Consequences of Inappropriate Behavior In Youth And The Issue of Mobbing

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Abstract:

The aim of the article is to present a phenomenon closely related to the issue of mobbing. It offers theoretical approaches explaining this matter. The most common sources of aggressive proceedings in early childhood were discussed with details, mainly outlining subjective and situational conditions. Possible consequences of aggression in children at subsequent levels of their development have been presented, with special consideration of its negative consequences. The meaning of early aggression of violence for the future development of mobbing proceedings was also highlighted.

Key words: Causes Of Aggression, Mobbing, Results Of Early Violence.

Introduction

The issue of mobbing is an increasingly frequent motif and scientifically described phenomenon, and not only in the context of the functioning of people on the professional background. In line with this issue, numerous analyzes also deal with the subject of violence and aggression. They are considered and analyzed, moreover, in terms of their occurrence in family, educational relationships, as well as in the context of the environment of people excluded and at risk of social exclusion, or in the area of the virtual world and the Internet. The most often edited definition of aggressive behavior, which is certainly mobbing behavior, is behavior aimed at causing suffering to another person who is motivated to avoid it. The common meaning of the term aggression is characterized by hostile behavior, aimed at causing someone to be humiliated, causing loss or permanent suffering.The definition of mobbing derives from ethology and presents the circumstance in which a band of birds attacks a single individual from their flock. He was accepted from this area of knowledge and began to apply to the description of aggression between students. The germs of research on mobbing combine with the work devoted to the situation occurring between peers at school. They have their roots in northern European countries, where this concept was used to describe this type of behavior.From the 80s of the last century, experimenters inspired by Dan Olweus' research intensively began to pay enormous attention to the phenomenon of harassment of employees and mobbing to the work environment.

Materials And Method:

This study deals with the attempt to search for early motivations of mobbing in relation to the causes of aggression-related behaviors, the effects of which may be appearing at further stages of adolescence of proceedings related to violence, including mobbing. Searching only and only for the early causes of this phenomenon and their insightful analysis let us reach its beginnings and thus facilitate effective intervention and prevention in relation to its strength and problems.

Results And Discussion:

As research studies point out, mobbing can be observed throughout human life: from kindergarten to old age (Monks, 2012; Smith, 1997). It appears in various relationships: between peers, in the family, between partners, friends or employees.It has been documented that the avoidance of familiarity shown in early childhood is associated with further hatred and aggression-filled relationships (Bost, Vaughn, Washington,

Cielinski, Bradbard, 1998). The doctrine of camaraderie suggests that the kind of bond that was created between the child and its main educator, equips the child with the ideals of future relationships. A child with anxiety style of attachment with an increased chance will then show strong tension, impulsiveness, seeking attention and lack of ability to cope with problematic circumstances in relation to other people.An important manifestation associated with violent behavior in children is also a slight emotional support from the parents. It has been shown that the mothers of aggressors more often use emotional violence, they care less about the psychotic and physical needs, they cannot establish a proper relationship with the child. In general, they are resigned emotionally and reject them emotionally, as well as overly control - showing a large inconsistency (Kocemba, 2009). The need for recognition, security and emotional contact are extremely strong in a young child (Jundziłł, 2003). Parental approaches that are too unobtrusive or criticizing prevent the child from succeeding. At the time, he realizes that he is not like others, which becomes a source of internal anxiety and lowers faith in his own abilities. It also leads to anger, which in turn raises another increase in tension and may result in aggression and socially unacceptable actions.In children whose emotional needs in the earliest cycles of existence have not been adequately formed as a result of the carelessness of the guardians, there is no foundation for the normal development of higher feelings, the same processes based on the existence of social norms or ideals (Jundziłł, 2003). Lack of warmth and close relationships, deprivation of the most important and basic needs for the child at the very beginning of forming relationships with significant persons increases the risk of child hatred and aggressive proceedings in the following years. The studies also distinguished the relationship between the mental representation of the parent and maintenance issues in children (Stadelmann, Peren, von Wyl, von Klitzing, 2007). Negative parental representations in 5-year-old children were the stimulus of their problems with behavior, and their positive representations were a link to pro-social behavior. Another stimulus that has the potential to trigger aggressive proceedings in children is to be an observer of domestic violence. As the children's studies show, the result may be an increased probability of the presence of symptoms associated with exaggerated control (e.g., discouragement, fear, morbid alertness, recurring memories) and poor control (behavioral problems, including mobbing) (Naylor, Petch, Azam Ali, 2012). Being a witness of violence between adults causes that children more often get involved in violence or become perpetrators of violence with respect to other peers (Anooshian, 2005).Some research sconclude also that during early and late childhood children have an increased tendency to aggressive actions than their younger siblings (Felson, Rosso, 1998). Lots of children who used physical abuse towards their siblings experienced violence or neglect on the part of parents and / or caregivers. Perihan Rosenthal and Mairin Doherty (1984) in their studies showed that the level of physical health and the same mental feeling was lower in siblings who committed aggression in comparison with their siblings who did not. Research over the past eighty years has shown an identical relationship between a lack of agreement in marriage and difficulties in keeping children. The most common of these disorders are aggression, improper behavior and crime (Cummings, Zahn-Waxler, 1993). There are also links between parents' quarrels and aggression between siblings (Bush, Ehrenberg, 2003). The determinant of aggressive behavior about the situational situation that can exacerbate it in an individual is also violence in mass media. Research shows that watching violence intensifies aggression in the behavior of viewers, also the tendency to hostile thoughts and feelings, and induces an increase in physiological arousal and inhibits pro-social inhibition. The delayed consequences of watching violence are stronger in the case of children and immediate consequences in adults. It is estimated that by ending primary school, the average child has behind him watching about eight thousand murders and about hundred thousandother acts of violence. Playing video games brings very similar results to watching acts of

aggression on a TV screen (Meyers, 1993). On the basis of these research reports, we may think that the deferred consequence of watching violent scenes may also be aggressive behavior at a later stage.It should be noted that many of the described results are derived from correlative and transverse studies that should not be considered in terms of cause-and-effect relationships. Family circumstances, as well as characteristics of culprits (as well as features of children subjected to mobbing), are one of a multitude of details related to the issue of harassment. Mobbing is a multi-faceted event, multifaceted, and trying to discover its occurrence, it is necessary to take into account its context. The effects received by Dorothy Espelage and Susan Swearer deserve special attention (Espelage, Swearer, 2009). The authors, explaining the uniqueness of mobbing, rely on the system model of human development (social-ecological model), which includes several levels (the nature of relationships with peers, family circumstances and the atmosphere prevailing in the school walls), affecting the attitudes and behavior of people. The authors proved that although family circumstances and individual aspects of the delinquents have their overtones, the phenomenon of mobbing can even explain the poor climate of the school in up to fifty percent. Thus, these results maintain that the social context in which children and the younger generation function simultaneously has a bearing on the emergence of the mobbing event.

Conclusion:

Violent behavior, as shown by the studies presented earlier, is probably dependent on many factors, both biological in nature as well as related to the environmental aspect. The analyzes presented above come primarily from research on a correlational being. One should therefore imagine a variety of scenarios of relationships between relations occurring in families and peer violence. It is possible that negative patterns of functioning in the family result in the children displaying aggressive behaviors towards their peers, but it is also likely that the involvement in violence experienced by the child in the institution causes a deterioration of the family's functioning or the child's specific features.Moreover, the manifestation of aggressive behaviors during adolescence does not have to identify that a given character will later be the culprit of mobbing in anger. Research indicates that employees who are experienced as a victim as well as the perpetrator of violence during adolescence may also be victims of mobbing at the place of work to a similar degree. Although the perpetrator's participation may be relatively well-known in kindergarten and later in school, it does not have to be permanent throughout the person's entire life. In addition, the outlined results postulate the importance of instilling appropriate algorithms for children in both the circumstances of being the author and being a victim of a mobbing situation. Children who exhibit behavior related to violence must be looked after. The intervention should focus primarily on learning the causes and their potential limitation and teaching children the right ideals of reaction in conflict situations with their colleagues, already at the earliest process of shaping these relationships. Because mobbing is a situation that is manifested in the largest number of cases in a group of people, corrective actions should include all participants and be directed at changing negative patterns of response to provocation and interpretation of social relations, as well as learning empathy and cooperation with peers.Nevertheless, the key issue in the preparation of prevention programs is to create a positive and supportive climate in kindergarten and school, because it is precisely the atmosphere of a place closely related to education, it seems, that at the maximum stage the occurrence of mobbing can be explained. The emphasis on forminga live relationship, a specific teacher's relationship with their pupils, passing ideals, creating a positive school climate is probably the most important. Care and educational institutions should therefore stand by the side of both children (in the ways of communicating with peers, ways of dealing with individual and interpersonal dilemmas), as well as their parents overcoming their didactic problems. However, further detailed analyzes are necessary

(especially longitudinal studies, taking into account many levels of stimuli) aimed at a more extensive and insightful determination of the factors of behavior on the essence of mobbing.

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