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THE VIOLENCE AGAINST TEENAGERS AND YOUNG PEOPLE IN THE CONTEMPORARY SOCIETY

VIOLENȚA ÎMPOTRIVA ADOLESCENȚILOR ȘI TINERILOR ÎN SOCIETATEA CONTEMPORANĂ

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Annotation: *This article represents a review of one of the biggest problems of humanity - the issue of human violence and aggression, of those types of personalities for whom aggression and violence appear to be necessary for social existence and survival. The growth in aggressive trends in adolescent enthusiasts reflects one of the most frightening issues in our society, where the rate of crime among youth has risen sharply in recent decades, especially among pre-adolescents and adolescents.*

Adnotare: *Prezentul articol reprezintă o trecere în revistă a unei dintre cele mai mari probleme ale umanității - problema violenței și agresiunii umane, a acelor tipuri de personalități pentru care agresiunea și violența par să fie necesare pentru existență socială și supraviețuire. Creșterea tendințelor agresive în entuziasmul adolescenților reflectă una dintre cele mai înfricoșătoare probleme din societatea noastră, unde rata criminalității în rândul tinerilor a sporit puternic în ultimele decenii, în special în rândul preadolescenților și al adolescenților.*

Keywords: *violence, adolescents, aggressive behavior.*

Cuvinte-cheie: *violență, adolescenți, comportament agresiv.*

Introduction

Violence is classified as the intentional use of physical force or power, which can result in injury, death, psychological harm, deprivation, and harms development. Many studies have found that individuals exposed to different forms of violence throughout their development are at increased risk for the onset of psychological symptoms or disorders, such as low self-esteem, low self-efficacy, aggressive behavior, internalizing and externalizing symptoms and posttraumatic stress disorder, eating disorders, suicidal behavior among others [1], [6], [9].

The World Health Organization considers that hundreds of thousands of children die each year as a result of trauma or violence, and millions more suffer as victims of non-fatal injuries [apud 1]. Of recent concern, violence against and among children and adolescents has been confronted according to localized efforts and dependent on the political and professional awareness of each municipality and state, mostly in a timid and not always science-based manner.

The psychological evaluation of the adolescent was brought into the attention of several authors: I. Mitrofan, G. Cucu-Ciuhan, E. Vladislav, C. Lanktree and J. Briere have proposed specific methods and techniques of working in the evaluation and psycho-diagnostics of the emotional disorders of adolescents, some of them focusing strictly on assessing the consequences of ill-treatment [apud 11]. A series of Romanian and foreign psychotherapists have approached the problem of adolescent psychotherapy by offering individual and group psychotherapeutic intervention methods and techniques, centered both on the adolescent and his family, from the humanistic perspective - experiential, play therapy and dramatherapy, cognitive- behavioral

therapy, art therapy, group psychotherapy, integrative psychotherapy, family psychotherapy - S. Filipoi, D. Gheorghe and B. Mastan, E. Losii, I. Mitrofan, V. Olărescu, C. Perjan and A. Verdeș, C. Lanktree and J. Briere et al [13].

Results and considerations

At present, the behavioral deviance has experienced worrying expansion, also the number of deviant adolescents and at high risk of deviance have increased considerably. Aggression is a violent behavior, while violence is a constitutional or potential predisposition to combat or the ability to act aggressively or to commit unpunished attacks. Aggression is more or less violent physical or verbal behavior against a person or objects.

Dollard (1950) gives a simplistic definition of aggression, as it would be a modification that would have the purpose of harming the living organism, while Buss points out that aggression is a response to sending harmful stimuli to another organism [apud 2].

Kaufmann includes in defining aggression and subject experience. In expending aggressive behavior, some focus on biological factors, while others primarily criminalize environmental factors [apud 2].

Freud, for example, sees aggressive behavior as an innate instinct, as Lorenz (1966) has said.

Psychoanalysts emphasize that libido and aggressiveness would have a hormonal source. Androgen growth, for example, would cause aggressive behavior and would reduce shyness (the negative feedback given by androgens and estrogens would play an important role) [apud 2].

It is important to make it clear since the beginning of this thesis that, *aggression is not synonymous with violence*. In one hand, aggression is actually a behavior that has the intention of harming another person (physical or verbal) or to do property destruction [7].

On the other hand, violence is defined as a brutal force on the basis of a being imposed on others by being able to go to coercion. As a result, aggressive behavior is often violent, as violence is a form of aggression.

Another factor that confirms the aggressiveness of adolescents is a high number of adolescents who died of an unnatural death. Hundreds of thousands of 14-year-old preadolescents die of suicide, murder, or trauma. At age 15-19, the most common cause of death is alcohol and drugs [8].

In these conditions, the issue of aggressive behavioral analysis in adolescents is very current. It is also important to discover the methods of control, routing and correction of such a behavior. Here, too, the question arises whether it is possible to scale the intensity of its exteriorization to such a small extent. And the answer to this question depends on the theoretical conception on the scales we will follow. If the aggressiveness is on a genetically programmed factor, then the answer given above will be a pessimistic one: For the prevention of hidden aggression nothing can be done. At best, such behavior can be temporarily retained, or what which can be more effective to turn it into a harmless behavior or to target some less vulnerable goals.

Defining violence has proven to be an extremely difficult task. This is explained by the complexity of the phenomenon, but also by the great diversity of its forms of manifestation. Last but not least, the difficulty arose from the sake of association and sometimes even the confusion of violence with aggression. However, field specialists have made a number of delimitations between the two concepts, as mentioned above.

a) The term aggressiveness comes from the Latin *adventurer*, which means "going to ...", and then evolved into *agility*, which means "to go towards ... with a bellicose spirit, with the tendency to attack" [8]. Etymologically, the notion of aggressiveness refers to individual potentiality, to the ability to face an obstacle, to confront one another, and not to return back to the grave of difficulty. In this sense, aggression is therefore necessary, sometimes even useful for carrying out and finalizing an activity. It is a deep court that allows the individual to assert himself /

herself, not to return to the hardships and avoiding the struggle is a phase of confrontation with others in the success of an enterprise.

Gradually, the term gained a new meaning, that of "destructive and violent behavior oriented towards persons, objects or to oneself". There are also exponential attempts to raise the issue of aggressiveness in terms of tendency in the Dictionary of Psychoanalysis, Laplanche and Pontalis define aggressiveness as "a trend or a set of tendencies that actualize in real or fantastical behaviors aimed at harming others, destroying them, constraining them, humiliating them, etc." Aggression has other ways than violent and destructive motor action: there is no behavior, either negative (refusal of aid, for example), positive, symbolic (irony, for example) or actually achieved" [apud 7] .

It is quite difficult to give a clear definition of aggression. Some French authors have even proposed replacing the word aggressiveness, too vague, with aggressive behavior. There is a question of choosing between tendency and behavior, between intention and aggressive act itself. Most authors emphasize intent when defining aggression. Thus, Baron (1977) defines it as any act that is intended to cause damage to the target. From now on we will refer to aggression according to this definition [apud 13].

A vividly discussed issue is whether aggression is an innate or acquired trait. In other words, an individual is aggressive from birth or becomes by force of circumstances. Partisans of the inherent character theory of aggression speak of an "instinct of aggression." This position is supported by psychoanalysts and ethologists. For Sigmund Freud, aggression is an endogenous, pulsating, inborn force, and aggression is an instinct, the so called the instinct of life (Eros) and the instinct of death (Thanatos). Freud includes aggression in the instinct of death, that means that this is responsible for the destructive conduct of the individual. For this hereditary "pressure" to have no adverse consequences on the individual and the others, must be found situations and non-destructive ways to disperse the aggressive trends. One modality is what Freud called the sublimation moscism, and through aggression impulses are satisfied in sporting activities [apud 7].

Y.A. Michaud tried to offer a more subtle definition of violence, starting from three sets of factors: "Violence occurs when, in a situation of interaction, one or more actors act in a direct or indirect, unitary or distributed way, harming others in varying degrees, either in their entirety or in their moral integrity, or in their possessions or in their symbolic and cultural participations [apud 2].

It is difficult to achieve the harsh differences between the two concepts (aggression and violence). Michel Floro tried to differentiate the concepts on the basis of three criteria [apud 2]:

- a) a topological criterion: aggression is mostly internal, while violence is mostly external; A. Schutzenberger describes aggression as an internal tendency, updating itself in external violence;
- b) a functional criterion: aggression is a potential that guides the action; it holds more of thinking, project, analysis, while violence is in the order of our action, an action adapted to the objective to be achieved; is a relationship between thinking and action and ensures the function of adapting to circumstances, constraints, environmental problems;
- c) an ethical criterion that distinguishes between acceptable and unacceptable; while aggressiveness is understood as a potential to enable the individual to face the problems, it can be considered acceptable, violence, in its salient action that produces pain, suffering, is unacceptable (whether it is an actual or a symbolic action, such as verbal violence).

Most analytics privilege the idea that aggression is more of an instinct, while violence is more of a culture, of education, of context. Yves Michaud believes that there can be no universal discourse on violence, since every society is struggling with its own form of violence, according to its own criteria, and deals with the problems of violence more or less successfully [apud 2].

Historically and culturally, violence is a relative notion, depending on the social, legal, and political codes of the society in which it is manifested. In the absence of a precise definition of violence, some authors believe that an inventory of acts of violence is more appropriate. Nevertheless, the gross facts, private by their social significance, do not say anything. The salvation of a fact is violent, depending on the social conventions in force. For a long time, for example, the

physical correction on the grains of the parents applied to the adolescents (or husband's wife) was considered a natural thing that was part of the educational act. There are also populations, communities that are almost ignorant of aggression, while others are quite aggressive.

Biogenetic exposures dominated Lombroso's epoch, but although these expulsions had to give up the pace of sociopsychogenetic currents, recent studies are increasingly updating the importance of land-based notions and predisposition to delinquency. {2}

Thus, Sivadon shows inherited, through morbid processes, accidents, anomalies of physical development, disturbances of hormonal balance, or simply a disorder of the diencephalic structure, all placing the subject in a state of "biological fragility relative ". In this way, the external demand for personality with such a biological state will cause deviant responses, including in the antisocial sense [apud 8].

Di Tullio points out that the delinquent field is "an expression of all organic, psychic, hereditary, congenital or acquired conditions, and reduces the individual's resistance to environmental instigations, allowing the individual to become a delinquent." These "criminogenic excitations" remain in the ordinary man under the operative threshold, while in them they trigger the antisocial reaction. Lombroso spoke to the infamous killer in the sense of true constitutional psychopathy. There is, he says, hereditary individuals unsavory of socialization and predisposed by them to delinquency. A similar point of view was cultivated by Prichard by describing "*Moral Insanity*", or by Magnan, by describing the "mentally unbalanced". Even the descriptions of K.Schneider, as we have seen, are largely the same [apud 7].

Speaking of animal behavior, Lorenzo says there is a balance between the power of killing and the inhibition of killing (which to humans would not exist). Rarely in the animal world, the intraspecific struggle is deadly, with an aggression inhibition, before aggression becomes dangerous (the gesture of obedience, stops aggression, for example). In humans, the situation may be the reverse, especially in the severe rules groups [apud 7].

For Freud the killer was an individual who could not control his pulses, he had a poorly developed self, he could not handle the tensions of the self and the demands of the superhero. Delayers' personality, according to Delay and Pichot, differs from non-indictment. Delinquent has a number of features: a lot of energy, impulsivity, extraversion, aggression, often sadism. They also have a hostile attitude, they are distrustful, stubborn, want to affirm themselves socially at all costs, cannot stand the authority [apud 6].

We came to the conclusion, that what distinguishes physical aggression from those psychosocial is just the absence of direct lesions at the last. In psychosocial aggression, the lesion is secondary, despite the spectra reaction and a rich psychosomatic phenomenology

The large number of types of aggression determines that the etiology optimism is pluralistic. Aggression, Ropartz points out, brings out more aggression, so the term agonistic behavior (including threatening, attacking, and injuring behavior) is also the attitude and response posture, retreat and the run of the defeated [apud 6].

Sarrhy and Ebling speak of the social sacrament of aggressive behavior (rarely an animal is aggressive in the absence of a real or imaginary adversary, self-aggression in the animal world being rare and pathological). The presence of another individual, irrespective of the species, is therefore necessary to trigger aggressive behavior, which is why aggressive behavior refers to different aspects of society (population density, social structure, etc.) [apud 6].

Density would increase aggression in the animal world, from which it was concluded that the phenomenon would be valid for the human species as well.

One of the founders of this theory is S. Freud, who was of the opinion that there are two diametrically opposed instincts in man: sexual (libido) manifested by such human constitutions as love, care, closeness. And the instinct of death, which in its turn is manifested through destruction, hatred, malice. The emergence and subsequent development of Freud's aggressiveness assimilates it with the stages of adolescent development, namely, the great importance it gives to the oral stage in

the grate can develop such aggressive aggressiveness of the sacrament are the predisposition towards sarcasm and rumors. The falsification of the oral stage can lead to stubbornness, and then to gait, to gaer then it is easy to assimilate the predisposition to revenge and hatred [apud 7].

Freud's concepts were largely supported by other psychologists who regarded aggression as part of motivation as something natural and necessary in human behavior, namely C. Lorent noted that the instinct of aggression played an important role in the evolution, survival and of human adaptation. However, in the period when the technical-scientific advancement "push" on human development is individual personality, there are times in which he / she needs the so-called emotional deployment with negative aspects on the grains we call aggressiveness. However, Lorent's conception is sustained by some research on animals but is not studied based on human study. The second vulnerable point of this theory is that she claims that man is not willing to abstain from aggressive behavior. In addition, the escape of aggressiveness is to straighten it in another (positive) direction such as competition or sport (active physical exercise). This conception has been much debated and criticized by various psychologists who have brought much evidence to the effect that aggression should be seen not only as a biological phenomenon, but also as a social phenomenon. For example, Adler then describes aggression as an indispensable satiety of consciousness that mobilizes and organizes his work. Another representative of psychoanalysis, E. Fromm, described two different types of aggression. So defensive or defensive aggression that helps man to survive. In addition, the second kind of aggression is the destructive, harsh. What is specific to man only and is conditioned by different psychosocial factors [apud 10].

Here aggressiveness is described as a situational rather than evolutionary process. The founder of this theory is J. Dollard. According to his conception, aggressiveness is not a desire that arises in the organ of the human man; but it is a reaction to frustration: the tendency to overcome the obstacle on the road to meeting needs and desires, reaching pleasure and emotional balance. Supporters of this theory assert that aggression is always the result of frustration, and frustration in turn always leads to aggression. The frustration-aggression scheme is based on four basic concepts: *aggression, frustration, inhibition deception*:

1. Aggressiveness - an act that is intended to bring harm to others or other groups of people.
2. Frustration - occurs when there is an obstacle to an act already scheduled. In addition, the power of frustration depends on the intensity of motivation to accomplish the desired act.
3. Inhibition - is a tendency to diminish, limit or end the actus from the expectation of negative expectations. In addition, the inhibition of aggressive acts is usually a frustration, which makes aggression against the person who, due to the given inhibition and which gives rise to other forms of aggression.
4. Replacement - is the tendency to carry out aggressive acts on other people rather than the real ones that have caused frustration.

An interesting factor of the frustration theorist is the term catharsis actually borrowed from psychoanalysis. Sattars - Clearing emotions. Achieving physical or emotional enmities leads to temporary liberation and relaxation that leads to psychological balancing and somatic risk of re-adopting agrarian behavior. However, the former for the frustration-aggressive scheme that has shown that not all frustrated people are aggressive has also criticized this theory. The adherents of this theory have fallen off and little have changed their point of view. One of the followers of such a modified theory is L. Berkovici. First he introduced anger is a possible response to frustration. And secondly, it mentions that aggression is not a dominant reaction to frustration, and can be diminished if needed [apud 10].

The theory of social conduct, it is the theory that primarily studies the human behavior oriented towards an example, an example given by the first individuals participating in the socialization of the adolescent, namely the parents. Therefore, it has even been shown that parental behavior becomes an example of aggressive behavior for adolescents, and that aggressive parents

will always be aggressive adherents. This theory supports the fact that the more often the person uses or admits aggressive behavior, the more he "improves" in this field.

Another quite important part of this theory is the strengthening, namely the social consolidation of aggressive behavior. What usually happens unseen but only noticeable (a smile or a gesture made is the approval of such behavior). There are two forms of hardening.

1. Positive cure - this is a stimulus that strengthens a reaction or at least maintains it at the same level.
2. Negative hardening - is a stimulus whose removal strengthens the reaction.

It is a fact that if the performances of an aggressive act adolescent has received a positive reinforcement the probability that in another such situation he will react the same way he grows many times.

Speaking about man, Musaph and Mettrop individualize the following forms of violence and aggression [apud 8]:

1. Aggression through frustration (angry aggression due to frustration);
2. Instrumental aggression, numerous aggressions not targeting the victim, the aggressive act being only necessary (the fugitive strikes a person because this would be a barrier to their purpose);
3. The Oasis Aggression, a concept introduced by Fris, being an aggression committed without clear reasons, but simply because that was the opportunity at that time;
4. Aggression outside the superhero (obedience leads to external rehab).

Cecco and Richards, referring to the aggressiveness of adolescents, show they express themselves more verbally and less physically. Thus, 19% of upper school students would use violence to resolve conflicts [2]. There are a number of aggressive behaviors specific to adolescents: screaming, direct methods of showing anger appear (the scar phenomenon decreases with chronological growth, girls persist for a long time), verbal aggression expressed in different manners (nickname, change willingness of the name, attracting attention to the adversary's negative saliva, gossip), irony is a form of expression of hostility, curses, various profane or injurious expressions are more common in boys.

Aggressive actions are actions that cause damage or intent to harm a person, group, animal or even objects. However, between aggression and aggressiveness there is a difference.

This distinction is important because an aggressive person does not necessarily make aggression and on the other hand, not always aggression is disposition manifested by aggressive acts.

Aggressiveness is a general human trait, and although most disapprove, it is vital, necessary for defending, providing life, security.

Since we have talked about "extreme" or "limit" aggressiveness, we have to mention that this is not the only form of aggressiveness; it can be another type so much so to say less destructive (physically). Being aggressive does not necessarily mean to kill, violate, and beat. Man can direct his aggressiveness directly against an individual by hitting, verbally offending etc.

Here we have two basic types:

1. Destructive aggressiveness.
2. Constructive aggressiveness.

The *constructive aggressiveness* is biologically adaptive and is related to the survival, protection of the vital interests and is manifested in danger of danger.

Destructive aggressiveness is not related to vital interests, it is not adaptive, and it is only specific to man, manifested through cruelty and acts of violence.

Increasing aggressive trends in the current period is an acute problem of our society. The research of psychological aggression has been the subject of many authors' research among the scholars: G. Andreev, V. Znacov, T. Rumeantev, Nevshii E. C. [8].

Given the great complexity of this psychological phenomenon and the existence of many theoretical approaches, any typing attempts are hitting bigger or smaller difficulties. Criteria for

classification stand out directly or indirectly from the analysis of the coordinates of aggression definition. The study of the literature allowed us to identify the following criteria:

1. Depending on the aggressor or person who adopts aggressive behavior.
2. Depending on the means used to complete aggressive intentions.
3. Depending on the goals being pursued.
4. Depending on the manifestation of aggression.

In relation to the first criterion, we differentiate:

- aggressiveness of the young person / aggressiveness of the adult;
- male aggressiveness / female aggressiveness;
- individual aggression / collective aggression;
- spontaneous aggressiveness/ permanent aggressiveness.

In relation to the second criterion, aggressiveness can be manifested in different ways: direct / indirect.

The direct one is directly targeted on the victim, the indirect one transposed on objects or beings that have nothing to do with the conflict. These foreign objects can be people, animals and various material goods. It should be noted that aggressiveness does not manifest itself only in physical or verbal form; it necessarily receives one of direct or indirect form.

Conclusions

The term aggressiveness is often associated with negative emotions - such as malice or anger, with motives - the tendency to offend or harm one; or even with some negative mantras - such are the racist or ethnic movements. Without taking into account that all these factors play an important role in human conduct, the result of which is the harm or the cause of a certain evil, their existence does not play a definitive role in the adoption of a distracting behavior. For example, the guy who has the grudge of someone else is not impotent ways will cause pain. .

Regarding the pupil's frustration at school and the consequences of this, we can say that school discipline by the rules of the school requires them, may become a source of frustrating and antigenic factors for pupils with increased emotional reactivity. Among such factors, we can notice the adaptation to the school rules, always changing due to the current reform, the transition from the old structure of the school year, quarterly, to the new semestrial structure. Student's entry into a new learning cycle, some unhappy attitudes of the teacher or parents, increasing performance standards by school, competition for the first place [15].

However, if violence is used by adolescents and in society, there will be a lot of violence. What causes parents to maltreat adolescents is primarily emotional problems. There is, for example, a relationship between infanticide and past and present suicidal potential of parents. There are also issues regarding the personality of parents, while other socio-economic issues relate to alcoholism or drug use, to the relationship between mother and father with the displacement of hostility to adolescents. In other cases, the removal of maternal care is criticized. Thus, Elmer talks about the accumulation of stress in the family's family, especially in economically disadvantaged classes. Other factors include physical and emotional problems, adolescents born one after the other, prematurity, single parent parenting, ignorance of parents, lack of educational experience etc.

Traditionally, school is the place of production and transmission of knowledge, of cognitive skills, of understanding the meaning of life and the world around us, of understanding relationships with others and ourselves. The mission of the school is not just to prepare the workforce. The school has to portray the sacraments, to teach the young man the pleasure of learning, the desire to succeed and to face the changes in the labor market. An education that aims to abandon the reproductive aspect in favor of orientation, to what is called problem solving also needs a learning environment to stimulate the production of knowledge and action skills.

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