" enhanced aggressive tendencies in 58.7% of respondents. 46.5% of the platforms played a role in rebuilding criminal networks.

3. **Study (Ibrahim Saleh, 2024):**

Addressed the concept of cybercrime and its negative repercussions on social media users (Sample: 420 users).

- **Key Results:** "Electronic fraud" was the most prevalent crime (58.3%), followed by data breaches and blackmail. 69.5% of victims suffered acute psychological effects like anxiety and stress.

4. **Study (Andrew Scott Kopelman, 2024):**

Analyzed the impact of intensive media coverage on the "fear of crime" in the USA.

- **Key Results:** Constant following of crime content raised personal anxiety levels for 62.5% of participants and inflated their estimation of actual crime rates.

5. **Study (Ibrahim Sharif, 2024):**

Measured youth awareness of cybercrimes and legal protection mechanisms (Sample: 500 youth).

- **Key Results:** While 68.4% had general awareness, precise procedural knowledge of legal protection did not exceed 42.7%.

6. **Study (Rami Al-Jabbour & Ayman Al-Karimeen, 2024):**

Analyzed determinants of cyber-violence resulting from the breakdown of social relationships.

- **Key Results:** "Digital insults and defamation" were the most common forms of violence (71.2%), leading to a decline in social trust for 60.8% of participants.

7. **Study (Ghada Moussa Saqr, 2024):**

Analyzed electronic press coverage of domestic violence and its relationship to limiting digital crimes.

- **Key Results:** There is a positive relationship between intensive press coverage and increased awareness of the risks of domestic violence-related cybercrimes for 72.1% of the sample.

8. **Study (Mahitab Mohammed, 2024):**

Analyzed the impact of exposure to "Public Opinion Crimes" on social media among youth in Upper Egypt.

- **Key Results:** 66.2% felt tension and anxiety; 61.4% believed social media "amplifies" crimes to spread panic.

9. **Study (Barnard, 2023):**

Researched the impact of social crime content on aggressive behavior among adolescents in Nairobi, based on "Social Learning" and "Cultural Cultivation" theories.

- **Key Results:** Found a medium-strength correlation between intensity of exposure and the adoption of aggressive behaviors, with males being more affected.

10. **Study (Rachel Thompson & David Williams, 2023):**

Focused on the role of social media in amplifying "moral panic" toward crime.

- **Key Results:** 68.2% believed criminal news is digitally inflated to attract attention, generating anxiety in 53.4% of users despite a lack of evidence for an actual increase in crime.

11. **Study (Lauren Clark, 2023):**

Examined "fear of crime" as a mediator for indirect psychological trauma.

- **Key Results:** 72.3% of regular followers suffered from a defect in security perception. Fear of crime acted as a strong mediating variable $(\beta = 0.61)$.

12. **Study (Charlotte Berger, 2023):**

Investigated the relationship between crime content exposure and fear, with "social trust" as a protective factor.

- **Key Results:** High social trust acts as a shield $(\beta = -0.48)$, showing lower anxiety levels despite high exposure.

13. **Study (Shaimaa Mohammed Metwally, 2023):**

Addressed the attitudes of Egyptian university youth toward crime content in new media.

- **Key Results:** 92% believe media contributes to spreading violence through "imitation."

14. **Study (Fairouz Qasahi, 2023):**

Focused on the legal and media aspects of cybercrime.

- **Key Results:** Noted a positive correlation between exposure volume and behavioral/cognitive impact, highlighting gaps in current legislation regarding digital crimes.

15. **Study (Michael Brown, 2022):**

Explored how media exposure shapes youth perceptions of justice and punishment systems.

- **Key Results:** 74.5% adopted stricter stances on criminal penalties due to intensive exposure.

16. **Study (Sean Koons, 2022):**

Analyzed digital discussions on Reddit and their impact on the "geographical perception" of safety.

- **Key Results:** Amplified discussions caused residents to perceive crime rates at 37.4% higher than reality.

17. **Study (Teddy Mantoro et al., 2022):**

Used neural networks and text analysis to understand crime patterns on social media.

- **Key Results:** 89% of digital discussions focused on "social relationship crimes" (bullying and domestic violence), with bullying ranking first.

18. **Study (Mackenzie Rash, 2022):**

Investigated the relationship between "True Crime" content consumption and General Anxiety Disorder.

- **Key Results:** Found a positive correlation between followership intensity and "mental preoccupation" with crimes.

19. **Study (Ahmed Mahmoud Tawfik, 2022):**

Addressed the relationship between Egyptian university youth's exposure to crime content and their attitudes toward committing crimes.

- **Key Results:** 38.3% rely on digital platforms as their primary source of crime information.

General Commentary: How the Researcher Benefited from Previous Studies

1. **Crystallizing the Problem:** Previous studies revealed a "scientific gap" regarding YouTube specifically as a host for social relationship crimes, justifying the current research.

2. **Theoretical Framework:** Results from studies like Andrew Scott (2024) and Barnard (2023) helped identify central variables and formulate hypotheses linking "exposure intensity" to "perception and behavior modification."
3. **Methodological Design:** The researcher utilized scales from Lauren Clark (2023) and Ibrahim Sharif (2024) to design accurate questionnaires for monitoring cognitive, emotional, and behavioral effects.
4. **Framing Results:** Reference studies helped interpret field data within a broader socio-psychological context, linking it to the cultural specificities of Egyptian society.
5. **Scientific Addition:** This study acts as a "developmental extension" by combining the sociological analysis of relationship crimes with a media analysis of YouTube, focusing specifically on the vulnerability of adolescents.

V. Theoretical Framework

This study is anchored in the **Media Dependency Theory**, which serves as an explanatory framework for the relationship between adolescents' exposure to social relationship crimes on social media and the resulting diverse impacts. This framework illustrates how media can shape behavior through continuous exposure to criminal content and the extent to which adolescents rely on these platforms as a primary source of information.

Media Dependency Theory

1. Concept and Origins

Media Dependency Theory is one of the most appropriate frameworks for explaining why adolescents are affected by digital content, as it links **individual needs**, **media power**, and the **social context**. First formulated by **Melvin DeFleur** and **Sandra Ball-Rokeach** in the mid-1970s, it provides an integrated explanation for the tripartite interactive relationship between the social system, the media system, and the audience.

The theory posits that individuals' reliance on media is directly proportional to the media's ability to satisfy their basic needs and provide information during periods of ambiguity or social transformation.

2. The Two Primary Pillars of the Theory

1. **Meeting Cognitive and Social Needs:** Adolescents, as a group intensely searching for identity and social knowledge, increasingly rely on digital platforms—specifically YouTube—to compensate for information gaps or the absence of alternative sources (like family or school) in understanding complex social relationships. As this dependency grows, the platform's ability to shape their mental perceptions of crime and deviant behavior increases.

2. **Cumulative Effects (Long-term Impact):** Media effects are not instantaneous; they are the result of cumulative exposure. For adolescents, "heavy exposure" to social relationship crime content gradually erodes psychological barriers against violence and forms distorted perceptions of social reality, which may lead them to adopt aggressive behaviors as a natural response to what they have become "digitally accustomed" to.

The Interactive Context of the Theory

The theory asserts that dependency does not occur in isolation. Cultural factors, social environment, and the psychological pressures of adolescence determine the **intensity** and **type** of dependency. Consequently, YouTube transforms from a mere entertainment source into a "**social actor**" that reshapes values and behavioral beliefs, especially when adolescents find it a mirror, albeit a distorted one reflecting contemporary social challenges.

Methodological Notes for Linking Theory to the Study

- **Dependency vs. Results:** In field analysis, one can state that "increased viewing hours of crime channels on YouTube reflects high cognitive dependency," which is responsible for the observed psychological and behavioral effects.
- **Bypassing Alternative Sources:** Focus on the idea that adolescents turn to YouTube because the language used by creators (like "Shehab Ahmed" or "The Trial") resonates with them more than traditional pedagogical advice.

Hypotheses of the Theory

1. **Increased Influence:** The higher the dependency on media for information and entertainment, the greater the influence of the content on an individual's thinking and behavior.
2. **Daily Behavioral Impact:** Dependency extends beyond intellectual influence to affect daily routines and actions.
3. **Societal Stability:** Stable societies interact more with media to meet needs, while disrupted societies may show different patterns of dependency.
4. **Duration of Exposure:** The longer the duration of exposure over time, the more likely the media will exert a long-term influence on behavior and beliefs.
5. **Demographic Variations:** Effects vary based on personal and social factors such as age, social status, and economic level.
6. **Behavioral Modeling:** Media influence peaks when individuals are exposed to specific behavioral models, such as violence or crime, leading to increased social acceptance or imitation of these behaviors.

Impacts of Media Dependency

1. Cognitive Effects

Adolescents rely on media information to form their worldview. Constant exposure to social relationship crimes can build **distorted perceptions** of reality, such as believing crimes are more prevalent than they actually are, leading to a blurred assessment of risks in their immediate environment.

2. Emotional Effects

Emotions derived from media content shape reactions to real-world events. Repetitive exposure can lead to **morbid anxiety** and a persistent fear regarding personal safety. This fear can cause social withdrawal or the avoidance of situations perceived as "dangerous," even in the absence of a real threat.

3. Behavioral Effects

Cognitive and emotional shifts manifest in actions. Adolescents may adopt **exaggerated protective measures** (e.g., refusing to go out to certain places or installing unnecessary security systems) or withdraw from public social activities, which fosters social isolation and psychological tension.

Modern Trends in Media Dependency Research

- **Digital Media & Adolescents:** Recent focus has shifted to how YouTube and Facebook shape distorted social realities specifically regarding social crimes.
- **Psychological/Emotional Focus:** Moving beyond traditional media to study how digital content contributes to clinical anxiety and depression.
- **The Role of Multimedia:** Interactive video and text create a sense of "closeness" to the content, intensifying the individual's perception of risk.
- **Social Media as a Collective Perception Tool:** Platforms now shape collective societal fear and "moral panic" regarding crime.

- **Crisis Decision-Making:** Investigating how individuals rely on digital media to make life decisions during social crises or periods of rapid change.

Suitability of Media Dependency Theory for the Current Study:

Theoretical frameworks derive their importance from their ability to explain the phenomena under research. **Media Dependency Theory** represents one of the most appropriate explanatory frameworks for understanding the complex interaction between individuals and media content—especially when that content is charged with psychological and social dimensions, as is the case with social crime content presented on social media. From this perspective, the researcher believes that this theory provides a broad explanatory space that helps analyze how this type of content influences the formation of aggressive behavior among adolescents.

The suitability of this theory is further evidenced by the nature of the study's target group: **Adolescents**. They are among the groups most dependent on modern media as a primary source for information and social interaction. The researcher believes that adolescents' increasing reliance on these platforms, especially amidst rapid societal changes, makes them more vulnerable to the media content they consume daily including criminal content that may distort their understanding of reality and shape their behaviors accordingly.

The hypothesized relationship between media exposure and aggressive behavior is not merely direct; it may pass through **cognitive and emotional pathways** that precede the behavior itself. This aligns with the researcher's view on the importance of understanding content impact through the multi-dimensional lens offered by Dependency Theory. The more an individual relies on a medium, the more likely they are to be affected by its content, leading to the formation of behavioral patterns such as aggression that result not from a single message, but from a continuous accumulation that reshapes both perception and emotion.

VI. Study Terms

1. Crime

- **Theoretically:** Defined as "any act or behavior that constitutes a serious violation of the legal rules organizing social conduct, for which criminal law prescribes a penalty proportionate to its gravity."
- **Operationally:** The researcher defines "crime" as "every act that violates moral, legal, or social rules, disrupts public order or societal values, and is committed within a social group, leading to harm to the interests of society or its individuals. In the current study, it specifically refers to crimes of assault against others—whether through murder, insult, defamation, or physical assault—or crimes against the self, such as suicide, as presented in media content on YouTube."

2. Social Relationships

- **Theoretically:** Defined as "patterns of social interaction that occur between individuals, such that the actions of one influence and are influenced by the other. These relationships arise as a result of assembly and communication, taking multiple forms depending on the nature of the interest to be achieved."
- **Operationally:** The researcher defines "social relationships" as "a set of individual or collective behaviors that result in social bonds based on mutual interaction between individuals within society to fulfill their various needs."

3. Social Relationship Crimes

- **Theoretically:** These refer to "illegal acts committed between individuals within the framework of their social relations. This includes crimes such as domestic violence, emotional blackmail, defamation, and various assaults between friends, family members, or partners. Researchers emphasize that these crimes are based on pre-existing social interactions, where social relations play a fundamental role in their

emergence and development, reflecting deep societal issues such as lack of trust, family conflicts, and shifts in the structure of societal values."

- **Operationally:** The researcher defines "social relationship crimes" as "illegal acts arising within the framework of social relations between individuals, which are presented and analyzed via digital media content and social media platforms, contributing to the formation of public awareness and perceptions regarding these crimes."

4. Social Media Sites

- **Theoretically:** Defined as "digital platforms that allow users to create content, interact, and share information through virtual networks, such as Facebook, X (formerly Twitter), Instagram, and YouTube, providing multiple forms of social communication and media interaction."
- **Operationally:** The researcher defines "social media sites" as: "The digital platforms used in this study to analyze content related to social relationship crimes—specifically the **YouTube** platform—by examining circulated videos in terms of the nature of the coverage, narrative methods, sources of information, and the level of public interaction with them."

VII. Study Variables

The research model is built on three levels of variables that explain the relationship between digital exposure and its outcomes:

- **Independent Variable:** Exposure of adolescents to social relationship crime content on social media (intensity, duration, and type of content).
- **Mediating (Moderating) Variable:** Demographic factors, which include:
 - Gender (Male/Female).
 - Educational level.
 - Socio-economic status.
- **Dependent Variable:** Effects on adolescents (Cognitive, Emotional, and Behavioral).

VIII. Study Questions

1. To what extent do adolescents (the study sample) follow social relationship crime content on social media?
2. What digital platforms do adolescents rely on to follow this content?
3. Which specific YouTube channels do adolescents prefer for following social relationship crimes?
4. What is the level of trust adolescents place in the content provided by YouTube channels regarding social crimes?
5. What is the degree of reliance on YouTube channels as a primary source of information about social relationship crimes?
6. What psychological and social motives drive adolescents to follow such content?
7. What types of crimes are adolescents most keen on following via YouTube?
8. What do adolescents perceive as the primary causes behind the commission of social relationship crimes?
9. To what extent do adolescents interact with these videos (likes, shares, etc.)?
10. What is the nature of the comments made by adolescents on these videos?
11. What are the cognitive, emotional, and behavioral effects resulting from following these videos?

IX. Study Hypotheses

1. There is a statistically significant correlation between the **intensity of exposure** to social relationship crime content on YouTube and the **resultant effects** on adolescents.
2. There is a statistically significant correlation between **exposure to social relationship crime content** and the **adoption of specific behavioral patterns** among adolescents.
3. There are statistically significant differences in the **level of aggressive behavior** among adolescents who follow social crime content based on **demographic variables** (Gender, University type, Socio-economic level).

X. Type and Methodology of the Study

- **Type of Study:** Descriptive Research, aiming to diagnose the phenomenon and accurately describe its current reality.
- **Methodology:** The **Survey Method** was utilized to collect and analyze data from the adolescent sample.

XI. Population and Sample

- **Study Population:** First-year students at Ain Shams University and October 6 University.
- **Field Sample:** A purposive sample of **400 individuals** from first-year university students (approx. 18 years old) at:
 1. Ain Shams University (Public).
 2. October 6 University (Private).

Justification for Sample Selection:

- **Age Suitability:** Represents late adolescence—a critical stage for identity and behavioral formation.
- **High Social Media Usage:** This age group is among the most active on YouTube.
- **Diverse Environments:** Mixing public and private universities ensures a variety of socio-economic and cultural backgrounds.
- **Accessibility:** Providing a structured academic environment for accurate and efficient data collection.

XII. Study Limitations

- **Temporal Limits:** Data collection conducted during the **2025/2026** academic year.
- **Spatial Limits:** Focused on Arabic YouTube channels and conducted among adolescents in the Arab region (specifically Egypt).
- **Objective Limits:** Investigating social relationship crimes on social media and their relationship to effects on adolescents.
- **Human Limits:** First-year university students who are active YouTube users.

XIII. Study Tools

1. **Questionnaire:** Designed to survey respondents on their exposure levels and interactions.
2. **Impact Scale:** Integrated within the questionnaire to measure cognitive, emotional, and behavioral effects.
3. **Aggressive Behavior Scale:** Prepared by the researcher to measure the propensity toward aggression as a result of content consumption.

4. **Measurement Method:** Utilized the **3-point Likert Scale** (Agree – Neutral – Disagree) for precision in measuring attitudes.

5. **Electronic Format:** Distributed digitally to ensure broad reach and ease of response for the tech-savvy target group.

XIII. Statistical Analysis Methods

Data for this study was collected via an electronic application. All questionnaires underwent a rigorous auditing process to ensure completion and accuracy. The data was then coded and processed using the **Statistical Package for the Social Sciences (SPSS)**. The statistical plan was designed to answer the research questions and test the hypotheses using the following methods:

1. Descriptive Statistics and Demographic Analysis

In the primary phase, descriptive methods were used to diagnose the characteristics of the **400-individual sample**:

- **Frequencies and Percentages:** Used to describe mediating variables, revealing a relative balance between **Females (51.25%)** and **Males (48.75%)**, with the largest proportion of respondents from **Ain Shams University (75.75%)**.
- **Weighted Mean:** Employed to measure major axes and trends, revealing very high levels of impact from digital relationship crimes, with averages exceeding **4.00**.
- **Standard Deviation and Coefficient of Variation:** These showed high homogeneity and consistency in adolescents' opinions regarding the dangers of aggressive behaviors resulting from exposure.

2. Validity and Reliability Tests (Internal Consistency)

To ensure the scientific integrity of the measurement tool:

- **Cronbach's Alpha:** Results showed superior reliability levels exceeding **0.93** across all axes (Exposure Intensity, Aggressive Behavior, Cognitive Impact).
- **Intrinsic Validity:** Calculated at approximately **0.96** (approaching 1.00), providing conclusive evidence that the questionnaire accurately measures the dimensions of "Digital Social Crimes" and is free from random errors.

3. Independence and Stability of Responses (t-test)

A **One-Sample t-test** was used to confirm the stability of the respondents' opinions and ensure they were not result of chance:

- The results yielded very high **t-values** ranging between **210.64 and 241.93**, with a **P-value of 0.000**.
- This led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, confirming the independence and stability of adolescent responses regarding all study variables.

4. Correlation Analysis

To examine the links between variables, the analysis proved:

- A **statistically significant positive correlation** between **exposure intensity** and **cognitive/emotional impacts (0.635)**.
- **Technical Methods as a Magnet:** "Headline manipulation" (Clickbait) recorded the strongest correlation with cognitive impact (**0.752**).
- These results indicate that the professional presentation of digital crime content is a primary driver in shaping adolescent consciousness and pushing them toward aggressive behavior.

5. Demographic Difference Tests

Tests of statistical variance (**Chi-Square**) were employed to uncover the influence of social backgrounds:

- Significant differences were found (**P-value < 0.01**) in impact levels attributed to **Gender, University, and Economic Level**.
- **Conclusion:** An adolescent's response to digital crime is governed by their social and material environment, necessitating the acceptance of the alternative hypotheses regarding demographic differences.

XV. Statistical Analysis

Demographic Analysis of Sample Characteristics

Studying the demographic characteristics of the sample is a pivotal methodological step. It moves beyond mere quantitative description to identify **Mediating Variables** that help explain the variance in adolescents' perceptions of digital social crimes and their vulnerability to risks arising from social media relationships.

Understanding the sample in terms of gender, educational environment, and economic level provides a deeper analytical view of how social backgrounds intersect with forms of deviance or crimes encountered in cyberspace. The following table reflects the nature of the targeted student community:

Table (1): Demographic Distribution of Study Sample (N = 400)

Mediating Variable	Category	Frequency (F)	Percentage (%)
Gender	Male	195	48.75%
	Female	205	51.25%
University	Ain Shams	303	75.75%
	6th of October	97	24.25%
Socio-Economic Level	High	103	25.75%
	Medium	113	28.25%
	Low	184	46.00%
Total		400	100%

Source: Prepared by the researcher based on SPSS V.27 results.

- **Gender:** Shows a remarkable balance, with a slight majority of females (51.25%) compared to males (48.75%). This statistical convergence enhances the generalizability of the results and avoids gender bias.
- **Academic Background:** A clear dominance of **Ain Shams University** (Public) students at 75.75%. This indicates the study focuses on the largest segment of the student population while maintaining sufficient representation from private universities (24.25%) to monitor environmental differences.
- **Socio-Economic Status:** The "Low" level category leads the sample at 46%, followed by Medium (28.25%) and High (25.75%). This suggests that nearly half the sample belongs to a lower socio-economic background, highlighting the importance of the results when analyzing the gap between their lived reality and the "liberated" social images often portrayed in digital content.

Descriptive Analysis of Field Study Variables

Study variables were analyzed using measures of central tendency (Minimum, Maximum, Weighted Mean) and dispersion (Standard Deviation and Coefficient of Variation).

Table (2): Descriptive Statistics of Main Study Axes

Variable	Min	Max	Weighted Mean	Std. Deviation	Coeff. of Variation
Intensity of exposure to crime content	2	5	4.38	0.71	0.16
Aggressive behavior among adolescents	2	5	4.62	0.73	0.16
Headline manipulation	2	5	4.46	0.76	0.17
Audio and visual effects	2	5	4.32	0.74	0.17
Excessive repetition of information	2	5	4.12	0.71	0.17
Cognitive and emotional impact	2	5	4.169	0.79	0.19

Source: Prepared by the researcher based on SPSS V.27 results.

- **Homogeneity:** Standard Deviation values (0.71–0.79) and low Coefficients of Variation (0.16–0.19) indicate high consistency in responses. Adolescents, regardless of background, agreed on the strength of these impacts.
- **Exposure:** A weighted mean of **4.38** indicates very heavy exposure to crime content on social media, approaching the scale's maximum (5.00).
- **Behavioral Impact:** "Aggressive behavior" recorded the highest mean (**4.62**), suggesting a strong correlation between social crime exposure and the growth of aggressive tendencies.
- **Technical Tactics:** Headline manipulation (4.46) and AV effects (4.32) highlight that content creators rely on visual dazzle and misinformation to attract and desensitize adolescents.

Validity and Reliability Tests

The researcher used **Cronbach's Alpha** and its square root (Intrinsic Validity) to measure the stability and validity of the study axes.

Table (3): Cronbach's Alpha Test

Variable	Alpha Coefficient	Square Root (Validity)
Intensity of exposure to crime content	0.921	0.96
Aggressive behavior among adolescents	0.947	0.973
Headline manipulation	0.919	0.959
Audio and visual effects	0.936	0.967
Excessive repetition of information	0.942	0.971
Cognitive and emotional impact	0.908	0.953

Source: Prepared by the researcher based on SPSS V.27 results.

- **Reliability:** All Alpha values exceeded the accepted threshold (0.70), ranging from **0.908 to 0.947**, confirming strong internal consistency.
- **Validity:** Intrinsic Validity values approached 1.00 (0.953–0.973), indicating the tool accurately measures the intended dimensions of digital social crimes without significant random error.

Independence and Stability of Responses (t-test)

The **t-test** was used to determine if responses were independent and stable rather than random.

Table (4): One-Sample t-test for Study Variables

Variable	t-value	df	P-value
Exposure Intensity	215.33	399	0
Aggressive Behavior	219.21	399	0
Headline Manipulation	210.64	399	0
Audio/Visual Effects	241.93	399	0
Repetition of Info	214.32	399	0
Cognitive/Emotional Impact	217.98	399	0

Source: Prepared by the researcher based on SPSS V.27 results.

- **Statistical Significance:** All **P-values were 0.000**, much lower than 0.05.
- **Finding:** The null hypothesis was rejected in favor of the alternative hypothesis, confirming that adolescent opinions across all axes are independent, stable, and statistically significant.

Testing Study Hypotheses

Hypothesis 1: There are statistically significant differences in the level of aggressive behavior among adolescents who follow social relationship crime content based on demographic variables (Gender, University, Socio-economic Level).

Table (5): Testing the First Hypothesis (Chi-Square)

Demographic Variable	Category	Chi-Square (χ^2)	df	P-value	Decision
Gender	Male / Female	78.652	1	0	Accept Alternative
University	Ain Shams / Oct 6	78.652	1	0	Accept Alternative
Socio-Economic	Low / Mid / High	78.652	2	0	Accept Alternative

Source: Prepared by the researcher based on SPSS V.27 results.

- **Gender:** Significant differences prove that the behavioral response to crime content differs clearly between males and females.
- **University:** The educational and cultural environment plays a mediating role in how digital crimes are perceived and translated into aggressive tendencies.
- **Socio-Economic Level:** Material background directly influences the degree of impulse or adoption of aggressive behaviors resulting from YouTube crime content.

Conclusion: Since all P-values were 0.000, the **Alternative Hypothesis is accepted** in all its dimensions. Demographic factors are confirmed as decisive in determining the severity of the behavioral impacts of digital social crime content on adolescents.

Hypothesis 2: There is a statistically significant correlation between the intensity of adolescents' exposure to social relationship crime content on YouTube and the resulting effects.

Table (6): Testing the Second Hypothesis

Variable	Exposure Intensity	Cognitive & Emotional Impact
Exposure Intensity	1	
P-value	-	
Cognitive & Emotional Impact	0.635	1
P-value	0	-

Source: Researcher's preparation based on SPSS V.27 results.

The results indicate a **moderate positive correlation** between exposure intensity and cognitive/emotional impact, with a correlation coefficient of **(0.635)**. This means that as an adolescent's rate of exposure to this content on YouTube increases, the intensity of its cognitive and emotional effects rises accordingly. Statistically, the relationship is highly significant at a level less than **(0.01)**, with a P-value of **(0.000)**. This confirms that the relationship is a real phenomenon within the study community rather than a result of chance, leading to the **acceptance of the second hypothesis**.

Hypothesis 3: There is a statistically significant correlation between the technical methods used in social relationship crime videos on YouTube and the level of cognitive and emotional impact.

Table (7): Testing the Third Hypothesis

Variable	Headline Manipulation	Audio & Visual Effects	Excessive Repetition	Cognitive/Emotional Impact
Headline Manipulation	1			
Audio & Visual Effects	0.482	1		
Excessive Repetition	0.422	0.509	1	
Cognitive/Emotional Impact	0.752	0.517	0.692	1
P-value	0	0	0	-

Source: Prepared by the researcher based on SPSS V.27 results.

The results revealed positive and statistically significant correlations across all technical methods:

- **Headline Manipulation:** Recorded the strongest correlation **(0.752)**, indicating that sensational and misleading titles are the most effective tool in capturing attention and influencing emotions.
- **Excessive Repetition of Information:** Ranked second with a strong correlation of **(0.692)**, confirming that repeating crime details embeds this information into the adolescent's consciousness as permanent cognitive effects.
- **Audio and Visual Effects:** Recorded a moderate correlation of **(0.517)**, reflecting the role of aesthetics and sound in enhancing the immersion of the viewer in the criminal content.

All correlation values were statistically significant (**P-value = 0.000**), leading to the **acceptance of the third hypothesis** in all its dimensions.

XVI. Conclusion

The study's results confirm an integrated system of influences exerted by social relationship crime videos on YouTube. The core conclusions are as follows:

1. **Demographic Sensitivity:** Responses to digital crime are not uniform; they are governed by gender, educational environment, and socio-economic status. This indicates varying levels of "digital immunity" or "vulnerability" among different social groups.
2. **Cumulative Impact:** There is a tight link between exposure intensity and cognitive/emotional shifts. Continuous viewing acts as a direct catalyst for reshaping the adolescent's emotional framework, making them more receptive to deviant behavioral patterns.
3. **Technological Persuasion:** Content creators use an "arsenal" of technical methods—specifically headline manipulation—as primary tools for mental framing. Adolescents often fall victim to the "informational excitement" that precedes the actual content.
4. **Behavioral Outcome:** The interaction between demographic backgrounds, high exposure, and professional technical presentation produces a final result characterized by **aggressive behavior** and cognitive distortion.

Research Recommendations

- **Parental Role:** Parents must monitor digital activity and provide warning signs to protect children from emotional grooming or blackmail.
- **Educational Institutions:** Design guidance and prevention programs targeting adolescents most vulnerable to digital criminal content.
- **Content Creators:** Call for ethical commitment, focusing on risk awareness without providing details that might stimulate imitation of criminal behavior.
- **Regulators:** Activate more effective monitoring mechanisms for criminal content and develop cybercrime laws specifically to protect minors.
- **Psychological Support:** Provide early intervention and psychological support mechanisms for adolescents suffering from anxiety or a heightened "fear of crime" resulting from digital exposure.

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