



Could a Child's Long-term Disobedience Lead into a Criminal Personality?

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Some decades ago, child's disobedience to parents and teachers was considered an unforgivable sin, a severe crime for which children should undergo consequences related to corporal punishment in home and/or school [1]. Nowadays, something like that is completely unacceptable, legally prohibited and morally inappropriate. As decades passed and child-centric pedagogy widely established, parents and teachers understood that corporal punishment does not modify the disobedience of a child [2]. On the contrary, punishment empowers child's disobedience and makes worse his/her behavior. Only the deep understanding of disobedience nature by a psychological, emotional and social point of view might improve the behavior of a child. Thus, such an approach was mostly preferable than any previous one included corporal punishment and any other type of abuse. The current attitude of parents and teachers, approved by scholars and experts, and state social services directed the behavior of children into two main directions. In the first one, children who expressed temporarily disobedience should be classified.

Those children were benefitted by child-centric perceptions and they showed more desire to become obedient. In the other direction, children with extreme offensive behavior and overwhelmed disobedience should be classified. Those children, understanding that should not suffer severe consequences due to their behavior but they undergo only a few admonitions and more advices maybe, they continued to show disobedience. Furthermore, disobedient behavior had increased in some cases. In general, verbal admonitions and continuing advising is not considered neither to be a threat nor motivation for better social behavior improving for those children. Possibly, all of them are not considered by the children as a means of harsh punishment that might cause pain or another forced motivation able to make children think

positive for their inclusion in a context of socially acceptable rules in which obedience to parents and teachers is included. It is quite obvious, that these children take advantage of the permissiveness and flexibility of the system on the one hand and on the other hand of the tolerance and patience shown by parents and teachers. In this way and without facing any barrier, children express a consistently increased disobedient attitude causing disturbances and doing whatever they wish despite they violate the principle of mutual respect upon which the principles of social way of living and the sense of socialization are essentially based on [3].

Disobedience to rules, legislation and other mutually accepted social issues, and their implementation furthermore, is what discriminate humans from other creatures. If a child does not comply with the content of this very simple admission, then this child neither desires the compliance nor can he or she not comply with. This child either is characterized by refusal or by impairment. Anyway, both of them constitute the basis for the development of behavior problems. Details about their etiology, nature and features are not quite clear yet. If the child can obey but he/she does not desire to do so, then this might mean that some factors operate such as environmental barriers that encourage the child in a positive or active way to do so. In this case, social services should supportively take action in many ways concerning not only the child but parents and siblings training as well. In case the child desired to obey in the rules but he/she is not able do so, then a conversation about a child who faced a mental or anxiety, emotional and mood disorder (like Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Conduct Disorder etc.) should be developed [4]. In this case, the discussion is about a child with special needs who must receive special education, immense understanding and multiple supports. This child, possibly would not face

the same problems that the previously referred one (above-mentioned), because his/her disobedience is connected to mental and psycho-emotional reasons which are extremely difficult to be addressed. The child who can obey social rules but refuses to do so is pretty sure that he/she will have to deal with many problems throughout lifespan in his/her familial, work place and social environment.

This child is quite possible to become an offensive person who will be considered a socially maladjusted individual involved in legal troubles very often. This child is considered as very difficult and he/she has socially failed. Similar views put up strong barriers to the future social life and work of every child with this profile even he/she is a good child after all who might deserves a second chance. Usually, society rejects those persons putting them on margin [5].

Parents and teachers having experience of disobedient behaviors as they silently observe a child for a long time, they ought to tightly collaborate each other and with specialists and experts like pediatricians, psychologists, psychiatrists, psychotherapists or others, in order to be able to reduce the disobedience as early as possible and before it is strengthened and permanently affects the personality of that child [6]. Moreover, parents and teachers must approach all the time the disobedient child with great affection, deep understanding and supportive emotions, instead of stressful tension, arguing, aggressiveness and negative contact. Even though they achieve only to diminish child's disobedience using pedagogical and/or any other needed medical methods and good communication practices, they succeed in providing child with a life asset [7]. In case they are not interested about child's long-term disobedience in norms, family and social rules, in case they are tolerant with child allowing him/her do anything he/she wishes in home or in school, and in case they let the child be indifferent to the desires, advices or prompts of parents and teachers today, then it is more than possible that tomorrow they will passively and unwillingly contribute to disobedience's enforcement which lead that child into a criminal personality and consequently, in crime perpetration.

The first victim of disobedience would be the disobedient child itself. Then parents and familial persons might experience violence or abuse and become disobedient child's victims. They will be irritated and upset at any time once they see that family does not appropriately operates as a team due to one of the family members is consistently destroys the good climate and order. Then teachers, classmates and friends might experience bullying and become disobedient child's victims too [8]. Later colleagues in work place and any other person who might be in contact with disobedient child/individual will follow because disobedient behavior usually remains lifelong unchangeable unless special treatment will

be provided. Lifelong awareness, constant interest by family members, development, implementation and participation in counseling and specialized training programs for smooth child's social inclusion are extremely helpful in addressing child disobedience [9]. Collaboration with and among experts, educational organizations, hospitals and social services should improve on time and without delay the behavior of individuals with disobedient and anti-social related disorders, aiming not only at the improvement of suffering individuals' life but also the persons who live, have company or collaborate with them as well.

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