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# **Study And Analysis Of Parental Neglect And Its Role In Increasing The Hostile Behavior Of The Child Towards Family Members And Society**

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## **Abstract**

**This study aims to find out the relationship between the child's aggressive behavior and verbal abuse on the part of the mother and neglect as it aims to find out the differences between boys and girls at the level of aggressive behavior . The research sample consisted of (65) school children aged (11-13) years. The study tools are: the Aggressive Behavior Scale and the Parental Abuse Scale. The results obtained are: - The presence of statistically significant correlation between verbal abuse and aggressive behavior and between neglect and aggressive behavior among school children. - The presence of statistically significant differences in aggressive behavior among school children in favor of boys.**

**Keywords: aggressive behavior, verbal abuse, neglect.**

## **Estudio Y Análisis De La Negligencia De Los Padres Y Su Papel En El Aumento Del Comportamiento Hostil Del Niño Hacia Los Miembros De La Familia Y La Sociedad.**

### Resumen:

Este estudio tiene como objetivo descubrir la relación entre el comportamiento agresivo del niño y el abuso verbal por parte de la madre y la negligencia, ya que tiene como objetivo descubrir las diferencias entre niños y niñas a nivel de comportamiento agresivo. La muestra de investigación consistió en (65) niños en edad escolar (11-13) años. Las herramientas de estudio son: la escala de comportamiento agresivo y la escala de abuso parental. Los resultados obtenidos son: - La presencia de una correlación estadísticamente significativa entre el abuso verbal y el comportamiento agresivo y entre el abandono y el comportamiento agresivo entre los escolares. - La presencia de diferencias estadísticamente significativas en el comportamiento agresivo entre los escolares a favor de los niños.

Palabras clave: comportamiento agresivo, abuso verbal, negligencia.

### Introduction:

Children at different ages in school, street, home, and school are subjected to verbal abuse and physical abuse by the mother, father, teacher or educator, and ill-treatment may lead to the child's death at times.

The phenomenon of child abuse by parents is one of the oldest phenomena, and it is not confined to a specific category or a particular community but spread to touch all communities and all groups of learners and non-educated. (1)

Poor parenting (verbal abuse and neglect) of children by parents negatively affects their growth Psychological and social, resulting in a number of psychological and behavioral disorders such as anxiety, withdrawal and aggression Isolation and other socially undesirable behaviors.

#### 1- Problematic

Childhood is one of the most important factors in the growth of the individual and the importance of this stage and its educational implications.

Defining the basic features of the human personality, one of the priorities of research is to pay attention to all that achieve adaptation and growth. Especially in a time when children are subjected to various forms of abuse

and practices and attacks that affect his or her identity and personality and affect his or her proper development. Where the school of psychoanalysis sees that for the first years of life the individual has great importance in shaping the personality of the individual and the formation of his habits and tendencies. Freud adds that the behavior of the person and the psychological and mental factors he or she may suffer at the most difficult and most critical stage are due to their behavior to the methods of breeding wrong in the first five years of his life (2)

Child maltreatment includes neglect, sexual abuse, physical abuse, emotional deprivation and child molestation the most basic rights such as learning, playing and others. The World Health Organization defines child abuse as “All forms of physical and / or psychological abuse, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the health, survival and development of the child or you have given it “(3) Child abuse is any act that would endanger the child’s emotional health and development and physical risk. (6001) defines child abuse as “all types of behavior adopted by the guardian of the child, which in the short or long term “(4) as identified by the Bedouin (6006) as “abuse of children within or outside the family, and there are various ways to make the child.

The family environment is the first medium that provides the child with the right environment for good and better growth, in which he learns to eat food, walking, speech, gender control, preparation for basic learning, discrimination between the error, the right, in which the family’s role in the role of the new newborn, especially the mother and the relationship between them affection. The family environment provides the child with healthy growth, and the incoherent environment causes the child to suffer from many problems, including behavioral problems, and the provision of many sensory experiences helps the child to achieve the environment deprived of these experiences causes the child’s behavior to suffer and suffer from (6), where Ashraf Mohammed Abdul Ghani Sharett (6001) refers in his lecture to there is a statistically significant relationship between the treatment of children by parents and some psychological problems in children.

The relationship group is statistically significant between the abuse of preschoolers and some preschoolers Psychological problems in children. The relationship of the child to his parents, especially the mother, is of great importance in his growth and development, and this relationship affects the child . (And future in the child’s relationship with others in the follow-

ing development)

The interactive relationship between the mother and the child within the family is a continuous and interrelated relationship, and each of them changes its interaction steadily. As a result of the behavior of the other, and that the pattern of abusive treatment by the mother may reflect the child's behavior more than reflects tendencies Mother(9).

The methods of parental treatment have an effective impact on child rearing; parental treatment of children affects growth. They have been rationalized, and authoritarian methods affect the lack of love emotion with the use of punishment and fear of parents and develops aggressive behavior and helps to create stress (11)

Among the ranked results of child abuse on future personalities is poor self-confidence, Feelings of frustration, aggression, anxiety, behavioral problems (11) Parental attitudes towards the child may lead to the appearance of aggressive behavior, in the sense that aggressive behavior is affected by the way parents treat their child which is a result. Family Formation The family that follows the punishment method affects the appearance of aggressive behavior, as demonstrated by the lesson Dodge (1990).

Understanding the causes of aggressive behavior in a child is essential, so research is essential in this area, the present study aims to find out whether neglect and verbal parental abuse which the child receives within his family has affected the appearance of his aggressive behavior, and to verify this effect we have decided To investigate the relationship between verbal abuse, neglect and the emergence of aggressive behavior in children in the stage (11- 13) years. Therefore, the question is:

Does child abuse by parents affect aggressive behavior in children? From which branch the following questions:

- Is there a statistically significant correlation between parental verbal abuse and aggressive behavior in children?
- Is there a statistically significant correlation between neglect and aggressive behavior in schoolchildren?
- Are there statistically significant differences in aggressive behavior in school children due to sex variable?

2. Research hypotheses:

- There is a significant correlation between parental verbal abuse and aggressive behavior in children
- There is a statistically significant correlation between neglect and aggressive behavior in school children.

There were no statistically significant differences in the aggressive behav-

ior of children who were taught due to the gender variable.

3 Importance: -

The importance lies in the development of a very important behavioral problem which is the phenomenon of aggressive behavior that has spread prominently -

For attention in children.

The need to study the variables associated with the emergence of aggressive behavior, especially the bad mother's treatment of the child. -

The study of aggressive behavior in late childhood as a transition to the stage of pregnancy and in it -

The identity of the individual is shaped.

4: Objectives:

Detection of the relationship between aggressive behavior in children and verbal abuse of parents. -

Detecting the relationship between aggressive behavior in children and neglect. -

Detection of the relationship between aggressive behavior in children and sex.

Identification of Terminology - Aggressive behavior is socially unacceptable behavior. Can be observed and measured and shown in the image of aggression -

Physical or verbal, in which there is discretion and discretion, which is a reaction aimed at harming oneself, others or (12) It is also defined as the degree to which an individual receives the measure of aggressive behavior of a slave Al - Kareem Al - Amayra

Verbal abuse: are all words and words used by parents with their children and cause psychological pain , Resulting in a range of psychological and behavioral disorders such as emancipation: abuse, hateful names . (On the child, and negative comparison with others)

Neglect: neglect of the child is characterized by failure to provide the basic needs of him, and neglect takes forms - The most important of which are physical, health, educational and emotional neglect

Child: The UN Convention on the Rights of the Child defines the Convention on the Rights of the Child (UNICEF) in article 1 states that: "Everyone is under the age of 18 or under the age of majority" (15)

That it was the child who still needed care and tutelage and was unable to assume civil and social responsibility Alone.

6 The theoretical framework of the study -

Abuse - The concept of abuse: defined by the Department of Health and

Human Services (6001) as “physical abuse or - Treatment based on neglect or abuse of a child under the age of 18, by a person who is responsible for the care and well-being of the child under circumstances where the child’s health is threatened or harmed “

Patterns of child abuse - -

There are many patterns of child abuse and violence against parents and children:

Physical Abuse: Any injury to the child that is not caused by an accident, and may include injury Bruises, scratches, raised blows, body punches, strangulation, biting, musk, hair pulling, disc Spitting, bone fracture, incineration or internal injury)

Verbal abuse: is one of the most important types of abuse towards the child, and includes all methods of degradation ridicule of the child and inappropriate words and insults and insults, and also includes the behaviors that place the child .In constant and permanent situations of threat and fear> 6 Neglect: Fontana - - - Fontana 1994 (“Emotional neglect or deprivation of the mother). Or the principal educator due to absence or negative practices, in addition to physical neglect that includes ill (Inadequate nutrition and clothing, lack of medical and educational neglect and neglect) “

Sexual Abuse: Defined by the Criminal Code for the Prevention of Child Sexual Abuse - - - (CAPTA, 2003) that “any exploitation, use, persuasion, inducement, solicitation or coercion of any child participate or assist anyone else to participate in any sexual conduct or demonstrate the conduct of for the purpose of filming, rape, harassment, prostitution or any form of sexual exploitation (The practice of incest with the children “)

Aggressive behavior -

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Buss 1961 defines it as: “behavior that the individual pronounces verbally or materially, explicitly, implicitly, directly or indirectly” Direct or passive, and this behavior results in physical or physical harm to the person himself (Aggressive behavior or others “)

Berkowitz (1966) defines it as “any kind of behavior, whether physical or verbal. Issued with the intention of injuring a person” (22)

Bandura (1963) defines it as: “behavior intended to produce subversive or disliked consequences or to control Through physical or verbal force over others and this behavior is socially defined as aggressive “

Forms of aggressive behavior: - -

Verbal aggression: includes various types of speech such as threats, defamation, libel, abstinence - Contempt) 24



Physical aggression: is the use of physical force towards the other using something like a stick, gravel - Bullet or otherwise, such as beating, thrusting, punching, biting)

Aggression towards property: means the destruction and destruction of the property of others such as cracking and burning or property theft and acquisition. Positive aggression: It is considered the optimal engine for man in the performance of his functions, for example in the case of pressure during -Doing something where there is a specific time to accomplish it here is a positive count, sometimes called an assertion name or affirmative behavior)

Negative Aggression: We say an aggressive behavior that is negative if it leads to destruction and sabotage of things -or constitutes a threat to the other or directed towards the self)

Explanatory theories of aggression - -

Biological theory: Focus on biological agents of the organism such as chromosomes and hormones - and endocrine and electrical activities in the brain that may be violent

Theory of Psychoanalysis: Freud believes that aggression is instinctive behavior aimed at the discharge of hostile energy -within the human must be satisfied completely, such as sexual energy, which subsides in saturation and calms only if attacked to beat others or abuse or assaulted himself insulting and humiliating, reduce his psychological tension and return to (29) while modern Freudian views aggression as a result of internal conflicts and problems Emotional and non-sensual feelings of fear, insecurity, lack of harmony and a sense of inferiority. The theory of frustration: aggression occurs as a result of frustrations faced by the individual, and the latter is inciting to conduct aggressive behavior which makes the individual resort to aggressive behaviors directed at the source cause (31) Here aggression is described as direct and aggression can not be directed towards the original source of frustration , It resorted to directing aggression towards another source directly or symbolically related to the original source.

Behavioral theory: is the behavior of the learner if associated with reinforcement If the older brother attacked his brother -The younger the person gets what he wants, the more likely the aggressive behavior will be

Social learning theory: This theory assumes that students learn aggressive behavior with the same - The way they learn other patterns of behavior, and that this learning process begins with the family where this trend is seen education and socialization play an important role in learning how to respond to behavioral methods that enable them to achieve Goals



Causes of aggressive behavior-Psychological, social and biological causes of aggression:

Psychological reasons: Deprivation Frustration Emotions such as anger and fear psychological trauma Sadism, fanaticism and fighting motivation social reasons Social misconduct, including methods of parental treatment is not uniform such as neglect, cruelty, punishment, absence of the father from the family, aggressive environment, social rejection and feeling threatened

Biological causes Rise of male hormones, muscle strength, disabilities, malformations, stress (Homsfiri sovereignty system).

7. Methodological actions:

Community and school sample:

The school community consists of middle school students (first and second years of intermediate school) with intermediate bunkel abd who is a student in the school year (6014-6011). The sample of the school consists of 65 students in the first and second level of intermediate education (11 11) years were selected randomly.

Table (1) shows the distribution of the sex sample by sex

	repeats	%
male	26	40
female	39	60
total	65	100

2 Curriculum and information collection tool -

The study used the descriptive approach as appropriate to the nature of the lesson and the instrument used was adopted the study is based on two measures:

- Measure of Aggressive Behavior of Children by Ahmad Abdul Karim Al-Amayra (1991) (see Appendix 1)
- Method of correction and interpretation of results
- The number of standards (61)
- Does not happen (zero), sometimes occurs (1), always happens (6)
- The total score of the scale is between 0 and 46
- The mark (19) and above was considered a high level of aggression (36)

Child Abortion Abuse Scale for Bilqis' Abd al-Hussein al-Ubaidi (6009) was used only two dimensions of the scale are after verbal abuse and after

neglect. See Annex (6).

The scale consists of (40) paragraphs representing the three dimensions of abuse (physical abuse, verbal abuse, negligence) (15) for physical abuse, (10) for verbal abuse and (15) for negligence.

Method of correct measuring instrument: -

A scale of three degrees (always, sometimes, and a club) was placed in front of each paragraph, respectively (The minimum scores attained by the examinees on each dimension of the scale exclusion, physical abuse). Verbal abuse (10), neglect (15), physical abuse (45) and verbal abuse (10) (37) Negligence (45) The minimum score of the examinees on the scale as a whole (40) and the upper limit (160) Statistical Methods - Depending on the nature of the research and changing the lesson, the spss program was used to calculate:

Pearson Pearson correlation coefficient was used to find out the relationship between aggressive behavior and abuse of Mother's party: verbal abuse neglect. - T-test for two independent samples to indicate the differences - Percentages for the distribution of the sample.

Presentation and discussion of the results:

1- The first hypothesis

The Pearson correlation coefficient was calculated and the results are shown in Table (2), which denotes the correlation coefficient .The sample returned between aggressive behavior in the child and verbal abuse.

Table (2) represents the correlation between the two aggressive behavior variables and the verbal abuse correlation

<b>Verbal abuse</b>	<b>Agressive behavior</b>	<b>Bad pronunciation</b>
<b>Pearson Correlation</b>	<b>65</b>	<b>464**</b>
<b>Bad pronunciation</b>	<b>464**</b>	<b>65</b>

**\*\* . Correlation is significant at the 0.01 level (2-tailed).**

Table (2) shows that the Pearson correlation coefficient ( $R = + 0.46$ ) is medium and positive hypothesis positive and positive correlation between aggressive behavior in the child and verbal abuse by the mother, D. (0.01)and the degree of freedom (61). In the light of these results, we accept the zero That the relationship of aggressive behavior behavior of the child and verbal abuse by the mother. The second hypothesis The Pearson correlation coefficient was calculated and the results are shown in Table (1), which denotes a value Coefficient of correlation between the aggressive behavior of the child and neglect by the mother.

Table (3) represents the correlative relationship between aggressive behavior and neglect by the mother

Verbal abuse	Agressive behavior	Bad pronunciation
Pearson Correlation	65	304*
Bad pronunciation	304*	65

\*. Correlation is significant at the 0.05 level (2-tailed).

Table (1) shows that  $R = 0.10$  is positive and is somewhat weak, ie, there is a positive correlation and a weak positive behavior between the aggressive behavior of the child and neglect by the mother (0.05) and degree of freedom (61). In light of these results, we accept the zero hypothesis that there is a relationship correlative aggressive behavior of the child and carelessness of the mother.

The third hypothesis

There were no statistical differences between males and females in aggressive behavior. In order to verify the third hypothesis, the “T” test was used for two independent gender signifiers ), Male and female (the results are shown in Table 4)

Table (4) shows the results of the T test to indicate differences in aggressive behavior when the sample is returned according to a variable Sex

Level of significance at 0.05	Degree of free	Value t	deviation Standard	Average the math	n	Pearson Correlation
female	39	20	2	5	36	function
male	26	25	5	5	36	

Table (4) shows a difference between the mean scores of males (65.66) and average female scores (60.10). This is a significant difference, expressed by the calculated value of (5.19), which is greater than (C). (6.00) at the significance level (0.05) and the degree of freedom (61). Therefore, the difference between the two averages.

Is statistically significant, which confirms that the null hypothesis is not achieved and the alternative hypothesis is accepted that there are differences between gender in the aggressive behavior of males.

Discussion of results:

The results of the study found that there was a moderate positive rela-

tionship between aggressive behavior in the child and verbal abuse by the mother, that is, whenever there is high verbal abuse by the mother, the level of aggressive behavior increases in the child of the school and thus accept the zero hypothesis and achieve the hypothesis is presented and the relationship is indicative. However, there is a difference between the variables of the study, ie, the change in the first variable (verbal abuse).

Coupled with the second variable (aggressive behavior) in the same direction in the sense that the rise in verbal abuse by the party the mother was accompanied by a high level of aggressive behavior in the child and the results also found a relationship between the aggressive behavior of the child and the neglect of the mother. This result is due to the role of the upbringing and the link between aggressive behavior and close association is confirmed by Bandar, where he sees aggression as a result socialization, in which all the benefits of society as well as the theory of social learning, which provides for several.

The most important of these hypotheses: Aggressive behavior is learned within

And that many patriarchal acts that use punishment for the purpose of education and discipline are often given results negative. The relationship between parents and children and the experiences experienced by the child in early childhood, constitute the personality of the individual at puberty, so the behavior of aggression transmitted through the generations and child abuse in the house leads to an aggressive behavior that begins its seed in its early life and continues in its relationship with its friends and brothers, and yet this is in line with the results of the study conducted by Muhammad (Ali Al-Yazouri6016 (entitled "Behavioral Disabilities for Mentally Disabled Persons with Learning Potential and their Relation to Parental Treatment Methods in Gaza Strip "where the results showed a statistically significant correlation between parental treatment methods and behavioral disorders for mentally disabled people who are able to learn as mothers who use the method punitive children are more aggressive than others.

The results also explain that the level of aggressive behavior is increased as a result of ill-treatment by the mother as the family Had a significant impact on early developmental development of the child. Bettelheim (1997) noted that "most Behavioral and emotional disorders are originally due to the negative interaction between the child and his mother "(38) Hindawi (1996), which showed that aggressive students suffered from higher parental control and neglect non-aggressive.

These findings are also in line with Dr. Mohammed Al-Arji's (6011) "Pa-

rental Treatment and Marital Failure and the Relationship of Every One” of the aggressive behavior of fifth and sixth grade pupils in primary education “ There is a statistically significant correlation between the level of aggressive behavior and the level of parental rejection, and existence Statistically significant differences between the sexes in the field of aggression directed towards others and aggression directed at things. The total score of the male scale (39) and Krush Nual (6011) was “Family education of the child

(9 to 1) years of age and its relation to the emergence of aggressive behavior “, the findings found that family education authoritarianism influences the emergence of aggressive behavior among primary school-age children aged between 16 and 9 yearsas for the results of the third hypothesis, which showed the existence of statistically significant differences in gender behavior for male mastectomy the interpretation of these results is due to the biological nature and physical characteristics of the male and most suggestive.

Women are less likely than males to engage in aggressive behavior, including Kagan and Moss kajan et moss, a study that is followed by a group of children in which they conclude that there is some kind of stability of aggressive behavior in males more than females, and that custom and society help in aggressive behavior and sometimes encouraged, and there are also studies that demonstrate that male hormones have a relationship

Directly in aggressive behavior, as demonstrated by James Dass and his colleagues (2011-2017).

Low aggressive behavior in females is explained by their low male sex hormone and also by adults In males and strengthen it and do not allow it when the female male to be characterized by power and aggressive force, according to The Cultural and Social Concept.

These results are consistent with many of them: Dr. Basheer Muammariyah (6000), who found differences ) In physical aggression and verbal aggression between males and females for males and Boschians (6011( Entitled “aggressive behavior and its relationship with the social psychological compatibility of university students,” which reached a presence . (Statistically significant differences in aggressive behavior between males and females)

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**Table ( 5 )**

7. **Significance of Differences between Means Scores of the Tow Groups in Prepo- Test Achievement** re- nia

Group	No.	Mean	S.D.	Degree of Freedom	T Value	Level of Significance
<b>Control</b>						
<b>Section C</b>	<b>27</b>	<b>2.30</b>	<b>1.35</b>	<b>51</b>	<b>3.049</b>	<b>0.05</b>
<b>Experimental</b>	<b>26</b>	<b>3.54</b>	<b>1.61</b>			
<b>Section B</b>						

U 8. re- nia  
9. re- nia  
10. re- nia  
11. re- nia  
12. re- nia  
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14. re- nia

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