



"HENRI COANDA"
AIR FORCE ACADEMY
ROMANIA



"GENERAL M.R. STEFANIK"
ARMED FORCES ACADEMY
SLOVAK REPUBLIC

INTERNATIONAL CONFERENCE of SCIENTIFIC PAPER
AFASES 2013
Brasov, 23-25 May 2013

EMOTIONAL ABUSE - DEPRESSIVE INDEX IN SCHOOL ENVIRONMENT

Maria Dorina PASCA

University of Medicine and Pharmacy Targu Mures, Romania

Abstract:

Aim: the present paper work wants to outline the fact that emotional abuse may be at a certain moment one of the indexes of depression in school environment. **Methods:** observation, conversation, talk, case study. **Summary of results:** the entire structural demarche outlines the fact that, at the level of school population, in certain situation, it is exercised the emotional abuse by different persons under various forms, which determines an attitude and a special developed behavior, which may finally be found through the indexes that decode depression in educational environment, the pupil being considered in most cases vulnerable and emotional instable. **Conclusions:** centering in the near future on the necessity of involving the development factors (environment, education, and heredity) in decreasing/ eliminating the emotional abuse in school environment.

Key words: child, emotional abuse, depression.

1. INTRODUCTION

Our structural demarche has in the center of attention those elements that indicate the fact that the emotional abuse exercised on the child in general and especially in school environment, may be considered at a certain moment as forerunner of the depression state developed at this age.

Thus, if we start from the fact that by definitions:

a) – the abuse is a violent manifestation against children taking advantage from the difference of force between child and adult, coded under its form: physic, sexual, economic and emotional (psychological) Pasca M.D. (2006).

b) – depression is a morbid state more or less durable, characterized mostly by sadness and a decrease of tonus and energy; anxious, disgusted, discouraged, the depressed subject is incapable to confront with the slightest difficulty, being also lacked of any initiative, suffering because of his intellectual inability, the attention and memory being degraded, and the inferiority feeling that result from this increases more his melancholy – Larousse – The Dictionary of Psychology (1966), in their conetextuality the two attitudes, transformed in time in behaviors require an approach that determines the involvement and awareness of the resultant. In its internal structure the emotional abuse decodes distinctive forms as those that have in the center of action the child- actor, finding this one in:

- a) – rejection = the adult casts away from the child, refuses to recognize his value or legitimacy of needs;
- b) – isolation = the child does not have the possibility of establishing some social contacts or may be isolated in an area without social interactions;
- c) – terrorizing = the child is verbally threatened, intimidated and scared with physical and psychological “weapons”;
- d) – degradation = the child is treated as inferior, humiliated and depreciated, deprived of dignity;
- e) – corruption = the child is encouraged and guided to develop antisocial acts that lead to criminal and social unaccepted behaviors;
- f) – exploiting = the child is used in advantage and for adult’s use;
- g) – denial of emotional response = the adult in who’s care is the child ignores or neglects the child (from an emotional point of view also).

2. METHODOLOGY AND RESULTS

Starting from the elements that define the emotional abuse, in the context of the information mentioned above, it is shaped the profile of some patients that belong to those personality types with no self-control, dominated by impulsivity and aggressiveness. Among the psychological factors that code a certain state we can enumerate those that represent parents:

- a) – with rigid personality, devoid of warmth and empathy toward child;
- b) – affective immature that develop mechanism of dependence toward the conjugal partner, neglecting the child;
- c) – affective immature and incapable to exercise the role of parents;
 - d) – were put under multiple states stress (divorces, marital conflicts, deaths, residence changes);
 - e) – have unrealistic exertations, oversized toward child’s behaviors, developing unconsciously protections mechanisms;
 - f) – had attachment disorders in their childhood, becoming anxious parents;

g) – have different forms of psychopathies belonging to the category of antisocial or histrionic personalities.

We have to outline that abuse, in our case the emotional one, has extremely serious effects on the child, who will live developing his: fear, phobias, obsessive memories, insecurity and guilt feelings. We can add also: critics, fight, insults, humiliation, interdictions, obligating and threatening, found mostly in the modalities of attitudinal-behavioral expression of the actor – child found in school environment.

Under such a description of “qualities” that mark the emotional abuse, we can distinguish the profile of the child emotionally abused under the form of his manifestations like:

- somatic = by losing appetite, sleep disturbances, nightmares;
- behavioral = develops manifestations like: apathy, isolation, avoiding relation with other, negativism, hostility and aggressiveness;
- cognitive = appear difficulties that lead to a lack of intellect, disinterest for schoolwork assignments, decreasing school performance and thus appearing school failure.

After the evolution of those former mentioned it is shaped the place where it appears as conflict state between pupils and teachers versus teachers and pupils, the emotional abuse being the school- as identity in these conditions of some concepts that exceed the normal ones of education and instruction perceived as de-facto in such a place. It came to these situations starting from the fact that using a punishment risks a physical abuse which determines the emotional involvements also, that may appear at a certain moment. It is preferable even if it is developed a conflict between the two actors – the pupil and the teacher, this should not generate abuses, mostly emotional, for the first one. Cultivating thus the emotional abuse through permanent labeling of student in school, lead to



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lack of trust and self esteem, to psychic immaturity, but mostly, to developing in time the behaviors of risk that may release at the right moment the deviance arriving to juvenile delinquency and not only.

3. CONCLUSIONS

Thus, outlining the risk factors in school environment- as part of emotional abuse appearance send to:

- a) – insufficient knowledge of the child's rights;
- b) – perpetuation of punitive educational model;
- c) – overloading of school curriculum;
- d) – faulty connection between school and family;
- e) – the presence in school environments of some groups with delinquency potential and lack of involvement from those responsible in protecting the pupils.

Under such circumstances it is visible the connection that may outline the emotional abuse as index of depression appearance in school environment, the compatibility being clear. Thus it is necessary to review the educational act on the child and also his existence as a being, establishing a new vision upon the quality-value evolution of this one.

Rethinking of some social-economical structures which should ensure the safety and stability of the family and of the volitional existence also will surely reduce the anomalies so frequently seen today from early ages and up to old age. Thus our logistic demarche wanted to be an alarm signal on the new behaviors of attitudinal-behavioral risk that may appear at this age in school environment.

Therefore through programs of prevention of social immaturity and instability, of reconsidering the institution of family and

of redefining the educational act we will get, metaphorically speaking: "talking nice and greeting each other, allowing our kids to play on the street, showing affection towards them, loving and respecting them". Than we surely have found the way of reducing the emotional abuse in school environment and not only, making and mostly giving to our children, together with our love, the childhood that they wish to have, because they deserve it.

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