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IMPLICATION OF PARENTAL AGGRESSION IN CHILDREN PERSONALITY DEVELOPMENT

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Motto. „Human being need love. Life without tenderness and without love is nothing but a dry mechanism, creaking and heartbreaking”. (Victor Hugo)

***Summary.** The researches made in psychotherapy field have proved the importance of child's relationship with his group affiliation and with his family, as a prerequisite for balanced development of child's personality and his social optimal integration. Based on this researches, we have found that the best predictor for a harmonic child's development is given by the relationship seted between child and his family members and the effective communication within family. For the investigation we aimed to specifically evaluate how the child relates to other family members using structured psychological intervui and observation, we have continued the investigation of the personality using clinical evaluation instruments and for the personality's restructuring we used individual and family psychotherapy. Our desire was not only to determine and to investigate the causes of the disorder but also to implement psychological activities in order to improve child behaviour. We have considered that the relationship that they have and effective communication can lead to personality rebalancing and to a good intergration both in the family and in the psycho-social area (school).*

***Keywords:** agression, children, parents, psychotherapy, personality, behaviour.*

1. Introduction

In psychology is especially used the concept of aggression while in sociology it is used the concept of violence .

The aggression is related to the bellicose nature of a person. This concept characterize the dynamism of a subject that does not run because of difficulties or fight. (Psychology Dictionary, 2000). For many psychologist the agression is closely related to frustration: a child who is not free to play, clamp because

his anger or offend people around him. Aggressiveness in children is manifested also when he has profound dissatisfaction or when the affection is missing him, he is not valuated or he does not sleep enough. When parents assess to the children certain standards on learning or discipline and the child cant reach them the parents extremely punish them, these can lead to revolt or breaking-up the child's personality. Learning this aggressive role is another issue in child and adolescent aggression manifestation. When talking about adolescents the aggression have a central

place. Certain questions appear every time we talk about aggression: does it develop individually or in group? Does it have common causes for all ages and some specific causes for teen-agers? The researches show that the aggression is not specific only for adolescents, since Antiquity the aggression is described as a particular disposition of this period of time. In this stage of life, there are psychical, psychic and internal disturbances leading to that distinctive effervescence regarded as normal for adolescents. The aggressiveness is felt by the adolescents even when it is not active as a psychical or verbal behaviour (Clerget Stephane, 2008). The adolescent feel the aggression even outside him when he attaches his own aggression to the others. Thus, Ariana believe that her teachers have something against her, in fact is about internal elements who projects to other people. External elements are family and school environment. The children and teen-agers are extremely sensitive to family and school violence. The violence of the adolescents has economical and political causes, this causes resonate with other factors. Another reason lies in the models offered by mass media, by movies and materials realized by television and journalism. The family environment has an important role in explaining the existence of aggressive behaviour in pre-school and school age children. We are loved and we love as a child in our strong relationship with our parents, brothers and sisters. This love confirm the idea that we are appreciated and important. The opposite of love is hate, the rejection. The person who does not feel loved is frustrated, has a state of anxiety. Who can live without love, appreciation, understanding and respect? For the child, love is a requirement for growing and for an healthy and harmonious development. Love is the nurture for the soul of which human being need to exist. The child will hardly survive and he will feel troubled and lonely without love. The smile, appreciation, attention can be as effective as money or sweets (Bandura, 1969).

Any kind of abuse on children lead to serious behaviour disorders, to delay in psychical and emotional development and occurrence of psychical and verbally aggression

in relationships with others. The child absorb the emotions with all his senses and if senses „tell” him that he is wanted, loved and important the child know who he is and what he represents in this life, avoiding to always look for love proofs from those around him.

The abnormal behaviour and poor communication are rooted in issues related to poor communication. For the range of the child we must observe the context and the moment of its occurrence, consequences of behaviour. An action is maintained by its consequences, therefore it is necessary to change the attitude to promote and maintain a new behaviour.

2. Parental behavioral training

Most family therapist have as a working hypothesis that the family not the individual is the problem, so that the whole family is convinced to solve the problem (Michael P. Nichols 2005). On the other hand, it is also accepted the parent's point of view that the child is the problem and the therapists meet in sessions with only one parent and the child. Guess who's missing? We assert that a child has a problem but not the child is the problem.

Working hypothesis: the root of the children's problems consist in providing inconsistent or inappropriate consequences for behavior problem (Patterson & Brodsky, 1966) and the failure to support positive behaviour (Patterson & Forgatch, 1995).

The training consist in strengthen the change in small steps. Family management involves the agreement between parents to make some changes due to the changes made by their children. Giving and taking rewards and punishments based on children's behaviour (sending them in their room, sitting in the corner).

3. Nonviolent communication

Is a powerful process that inspire human connections and compassionate actions. Known as „Giraffe Language” nonviolent communication can help prevent and resolve conflicts and to improve communication and needs satisfaction. It provide practical instruments that can be applied in educational institutions in bussiness area and in industry,



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psychosocial industry, politics and family (Marshall B. Rosenberg, 2005).

Nonviolent communication teaches us empathy and honest language, thereby increasing goodwill, it is also described as „the language of the soul”. It helps us to avoid an aggressive language which may hurt souls, awakening human being resentments and reducing confidence with decreased self-esteem. We learn throughout our life experiences that we are responsible for our choices, for the content of our language, the way we speak must have as a reason the sympathy rather than fear, the guilt or shame.

4. The effects of non-violent communication

- strengthening the capacity to build relationships based on compassion, appreciation and respect;
- the power to clearly hear the feelings and the needs of others;
- developing the ability to clearly formulate requests that can enhance the chance to get what we want;
- prevention and resolution of conflicts;
- shortening the thinking pattern that leads to anger and depression.

5. Educational measures to reduce aggressive behavior

- valorization of desirable behavior in terms of social and moral values;
- providing a healthy environment in which the child can receive care, support and affection;
- the parental couple, family have to be a model;
- child and family counseling.

6. Goals of psychotherapy

- dismantling symptoms and improving behaviour;

- unlocking the resources and awakening latent potential with their effect of individual development;
- developing alternatives;
- reduce aversive behavior;
- increasing family happiness by forwarding positive behaviors;
- effective, authentic communication skills;
- learning the art of negotiation;
- learning to solve problems in a constructive way;
- develop new interests, interest for each other, increase family cohesion.

7. Case study: Andrew

Anamnesis: Andrew is a 9 years old child with superior intelligence. His parents are intellectuals, busy all day with their jobs having performance in their career. Andrew has two smaller brothers who were bred by grandparents and nanny, the parents were coming home late in evening. Andrew's mother has supervised his homeworks in the evening when she was available. The father does not communicate enough with Andrew because he comes late in the evening and tired and he goes in his office to perform certain activities such as the documentation for his profession or reading. Father is paying attention to how the child is fed and he imposes certain requirements on food choices and body weight. Andrew is bored during the class, he is playing like a clown, he aggress his classmates and he hurt his grandparents talking bad with them. Grandmother and the nanny informed his father about his acts of indiscipline and he was punished for his behavior with criticism and beating. Recently Andrew has beaten his grandmother and the nanny. He is taking medication prescribed by the psychiatrist but the violent behavior was not changed. When father comes at the office with Andrew, the child keeps a certain physical and emotional

distance, he seems to not be attached by his father.

Psychosocial factors that caused child aggression

- lack of affection and time of the parents;
- the high requests of the school and family for learning and behavior;
- the frustration because of the diet imposed by his father;
- the criticism, nagging and depreciation of the child by grandparents and parents;
- conflict of parents in the presence of the child;
- physical and emotional abuse of the father.

Clinical and psychotherapeutic strategies

- psychological evaluation by the family test, tree test, raven test;
- therapeutic scenarios, stories and metaphors;
- modeling, drawing;
- therapy centered on goals and solutions;

- family therapy with parents and grandparents.

The effects of psychotherapy

- rebalancing the personality and its restructuring;
- redefinition of certain labels and behaviors;
- spending quality time with parents;
- effective communication with the family;
- reduce the conflicts between parents and avoiding this in the presence of child;
- improvement child's behavior and his integration in the classroom.

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