



TECHNIUM
SOCIAL SCIENCES JOURNAL

Technium.

48/2023

2023

A new decade for social changes

Technium

Social Sciences

Powered by

PLUS
COMMUNICATION



International
Communication & PR



Aggression as a form of adaptation in conflicting relationships parents – teenagers

Sandu Mihaela Luminita¹, Ciubuc Georgiana Adelina²

¹Ovidius University of Constanta, Faculty of Psychology and Educational Sciences,

²Independent researcher

mihaela_naidin@yahoo.com

Abstract. This paper aims to present the main theoretical aspects of aggressiveness as a form of adaptation in the parent-teenager relationship, given the different characteristics of adolescents, but also of parents. Aggressiveness is an attribute characterized by a whole series of manifestations in an intentional or not intentional manner, which can be manifested in social groups, in the school environment, or even in the family. This paper comes with a unique perspective from two categories of subjects, namely, adolescents and parents from urban areas and adolescents and parents from rural areas, who have a different educational level, belonging to different social backgrounds, regarding aggression as a personality trait, how it may or may not be influenced by self-esteem or dysfunctional negative emotions.

Keywords. Aggressivity, adaptation, relationships, conflicts, parents, teenagers

1. The aggression

1.1. Conceptual boundaries

According to the Larousse Dictionary of Psychology, aggression can be defined as: “The dynamism of the self-asserting subject, which does not run from difficulties or struggle; on an even more general level, it characterizes that fundamental disposition by which the living being can obtain the satisfaction of his vital needs, mainly food and sexual.” (Dictionary of Psychology)

According to the DEX, aggression is “the ability to be aggressive, sometimes consisting of a pathological symptom; the ability of some pathogens to attack the animal or plant organism.”(The Explanatory Dictionary of the Romanian language, 1975).

Paul Popescu Neveanu (1978) defines aggression as “destructive and violent behavior oriented toward people, objects or oneself”. (Paul Popescu-Neveanu, 1978)

In his work on aggression, Nicolae Mitrofan states that “aggression can be characterized as characteristic of forms of behavior, oriented toward destruction, so that the purpose is to produce damages, whether material, moral-psychological or mixed.”

Aggression, the engine that dynamizes or inhibits the human being, is and will be one of the most controversial topics that will stimulate the imagination and intellectual efforts of various researchers in the fields of psychology, anthropology, ethology, neurobiology and more.

We cannot understand the effects of aggression on man or other living beings unless we clarify the word's etymological meaning.

According to the literature, the term aggression comes from the Latin "aggresio" which means to attack. Aggression is the act of attacking, undermining, or disestablishing an object or being in a conscious, willful, or outside the rational exercise of thought. The broader definition of the aggressive phenomenon attempts to emphasize the connection between the psychic and the physical, that is, between the material and the psychological dimension of the uncoordinated destructive act of aggression: "A state of the psychophysiological system, through which the person responds through a series of hostile behaviors on the conscious, unconscious and phantasmic way, with the aim of destruction, degradation, coercion, to deny or humiliate a being or thing invested with meaning, which the aggressor feels as such and presents a challenge to him."

Thus, aggression insinuates in itself a whole series of manifestations that can be reflected in everything a person achieves in an intentional or unintentional manner. The palette of manifestations of aggression is all the more colorful as the forms it wears are generated both from the outside of the subject and from outside it. From what the psychologist points out, the phenomenon of human aggression can have causes related to a person's hereditary background or aggression can be learned socially. Aggressive human behavior can be projected against objects or people outside, as well as against the subject itself. The extreme form of aggression directed at the person himself is suicide, and most of the time it is the expression of intentional self-aggression."

The literature defines aggressiveness as "the ensemble of hostile conduct that can manifest itself consciously, unconsciously, phantasmatically, for the purpose of destruction, degradation, destruction to deny or humiliate an object of significance, conduct felt as such and unprovoked by it." (G.S., I.P., 2003, pg. 110.)

Psychological notions of "aggressivity", "aggression" and "violence" are also included in common language and psychological notions, both of which may not have common points. In view of the notions of aggression, aggression and violence, the degree of each and its characteristics must be known so as not to be confused (Florea, 2003).

1.2. Types of aggression and its causes

Aggression is something that many of us experience every day. Sometimes we are at the end of receiving, while sometimes we are the ones who release it. However, aggression must be avoided if we want to live a healthy and fulfilling life.

Unfortunately, most people will not find the help they need, and others will only see that their problems get worse over time. Knowing how to detect aggression, how to deal with aggression, and how to overcome aggression is essential in life.

Although most of us agree that aggressive behavior is wrong, defining "aggression" is quite difficult because it can be experienced in so many different ways. We can ask a psychologist, teacher, friends and Google, "What is aggression?" and we come to different answers from each.

When most of us think of aggression, we immediately think of the behavior that results in physical harm to ourselves or others. Although this is a large part of what aggression means, it does not provide the full definition of aggression and rejects much of aggressive behavior as non-aggressive.

That is why we use the term “aggression” as a general term to describe all the different types of aggression we experience daily. When we define “aggression,” we first divide it into the four major types of aggression—physical, mental, emotional, and verbal.

Golu (2000) identifies the following classification criteria from the direct and indirect analysis of the definition of aggression:

1. “Depending on the aggressor or the person who takes aggressive behavior;
 2. Depending on the means of use to complete aggressive intentions;
 3. Depending on the objectives pursued;
 4. According to the form of manifestation of aggression.” (Golu, 2000)
- A. Depending on the aggressor or the person who takes aggressive behavior, we distinguish:
- a) "young man's aggressiveness and adult aggressiveness;
 - b) male aggression and female aggression;
 - c) individual aggression and collective aggression;
 - d) spontaneous aggression and premeditated aggression.” (Golu, 2000).

Observing the four criteria of great importance in this work is the first sub-point:

“Young man’s aggressiveness and adult aggressiveness” reported in the text as being about aggressiveness in adolescents, respectively parents, as a form of adaptation in the conflicting relationships between them.

- B. Depending on the means used to complete aggressive intentions, we identify:
- a) “physical aggression;
 - b) verbal aggression;
 - c) direct aggression;
 - d) indirect aggression” (Golu, 2000).
- C. Depending on the objectives pursued, we distinguish:
- a) “aggressiveness aimed at obtaining material benefits;
 - b) aggression predominantly aimed at the injury and even the destruction of the victim. (Golu, 2000)
- D. Depending on the form of aggression, we have:
- a) “violent aggression;
 - b) non-violent aggression;
 - c) latent aggression;
 - d) manifest aggression” (Golu, 2000)

T. Bogdan classifies victims into two categories:

- a) Victims “provocative” are represented by persons who, after their victimization, make a conscious or unconscious mistake towards the aggressor;
- b) Victims who “precipitate” triggering the action of evil to the perpetrators. (Bogdan, Breast, 1988)

Over time, specialists argue that aggression can be an innate feature, influenced by a hereditary factor, or may belong to another personality trait, being influenced by environmental factors.

- I. Aggression as a form of innate behavior – statement maintained by specialists such as Sigmund Freud and Konrad Lorenz.

Nicolae Mitrofan states that “ people are born with the instinct to assault and be violent ”.

Due to the hereditary component, it is beneficial to discover new ways of directing aggressive instincts in the action of educational-cultural change.

Freud states that aggression is often destructive, while Konrad Lorenz believes that aggression belongs to the instinct for survival and man can use it in moments of balance.

The two points of view of specialists are part of the instinctual theory of aggression:

- a) Death wish (Freud);
- b) Combat instinct (Lorenz).

Aggression as an innate form also has certain biological influences:

- ✚ Hormonal influences;
- ✚ Biochemical influences;

II. Aggression in response to frustration;

Specialists who have maintained this statement start from the premise that aggression is influenced by external factors.

The relationship “frustration-aggressivity” belongs to theories “ stimulation or challenge of aggression”. (Berchowitz, 1989, Fesbach, 1984)

John Dollard and his colleagues in “Frustration and Aggression” (1939) have two hypostases:

- ✚ “Aggression is always a consequence of frustration;
- ✚ Frustration always leads to a certain form of aggression.”

III. Aggression in response to aversive events;

The unpleasant feelings generated by an aversive event influence the inclination towards aggressive behavior.

IV. Aggression as a learned social behavior;

This theory belongs to the specialist Albert Bandura who presents two ways of learning aggressive behavior:

- a) Directly (learned due to rewarding or punishing a particular behavior);
- b) Indirectly (learned by observing and imitating certain behaviors).

Bandura considers that the most common aggressive models are found in: Family environment; Social environment; Media.

1.3. Factors influencing aggression

In the Article “Forms of manifestation of aggression-risk factors and therapeutic solutions”, the author’s group into two categories of influence of aggression:

- a) Personal factors;
- b) Situational factors.

The authors emphasize how individuals react to certain environmental challenges, characteristic of temperamental typology that can lead to the immediate adoption of aggression.

Another trait that can influence aggressive conduct is self-esteem. This factor is represented by the conviction of skills and the real understanding of the individual of his own values.

The connection between self-esteem and aggressive temperament is that the lower self-esteem, the more aggressive temperament is.

The most important factor is the family. It has a negative contribution on the individual due to family beatings or incest.

Aggression can be easily seen in children between the ages of 1 and 3, but specialists believe that aggressive behavior is normal by the age of years.

The family environment and family members have a major role in observing aggressive behaviors (physical and verbal; direct or indirect), reduction and cessation through early intervention.

Other traits that influence aggressive behavior are:

Noise (representative of people who are inclined to be aggressive);

Heat (conditions in which a person behaves aggressively);

Agglomeration (aggressive behavior strengthens in the face of obstacles).

Aggressive behavior cannot develop mental disorders such as schizophrenia, epilepsy, and paranoia, which often have aggressive attitudes.

For adolescents, the socio-affective climate, the stage of education of parents, the frustrations in the school environment and the influence of the community have a negative contribution on them.

W. Becker describes four educational attitudes: Protector; Democratic; Autocrat; Indifferent.

The protective environment can turn the child into a passive, prudent, shy, conformist one.

The democratic attitude influences the child to have a sense of reality, to be communicative, confident and to trust others.

The autocratic environment tends to turn the child into a retard, closed in himself, anxious, distrustful of his own strength.

Indifference influences the child to have emotional conflicts, internal tensions, aggressive and impulsive behavior.

Psychosocial development is influenced by the social groups in which the individual is.

Aggression can be conceived as dangerous behavior. Society plays a very important role in blocking aggressive manifestations that can endanger the security of people.

The exteriorization of aggression is directly related to the following elements:

1. Aggressor;
2. The environment in which aggression occurs;
3. Victim/person assaulted.

The causes that are of particular importance in the development of aggressive behavior are mentioned by the socio-economic, political or individual environment.

Aggressive behavior cannot develop mental disorders such as: schizophrenia, epilepsy, paranoia that often have negative attitudes.

For adolescents, the socio-affective climate, the stage of education of parents, the frustrations in the school environment and the influence of the community have a negative contribution on them.

2. Conflict relationships parents-adolescents

2.1. The concept of relationship; parent-teen conflicting relationship

During life, the individual goes through certain types of relationships that can influence and finalize his own personality: Professional relationships; Extraprofessional relationships; School relationships; Extracurricular relationships; Interpersonal relationships.

An important role in the development of the personality of the individual is the family relationship.

“ Depending on how the mother and father understand and play their part in the first years of the child's life, the child's mental development can be stimulated, accelerated or on the contrary, delayed, braked, being carried out in a balanced, harmonious manner or with the production of imbalances and disharmonies related to those around them and normal understanding in social and professional life” (Golu, 1993).

For the harmonious development of the child, the family environment has the role of ensuring him an emotional and protective framework.

“ When too many people mix to give their opinion on how to raise a child, the result is even worse than if no one would take care of him, even if among these many opinions are some completely rational” (Maurice Debesse).

According to A. Berge child is the mirror of his social environment, “ the family environment acts simultaneously through a kind of osmosis and through the images it presents to the child to help him fall into existence and develop according to the model of those whom he surrounds and with which he is naturally inclined to identify; In a disharmonic environment, it is obviously more difficult for the individual to find his inner unity. ” (Berge, apud. Debesse, 2013)

Conflict is the clash and struggle between motives, trends, interests, opposing attitudes and relatively equal strength and difficult to reconcile or irreconcilable. It occurs at some point or is persistent. ” (Psychology Dictionary)

Asher believes that the conflicting relationship is of three types: Cognitive; Motivational; Affective.

Lazarus groups the conflict according to the requirements of competition:

1. Competition between internal requirements and external requirements (the source that dominates from childhood);

2. Competition between two external requirements (interpersonal conflict);

3. Competition between two internal requirements (intrapersonal conflict).

Kurt Lewin considers that the relationship between two forces triggers the conflict, referring to:

a) Attractive;

b) The rejection one.

Depending on the ratio of these forces, conflicts can be classified as follows:

1. “ Attraction-attraction conflict (A-A);

2. Rejection-rejection conflict (R-R);

3. Attraction-rejection conflict (A-R). ”

Maurice Debesse identifies:

1. “11-13 years – puberty conflict (self-search);

2. 14-17 years – affirmation conflict (self-reporting);

3. 17-20 years – the conflict between the role and the state, profession, career, vocation through which it is realized or not, the vector dominance of socio-professional integration of adaptation and integration. ”

Adolescence is the most intense period of human development, which is characterized by multiple changes in the body and psyche. From a physical point of view, this stage is marked by the development and modification of all features and physical components, on the other hand, from a mental point of view it excels in intellectual, psychoactive abilities, and attitudinal-characterial motivations.

Another important feature during this period is social development, the adolescent is involved in various activities and wants to achieve them.

According to Mitrofan, adolescents who acquire and engage in violent and aggressive behavior generally live in a similar environment (conflict, neglect, abuse, the main factor being family conflicts).

Parents play the most important role in developing and maintaining aggression in adolescents through simple behaviors such as threats and inconsistency.

Threat is a weapon that parents use to intimidate their teenagers about certain behaviors and actions. Through this method, parents hope to make the teenager not repeat the same mistakes because of fear.

The precarious social status of the family influences the discipline of the child, making him not to adapt socially.

When the parent notices a certain aggressive behavior in his child, it is good for him to take action in advance, so the child is willing to have poorly developed socio-emotional skills, being difficult for them to form relationships and integrate into a certain group.

3. Extended adolescence

3.1. Cognitive development

According to the literature, the stage of adolescence is the most difficult period in the life of an individual. A multitude of changes on all levels storm and invade the young teenager's life.

Changes occur equally, both in girls and boys, only their rhythm making a difference.

In many pieces of research, the period of adolescence was divided into several stages, and over time they were changed.

For example, J. Paiget (2012, p. 22) was of the opinion that adolescence extends from 15 to 18 years, while A. Gesell says it stretches for 10-16 years. Some researchers divide this period into four stages: preadolescence, early adolescence, actual adolescence, followed by late adolescence.

Ursula Şchiopu (1997, p. 70) proposed three stages of adolescence: preadolescence, actual adolescence and prolonged adolescence.

Weisfeld (2006, pp.91-92) is of the opinion that there are several trends when comparing the periodides conferred on adolescence: the tendency to melt adolescence in childhood, the tendency to merge adolescence with youth, the tendency to separate adolescence from other ages. The author says that the argument that separates one periodization from another is behavior.

Adolescence stages include: the preadolescence period (10-14 years), actual adolescence (14-18 / 19 years) and prolonged adolescence (18-24 / 25 years).

During prolonged adolescence the young man is independent, he can take his life into his hands, he can earn his living by working, his personal style develops, as well as the social one (he is able during this period to start a family).

At this stage, for young people pursuing university studies, scientific concepts related to vocational and professional fields are dominant.

And during this period we encounter a growth rate in height, slower, but it can last up to around the age of 24-25 years.

The stage of prolonged adolescence is a controversial stage, specialists who have done research in this spectrum have found that in recent decades there is a simultaneous expansion and compression of adolescence (Debesse, 2013, p. 283).

This statement also comes with an explanation, which refers to a prolonged expansion in adolescence with regard to young people who are determined to continue their studies, remaining financially dependent on parents, as they narrow in the case of those who decide to enter the field of work, and sometimes they get married immediately after high school.

Cognitive transformations from this period vary from one individual to another, as well as from one biological sex to another. Every person at this age builds their own vision of life.

The flexibility of thinking comes with changes in self-awareness, school and intellectual skills, and especially in relationships with others. At this age, young people begin to be more concerned with themselves, with their own lives, they begin to philosophize and ask all kinds of questions about life.

Long-term memory now appears and intelligence reaches a maximum level of operability.

The motivation of the teenager from this period is the need for self-realization. At this point they are beginning to assume responsibilities and various roles specific to the adult, some are even beginning to support themselves financially or even move away from their parent's home.

The development of intelligence allows the adolescent to become much more aware of situations that are less pleasant or conflicting. In this way feelings of sadness, melancholy are born. Usually, these negative emotions or conflicting states during adolescence are transient and easily outdated.

The characteristic result of thinking is currently reasoning, a new fundamental logical form that consists of a series of chains of judgments in which new knowledge derives from the given knowledge. The logical structure representative of reasoning is more complex than of notion and judgment, assuming premises. The environment intervenes in the development of thinking through the offer of cognitive stimuli.

Adolescents are also developing their ability to focus attention, especially in situations where it is about competitiveness. Attention selection takes place when there is an ignorance of stimuli for the benefit of others. They are aware of how the selection of incentives takes place and by what means those who will help them in the proposed objectives are kept. Attention distribution takes place with the help of the learning process by successively switching from focusing on one stimulus, then on another and back (Salceanu, 2015, p. 296).

During this period, self-identity is formed, the basis of which will be permanent. A loving family, successes, emotional support, lead to increased self-confidence and the construction of a balanced and harmonious personality.

3.2. Formation of identity and personality in adolescence

Self-identity includes several components, including: physical identity; psychosexual identity; vocational component; moral-spiritual component.

All these components have the role of strengthening the self and personality of the individual.

Iolanda Mitrofan states that self-identity during adolescence can be outlined in three ways: positive, negative and uncertain, respectively, the identity crisis, the criterion being self-perception, the way young people perceive themselves in relation to society, the family environment and the group of friends. Self-perception and self-analysis begin with physical reality, with external appearance, leading to the formation of a more or less subjective image, more or less complete about the body-physical self (Mitrofan, 2014, p.251).

Self-image comes as a result of the combination of the image of the physical self and the image of the spiritual, mental and psychosocial self, all these components playing a fundamental role.

Self-image plays a leading mediating role between internal states of necessity and external situations and demands.

The adolescent constitutes himself through continuous searches and differentiations towards others, a process that is not lacking in tensions and conflicts.

The family is solely responsible for the development of the child's personality and must create an environment that is as quiet as possible, giving him love, attention and giving him the security he needs. Lack of affectivity can lead to the development of a disharmonic personality.

The process of personality development continues until adolescence, adopting a faster pace.

Teenagers seek to assert themselves, by various means: by physical appearance, clothing, language, moral deeds, etc. They seek to assert themselves not only individually, but also in the group to which they belong.

During childhood and preadolescence, the formation of sexual identity also plays an important role, which is deeply dependent on psychological influences, such as:

- the way parents touch and the type of communication. This has long been studied by the English researcher D. Winnicott, who said there are three roles of the mother:

- the first role is to support and behave physically and emotionally for the baby, who is totally dependent on the presence of the mother;

- the second role refers to the manipulation of the child, meaning the way in which the mother takes care of him, strokes him, touches him, etc;

- of the third role, and the last one, tells us about the presentation of objects.

- formation of attachment types to paternal figures or to paternal substitutes.

This will directly influence how the adult will behave in the life of a couple; - the first manifestations of the child in the oral stage (the tendency to suck the breast or the tendency to bite the breast). According to Freud's theory, these tendencies will influence the sexual manifestations of adult life;

- training and solving the two types of complexes, Oedipus and Electra;

- the manifestations from the latency period. We often hear preadolescents say with certainty that they will never kiss a girl and never have sex.

A kind of homosexuality now occurs, in the sense that friendships are organized by sex („girls with girls” and „boys with boys”) and even an opposition occurs, fighting between the sexes.

The sociological influences on children's sexual development refer to cultural stereotypes of thinking and attitudes towards the two sexes, different ways of educating children, types of toys for girls, respectively, for boys, etc (Ciupercă, 2001, p. 162).

4. Research methodology

4.1. objectives

1. Identifying the level of self-esteem in adolescents and parents.
2. Evaluation of personality traits in adolescents and parents.
3. Identifying the existence of emotional distress in adolescents and parents.
4. Identifying the relationship between self-esteem, personality traits and emotional distress in adolescents and parents.
5. Identifying the difference in personality traits of adolescents and parents according to the environment of origin and the biological genre.

4.2. hypotheses

1. It is presumed that there are significant differences between personality traits in adolescents by gender.

2. It is presumed that there are significant differences between personality traits in adolescents depending on the environment of origin.

3. It is presumed that there are significant differences between personality traits in parents depending on the background of origin.

4. There is supposed to be a link between self-esteem and emotional distress (dysfunctional negative emotions) in parents.

5. It is presumed that there is a relationship between aggression and self-esteem in parents and adolescents.

6. It is presumed that there is a connection between personality traits and emotional distress in adolescents.

7. There are supposed to be significant differences in self-esteem between adolescents and parents.

8. There are supposed to be significant differences in emotional distress between adolescents and parents.

9. There are supposed to be significant differences in personality traits between adolescents and parents.

4.3. Lot of participants

The subjects of the research were selected according to the development stage, especially for this research of great interest were the adolescents, who were able to answer the same series of questionnaires with one of the parents. Thus, a group of 60 subjects, adolescents and parents was constituted in a proportion of 50% -50%. These persons are classified according to gender, 14 male and 46 female subjects, who have as their background of origin, urban environment (30 subjects) and rural area (30 subjects).

4.4. Methods and techniques used in research

To perform this research we used the method of the investigation based on the questionnaire technique. The tools used are: Zuckerman Personality Questionnaire – Kuhlman (ZKPQ), PDE Questionnaire (Emotional Distress Profile), Self-Self Scale (Rosenberg, 1965), Opinion Survey.

5. Analysis and interpretation of results.

Hypothesis 1: It is presumed that there are significant differences between personality traits in adolescents by gender.

From the analysis of the obtained data, the average personality traits in female adolescents of 57.56 and that of male adolescents of 55.36 are observed, which shows that female adolescents have more personality traits than male adolescents.

As can be seen, there is a difference between the two categories of subjects, but with the help of the next table, we will identify if the values are significant.

Because the value of the significance for the Levene Test is greater than 0.05, which is also observed in our table (0.321) the information on the first row is used.

The mean for the values of the personality trait test of female adolescents is significantly higher than that of the male gender.

The difference between the values of the personality trait test in female adolescents ($M = 57.56$, $SD = 19.363$) and those of the male ($M = 55.36$, $SD = 16.298$) is 2. The 95% confidence interval for this difference is from -11,292 to 15,703. Because the range does not contain point 0.00 the difference is statistically significant at the two-tailed level of significance of 5%.

Over time, it has proven that females are more extroverted than males, this can guide us in interpreting the values of this hypothesis. Female adolescents express and easily show their behavioral characteristics compared to male adolescents who retain some appearance. For this hypothesis we also use the information from the opinion poll that the teenagers later completed, it follows that adolescents prefer to spend a lot of time being surrounded by friends or family members, they easily express the difficulties they go through in front of anyone. While boys prefer to have a small group of friends, where they do not openly express their thoughts and feelings, nor is it easy for them to behave carelessly for fear of being criticized, judged, or rejected by society. This leads to a difference in personality traits between the two categories.

Hypothesis 2: It is presumed that there are significant differences between personality traits in adolescents depending on the environment of origin.

The average personality traits in urban adolescents of 55.07 and that of rural adolescents of 58, which shows that rural teenagers have more personality traits than urban teenagers.

The data obtained highlight the difference between the two categories of subjects, but through the following table, we identify whether the values are significant.

The difference between the values of the personality trait test in urban adolescents ($M = 55.07$, $SD = 19.333$) and those in rural areas ($M = 58$, $SD = 16.51$) is -2.933 . The 95% confidence interval for this difference is from -16.38 to 10.513 . Because the range does not contain point 0.00 the difference is statistically significant at the two-tailed level of significance of 5%.

There are significant differences in the development of children in urban areas compared to those in rural areas, both socially, and familially, but also in education. The lack of implementation of a development system emphasizes and is easily observable among adolescents, the sociologist Gelu Sunday conducted a study showing that 42% between Romanian children and adolescents are functionally illiterate, and 2 out of 3 children in rural areas have to drop out of school because they do not cover basic needs and so school and personal development is no longer for them a need.

The temperamental characteristics of personality are more obvious in rural adolescents, as they do not use „filters” in expressing thoughts, ideas or being restrained by certain rules/principles for having a certain behavior in society. Aggressive behaviors, substance abuse or alcoholic beverages are much more common in rural areas because children repeat family patterns.

Hypothesis 3: It is presumed that there are significant differences between personality traits in parents depending on the environment of origin.

The average personality trait in rural parents of 51.93 and that of rural parents of 57.3 which shows that, rural parents have more personality traits than urban parents.

As can be seen, there is a difference between the two categories of subjects, but with the help of the next table, we will identify if the values are significant.

Because the value of the significance for the Levene Test is greater than 0.05 , which is also observed in our table (0.773) the information is used in the first row.

The average for the values of the personality traits test of parents in rural areas is significantly higher than in urban areas.

The difference between the values of the personality trait test in urban parents ($M = 51.93$, $SD = 19.934$) and those in rural areas ($M = 57.33$, $SD = 17.19$) is -5.4 . The 95% confidence interval for this difference is from $-19,325$ to $8,525$. Because the range does not

contain point 0.00 the difference is statistically significant at the two-tailed level of significance of 5%.

Like the previous hypothesis, the significant differences in personality traits are more obvious for rural subjects. Following the same principles, the level of personal, professional, social and educational development is much less advanced than in urban areas. The worries and insecurity that parents in rural areas have for children in the family lead to a high degree of focus, which can develop aggressive reactions to children over time, other family members and more.

Hypothesis 4: There is supposed to be a link between self-esteem and emotional distress (dysfunctional negative emotions) in parents.

Table 1 – Correlation table between self-esteem and dysfunctional negative emotions (parents)

		dysfunctional.negative.emotions	self.esteem
dysfunctional.negative.emotions	Pearson Correlation	1	-,385*
	Sig. (2-tailed)		,036
	N	30	30
self.esteem	Pearson Correlation	-,385*	1
	Sig. (2-tailed)	,036	
	N	30	30

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

The table shows that we have obtained a correlation between dysfunctional negative emotions and self-esteem.

Self-esteem is a personality trait relative to the self-worth that an individual attributes to himself. Self-esteem is closely related to a person's self-confidence.

Dysfunctional negative emotions underlie the fears that the individual has, these fears, lead to behaviors that cannot be represented by self-esteem that is closely related to a person's own trust.

On the other hand, dysfunctional negative emotions underlie the fears that the individual has, these fears or even sadness and depression lead to behaviors that cannot be represented by confidence in their own forces. Low self-esteem may be closely related to dysfunctional negative emotions (or vice versa).

Negative emotions are unique to each person, related to their own experience and what feeling they experienced then, of their own or cultivated beliefs in society and because of it or from the own consequences of a behavior.

These negative emotions come together with a distrust of yourself, but also of those around you who give birth to inner anxieties that lead to insecurity, loss of control, but in a final position to gradually decrease self-esteem.

Therefore, as a parent, you intuit the danger to your own child or you may think that you can protect him from certain consequences. Consciously or not to become more authoritarian, you want to have control of the parent-child relationship in order to protect the teenager.

Thus, according to the category of subjects who took part in this study, we can validate the concordance between self-esteem and emotional distress.

Hypothesis 5: It is presumed that there is a relationship between personality traits and self-esteem in parents and adolescents.

Table 2 – Correlation table between self-esteem and personality traits (both categories of subjects)

		Correlations	
		stima.de.sine	trasaturi.de.personalitate
stima.de.sine	Pearson Correlation	1	,037
	Sig. (2-tailed)		,779
	N	60	60
trasaturi.de.personalitate	Pearson Correlation	,037	1
	Sig. (2-tailed)	,779	
	N	60	60

In the table above we checked the correlation between self-esteem and personality traits in adolescents, after which we obtained a correlation coefficient of 0.037, which means that there is no correlation between the two variables.

The questionnaire of personality traits is divided into five subscales that measure: neuroticism-anxiety, aggression-hostility, activity, impulsive search for sensations and sociability, it emphasizes the temperamental characteristics of the personality.

On the other hand, self-esteem is a behavioral trait that can be positively or negatively influenced by these personality traits. Thus, it could either be at an increased level or at a low level.

The target group for this hypothesis is represented by adolescents, from urban and rural areas, for whom, it seems that through the answers to the questionnaires did not determine a relationship between the variable self-esteem and personality traits.

Hypothesis 6: It is presumed that there is a connection between personality traits and emotional distress in adolescents.

Table 3 – Correlation table between personality traits and dysfunctional negative emotions (adolescents)

		Personality.traits	dysfunctional.negative.emotions
Personality.traits	Pearson Correlation	1	,286
	Sig. (2-tailed)		,125
	N	30	30
dysfunctional.negative.emotions	Pearson Correlation	,286	1
	Sig. (2-tailed)	,125	
	N	30	30

In the correlation table between personality traits and dysfunctional negative emotions above, we can see that there is no connection between the two variables.

Emotional distress, represented in this research by dysfunctional negative emotions is represented by fear, sadness/depression, according to the manual the appearance of such „, are indicated by the degree of discomfort of the experience ” and is given by the specific beliefs that determine them. Although it could be confirmed that dysfunctional negative emotions influence anxiety behaviors, aggression, and sensation search, the target group of this research demonstrates that there is no significant correlation between the two variables.

Hypothesis 7: There are supposed to be significant differences in self-esteem between adolescents and parents.

Because the value of the significance for the Levene Test is greater than 0.05, which is also observed in our table (0.829) the information is used in the first row.

The average for the values of the teen's self-esteem test is significantly higher than that of the parents.

The difference between the values of the self-esteem test in parents ($M = 23.97$, $SD = 7.73$) and that of adolescents ($M = 25.43$, $SD = 7.463$) is -1,467. The 95% confidence interval for this difference is from -5.394 to 2.46. Because the range does not contain point 0.00 the difference is statistically significant at the two-tailed level of significance of 5%.

Adolescence is noted by the individual's need for independence, intimacy and freedom, on the other hand, the parent becomes more authoritarian, he wants to have control of the parent-child relationship out of the desire to protect his teenager.

The differences in self-esteem in this category of subjects are supported by the difference in mentality, but also by their own experiences that can sometimes decrease or increase the level of self-esteem. Teenagers fixed in this threshold of their development easily express their ideas to society, the level of trust we give them is a factor that helps to increase self-esteem.

Hypothesis 8: There are supposed to be significant differences in emotional distress in adolescents and parents.

Because the value of the significance for the Levene Test is greater than 0.05, which is also observed in our table (0.06) the information is used in the first row.

The average for the test values of negative dysfunctional emotions of the parents is significantly higher than that of adolescents.

The difference between the values of the dysfunctional negative emotions test in parents ($M = 39.3$, $SD = 14.925$) and that of adolescents ($M = 38.8$, $SD = 11.472$) is 0.5. The 95% confidence interval for this difference is -6.38 to 7.38. Because the range does not contain point 0.00 the difference is statistically significant at the two-tailed level of significance of 5%.

The Emotional Distress Profile questionnaire measures dysfunctional negative emotions, but also functional ones, in conducting this research we have selected representative items for dysfunctional negative emotions in the categories of fear and sadness/depression.

By linking to the previous hypothesis that self-esteem has a lower average response to parents, and in the current hypothesis the average is higher for this category of subjects in terms of dysfunctional negative emotions, we relate to the characteristics of the previous hypothesis in which we said that parents want to maintain control in the parent-child relationship, be authoritarian in front of them out of a desire to protect their children, whether or not to inform them of certain dangers. This manifestation from parents comes from fear, sometimes a dysfunctional emotion, but also from distrust of their own children.

Hypothesis 9: It is presumed that there are significant differences in personality traits between adolescents and parents.

Because the value of the significance for the Levene Test is greater than 0.05, which is also observed in our table (0.97) the information is used in the first row.

The average for the values of the test of adolescents' personality traits is significantly higher than that of parents.

The difference between the values of the personality trait test in parents ($M = 54.63$, $SD = 18.498$) and that of adolescents ($M = 56.53$, $SD = 17.727$) is -1.9. The 95% confidence interval for this difference is from -11,263 to 7,463. Because the range does not contain point 0.00 the difference is statistically significant at the two-tailed level of significance of 5%.

The personality questionnaire measures five dimensions of personality: neuroticism-anxiety, aggression-hostility, activity, impulsive search for sensations and sociability, it emphasizes the temperamental characteristics of the personality.

These personality traits can be inhibited or with maturation and personal development can be controlled or diminished in their need to be expressed.

For teenagers, this is the moment when all these feelings are manifested in terms of anxious, aggressive behaviors, seeking the experience of new sensations with the social groups they belong to, by which they do nothing but seek the attention of society. These behaviors lead to shaping the temperament of personality. As an adult, but especially as a parent, you have certain restraints in the free expression of these behaviors, or you have exhausted these behaviors at the right time, either you want to be an example to your family. Thus, the difference between these two categories of subjects is observed, where the average for the values of the test of the personality traits of adolescents is significantly higher than that of the parents.

Conclusions

This paper presented the conflicting relationship between parent and adolescent, the concept of relationship, the causes of conflicts between them, and the effects and peculiarities of each category of subjects.

Aggressive behavior is most often noted during adolescence or in people with a low level of educational or social development.

That is why in this paper, the categories of subjects are from both backgrounds. They replied to 4 questionnaires:

- ZKPQ – personality trait questionnaire;
- PDE – Emotional distress profile;
- Self-esteem questionnaire – Rosenberg;
- Opinion poll (which includes questions representative of each size measured in this research).

In the methodological part, out of the 9 hypotheses, 7 are validated, and the other 2 do not have a significant correlation, results obtained from the responses of the group of subjects.

Assumptions that are formulated as comparisons between behavioral traits, self-esteem and emotional distress for each category of subjects, both adolescents, as well as parents or responses of all taken together, either by the environment of origin or gender, shall be validated.

For female adolescents, from rural areas, self-esteem, emotional distress, and even personality traits are noticed by a significant value in this category.

On the other hand, rural parents obtained more significant values than urban parents (Hypothesis 3). Also for this category of persons is validated the 5th hypothesis, the correlation

between personality traits and self-esteem. Both parents and adolescents, regardless of gender or environment, have validated this hypothesis, we thus conclude that self-esteem is closely linked to all five areas that the ZKPQ questionnaire measures.

In order to carry out this work, I had to contact some of the subjects in rural areas in order for them to open up and answer the questionnaires.

References

- [1] Bogdan, T., Sântea, I., (1988). *Analiza psihosocială a victimei. Rolul ei în proces judiciar*. București, Editura Serviciul Editorial și Cinematografic.
- [2] Ciupercă, C., (2001). *Viitorul copiilor sau copiii viitorului*. București, Editura Sper.
- [3] Crețu, T., (2009). *Psihologia vârstelor*. Iași, Editura Polirom.
- [4] Debesse, M., (2013). *L'adolescence et les problemes psychogeneratiues*. Revue.
- [5] Dollard, P., A., (1939). *Frustration and aggression*. New Haven: Yale Univ. Press.
- [6] Florea, M., (2003). *Teorii psihologice asupra agresivității*.
- [7] Florea, M., (2014). *Tipuri de agresivitate multiplă*.
- [8] Golu, M., (1993). *Dinamica personalității*. București, Editura Geneze.
- [9] Golu, P., (2000). *Fundamentele psihologiei sociale*. București, Editura Ex Ponto.
- [10] Mitrofan, I. Coord. 2014. *Copii si adolescenti-probleme, tulburari, evaluare si interventie psihoterapeutica*. Bucuresti: Editura Sper
- [11] Sălceanu, C., (2016). *Psihologia dezvoltării umane*. Craiova, Editura Sitech.
- [12] Șchiopu, U., (1997). *Dicționar de psihologie*. București, Editura Babel.