

Impact of penal methods in performance of aggressive adolescents

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Abstract

Researchers, psychologists, and themselves parents consistently raise the question of how to be an effective method in the discipline and education of children and through the establishment of various research hypotheses and try to give an adequate answer as to come to the aid of parents in the process of education their children. Of course everything becomes more complicated when the child enters adolescence phase, phase in which the adolescent is in the process of building its identity. In this phase, communication and relationship with parents often undergoes a collapse ever becoming a cause for punishment of this teenager by the parents and bring very serious consequences for the future of his social being, which among other mention bullying. Of course it must be admitted that its own period of adolescence is a phase during which major changes occur physical, physiological, psychological, mental and social impact on the attitudes and behaviors of adolescents by increasing doses of aggression. What this study seeks to explore has been the hypothesis:

Application of disciplinary punishment methods to children has increased the aggression to them.

Since the family is the basic cell of society and the place here the future begins is conceived realization of such a theme. To make possible and to educate a little bit about application parents effective discipline methods that will impact on the psychological well-being of their teenage children has been achieved in several key objectives. The sample that we received for this study is a random sample and consists of teens aged 13 - 14 years. Results are obtained in the study 20 students, of whom 10 girls and 10 boys.

Keywords: *Punishment, Aggressiveness, Depression, Stress, Health.*

Entry

The researchers, psychologists and parents themselves constantly questions that how will be kept as an effective method and discipline in children's education and building through different research hypotheses and try to give a much more appropriate response to that used to support parents' during the process of education for their child. Of course every thing can be more complicated when the child comes stages of adolescent, within which the adolescent is in the stage of construction of his identity. At this stage of communication and the relationship with parents often pass a collapse being done a punishment for teenager by the parents and bringing quite serious consequences for the future of his social being, which among others is aggressiveness. Surely that must be recognized that the period of adolescent is a stage of which occur the larger physical , physiological, psychological, mental and social changes that affect attitudes and behaviors in increasing doses adolescent aggressiveness.

Purpose

By being that the family is the basic cell of society and where the future begins is conceived the realization of this theme to be done enable and to become aware for the parents about effective disciplinary methods that will affect the psychological well being of their children.

Hypothesis:

The application of disciplinary methods to children retributi in increasing aggressiveness to them.

Objectives:

1. Studied the presence of use of physical punishment in Albanian families.
2. Studied the presence of aggressiveness of Adolescents.
3. To study how it affects the use of methods of punishment in the level of aggressiveness.
4. Studied the forms which are more scattered to punishment that parents used for their child Adolescents.
5. Gender differentiation regarding these issues.

Theoretical Background

Definition of key concepts

Physical punishment is an action that has for purpose, to cause physical discomfort or pain, for the correct behavior of a child, to give a “lesson”, or to prevent children from repeating of behavior. The aim is to effect behavior change of child. Physical punishment can be administered with hands, or may include the use of objects such as belts or wooden spoon. Physical

punishment is the use of physical sourcing of purpose for causing to the child experience pain and injure for the purpose of correcting or controlling the child behavior . Physical punishment is often an impulsive act, and many more driven by emotion than by reason. In the book Positive Discipline, Jane Nelsen, punishment is defined as something that causes a feeling of guilt, shame or pain. Physical punishment includes the set of actions of potentially painful and damaging, regardless of scale and magnitude impact, and regardless of purpose behind it.

PUNISHMENT

✚ The designation as a consequence that follows a operate response that reduces (or trying to reduce) that possibility response to occur in the future.

✚ Positive punishment

✚ It is an effort to decrease te possibility that a behavior to occur in the future, when a response operante followed by the presentation of a negative stimulus. This is positive punishment

✚ Negative punishment

✚ It is an effort in order to reduce the possibility that a behavior to occur in the future, when an operant behavior is followed by the removal of a negative stimulus. This is negative punishment.

✚ The punisher

✚ A behavior (response operant) is less preferable to occur in the future as a result of the consequences that follow at behavior. Events that the lower, to decrease the possibility that a behavior to occur in the future are called Retributive.

✚ Positive punisher

✚ A positive punisher is an adverse event, the presentation of which are pursuing a operante response. Punisher reduces the possibility that a positive behavior to occur again located in the same conditions, circumstances.

✚ Negative punisher

✚ A negative punisher is an event which follows the removal of a operante response. Punisher possibility that it reduces negative event to occur again located under the same circumstances.

Aggressiveness

Aggressiveness is defined as a verbal or physical conduct that has the one's purpose injury. We have 2 types of aggression: "vicious" and "instrumental".

Vicious aggression comes from hatred and its purpose is to harm and hurt and 'instrumental aggression intended to hurt for any other reason. Vicious aggression is "hot" while instrumental aggression is "cold". Aggressiveness is an action that caused the previous aim to damage or for a person to offend the other. (Berkowitz, 1981).

Three key elements in this definition are: move, aim and disturbance.

Action: Someone tries a feeling of hatred for the patron thinks, or anyone else how to kill his competitor. In both these cases is a form of aggressive behavior.

Purpose: We call detrimental aggressive lead among those who have the purpose to have potential to cause detriment of others.

For example. Bystander who inadvertently prevents us or dentist teeth that governs us, though we have potential to cause pain are not aggressive. Aggressiveness does not happen accidentally, but when an individual has the aim to hurt the others.

Degradation: Aggressiveness is an antisocial behavior because of harmful consequences for the others.

The consequences of harmful emissions physical damage and psychological damage.

Theoretical contributions on the impact of parental punishment show aggressiveness in adolescents.

Adler Theory

- ✚ 4 R-te of punishment
- ✚ Indignation
- ✚ Revenge
- ✚ Insurrectional
- ✚ Attracting(low self-evaluation)

When adolescents reacts with one or more of R-4 to the punishment, they are not the focus, the lessons in life as p rmir suarit or an understanding of how their actions affect of the Others, or of learning how to repair their errors. In place of clear thinking, for a mistake or the bad behavior, adolescents, such as the reinforce thoughts, "My Parents are so aggressive, or" How not to cling next time ". In Positive Discipline for Teenagers, authors Jane Nelsen and Lynn explain that many parent, see the individuality typical teenager-a teenager who conceives of himself or her as an individual - as a teen rebellion. Nelsen and Lott, explain its adolescents that is normal for the lead among the contrary, that's what parents evaluate In addition, as one of the ways it adolescents who show that they are already individuals. When parents do not understand the natural process of individualization, they take many teenager action person, and and act with strong conviction. Nelson and Lott, warning of the individualization, can be returned to parents if kindle the flames of rebellion.

✚ The physical punishment is associating with a children's aggression and other antisocial behavior of (run peers, brothers and sister or adults)
Physical punishment can cause a violence on the children's relationships because they trying to internalize their experiences. (Vigotski)

✚ Initially antisocial aggression is a learned social behavior. (Eron, 1987).

- Eron argues that the conditions that are frustrating for a children, such as identification, internalization of parental standards, and modeling the behavior of adult, cultural and social norms, how important are determining of behavior may be acceptable or diserable. Eron mean that the "aggression and prosocial behavior, , representing opposite types of interpersonal solving strategies that taught early in life, if a child learns something good, he or she is aimed to learn it all good .

Social learning theory (Bandura 1969)

Corporal punishment of children makes it possible to learn through modeling aggressive behavior. If parents try to modify the behavior of their children through physical punishment, later, their children are more likely to do the same with the others when they want to influencojn actions of other people.

Interpretation of results

From the results obtained from interviews, what catches the eye is that the interviewed subjects have a tendency to punish conceived primarily associated with the use of physical force, expressed in different ways. This is probably due to the fact that as we will answer the following question, whether physical punishment on adolescents is present in Albanian families, the majority of adolescents responded yes, that means that adolescents by assessing punitive disciplinary methods present in Albanian families, they already have a model of punishment and this model in terms of conceptualizing different. In the face of the data and the presence ministudy physical punishment in our families, almost all teens surveyed have given answers that are against punishment. Most of them were men, this can probably be explained by the fact that they refer to the data in the following, if they are ever punished, with positive responses have resulted in many men than women, and therefore against the use of physical punitive disciplinary methods, were more boys than girls, with a ratio certainly be very busy, as a consequence of the limited number of samples. We pergigjet given by adolescents, as we have mentioned in this ministudimi disadvantages, the sample is not too large to be representative, has noticed a tendency to resist in response. That means, most of the respondents denied ever be punished or that are still unpunished. This can be linked to many reasons among which:

- Age of adolescence , characterized by feelings of superiority and resistance.
- Perhaps the tendency of our society, to view the punishment as a way displinuese and to accept it in silence.
- Only a small percentage of respondents said they were punished. From this part of the sample to be punished who have tried it what was observed in response following the interview, was a tendency to be aggressive. Specifically the questions were made, (ongoing consistency of responses given), how you feel at the moment punished, or what are their reactions in those moments, as I have mentioned the most frequent answer given above, it is clear the feelings expressed are directly related to anger, anger or resentment that these elements provide a basis be sure to respond aggressively.

Given that most of the interviewed subjects who responded that men have tried punishment are, what we achieve in the end is that it is precisely those men punished mostly in Albanian families, compared to girls, and also logically answers exactly who these men are more aggressive than girls. An interesting fact of our ministudimit, although it was not directly subject study was that men are more inclined to reply in physical terms, while girls in verbal or psychological terms. This can be explained by the presence of gender stereotypes in our society, linking as punishment and aggression in males more than with girls. The answers given by the subjects that catches the eye, despite the introduction of key responses, more frequent data subjects, some respondents answered two elements involved in simultaneously, which means that, the respondent may be answered in the same time was also hit with the swipe of the ear is drawn. Here it is important to note that we turn to the most widespread methods used in physical punishment in Albanian families, based on the responses received traditional forms continue to prevail as slapping, ear pulling, etc. And finally another point of our analysis is related to the most frequent users of punishment, and the results, she is the mother. Following our explanation, this result will tie again, with gender roles in our society, of which derive more frequent as punitive, mother.

Conclusion

The study result that parental punishment still continues to be present in Albanian families. And of course it is associated with negative effects in children, victims of this punishment, and one of these consequences is the fact that such behavior tends to introjektohet, thus affecting adolescents who exhibit aggressive doses as a result of behavior such punishment inflicted upon them. The study show that mothers were the ones more inclined to punish their children and it can be connected and more personal factors. While boys tended to exhibit higher levels of aggression compared to girls.

Recommendations

Our recommendations consist of a few key points to the parents for bringing their way with their teenage children:

- ✚ Awareness of all parents who use punishment is harmful for a healthy development of their child and is an ineffective discipline.
- ✚ Creating a simple understanding of the ways in which physical punishment may affect children's development.
- ✚ Summary of risk data.
- ✚ Encourage parents and other educators to use effective discipline method that does not involve physical punishment and use of disciplinary methods that promote a self-evaluation to teenager.
- ✚ Show that you know and accept the reason that the teenager is doing it, that we your judgment, is the wrong thing.
- ✚ Use always a "but".
- ✚ Offer a solution.

- ✚ Often it is helpful to say something showing confidence in the willingness and ability of the child to learn.
- ✚ Avoid charges. Always adolescents is important to communicate with a tone and words that show respect. This ensures the creation of a better its image by promoting adolescent and his tendency to cooperate.
- ✚ For every "no" you say teenage, offer two explanations and reasonable solution .
- ✚ Help your child to express their feelings, including anger and their desires.

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