

**THEORETICAL ANALYSIS ON THE PSYCHOLOGICAL
EFFECT ON THE VICTIMS OF SEXUAL ABUSE FROM THE CARE-
TAKERS PERSPECTIVE**

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Abstract. Sexual violence is considered one of the most hence topics that requires the social worker's highest level of professionalism to deal with. This article will address the phenomenon of rape in the City of Jerusalem. It was important systematically to address such topic and measure the psychological effect on the victims from the social workers' perspectives, which includes four pillars. It is important the level of services that are provided by the institutions in which these social workers belong.

Key works. Violence, victim, aggression, personality, behavior.

Introduction

There are many theories that addressed the issue of explaining the rape phenomenon and the psychological characteristics of the rape perpetrator. There are a number of theoretical introductions that tries to explain this phenomenon. The most close theory that connects the psychology of aggressive behavior and the psychology of rape perpetrator led the way to connect the phenomenon of rape to the theories that address the aggressive behavior. Therefore, rape and sexual assault are considered as hence acts that are addressed as aggressive behaviors. Therefore, the aggressive behavior theories are considered a theoretical frame that can explain the crime of rape from the deep psychological perspective. Whereas,

the aggressiveness creates an unhealthy need to satisfy desire with disregard to the obstacles of human ethics in order to satisfy the needs and desires.

Aggressiveness with its two forms the hereditary and the acquired and both the aggressive instinct or the acquired aggressive behavior and its relation to the sexual assault phenomenon and sexual crimes are all considered as some of the most important topics of study in the fields of psychological research. It will continue to be some of the topics that are worthy of studying, analyzing and explaining, especially because the aggressive behavior like any other human behavior has many aspects and many variables and causes which insights us to not providing one answer or explanation since it has many forms. Trying to explain the phenomenon that threaten a society such as the sexual assault and sexual based crimes is considered by many scientists as a basic human goal and a human need to understand. Especially, when the aggressive behavior is connected to sexual assault. Therefore, many scientists try to bring a deep a understanding of the human behavior through different theories. In order to understand the sexual assault and the sexual crimes from the acquired aggressive behavior point of view, we must deeply focus on explaining aggressiveness from a psychological point of view. So what is the main cause to aggression? What are its instigators? Many scientists believe that aggression does not have only one single cause, or just one drive that can explain it. Therefore, the old idea that says depression and failure stand behind aggression which was the main idea that explained aggression in the late 30's and 40's. This theory was rejected by many new studies, and many scientists still study human behavior, especially aggressive behavior both its causes and occurrence through focusing on the internal surrounding atmosphere; the external atmosphere; social atmosphere and physical atmosphere. This theoretical introduction aims to explain the psychology of aggression and its relation to sexual assault and sexual crimes. In addition, to attempting to clarify

its motives and causes by relying on different psychological theories. The main questions that we are trying to answer are: Is aggression a disorder? Or is it an acquired behavior that a person learns through living in an external atmosphere or a mix between hereditary and external atmosphere?

Since aggression is "hurting the other, or the self, or what symbolizes it," and takes different forms of violence such as straight forward aggression, as physical aggression; verbal aggression; attacking; assault and sexual crimes. Or others that are conceded, such as envy; hate; jealousy and discomfort. Others can be symbolic, as to exhibit a behavior that symbolizes contempt of the other; addressing an insult that the other had; or to refrain from looking at the other or bidding the other peaceful wishes. (Al-Ziben Imarah, 2014)

All of these forms or narratives play an important role in the development and growth of some personal disorders, and in the causation of many human predicaments, such as wars; racism; rape; delinquency and hurtful to others. Therefore, this article will address the following:

1. The definition of sexual assault

This definition implies an attack of sexual nature against another person. Whereas, most frequent sexual attacks are perpetrated by men against women, though it can also be perpetrated by a man against another man; or by a woman against a man, or even by a woman against another woman. Which may also include rape, unwanted touching, forceful kissing, child molesting, and sexual torturing of the victim (Ozy, Ahmad, 2017).

2. The definition of aggression

Aggression has several meanings, the most prominent of which are the aggressive behavior that involves harm, and it is motivation towards sabotage and disruption. Anthony Store says "Aggression is part of the human nature. Humans are the most destructive beings to their own kind; and the most enjoyment seeker

to exercising power on his own kind to the point of barbaric treatment. Deprivation can lead to all kinds of behavior." (Previous reference, page 91). Miller stresses in addition to that the word aggression is a term used in several meanings, psychologists and mental orders professionals use it to include a large and diverse range of human behavior, where its danger lies when it is sometimes associated with sex, fear, frustration and education, and therefore the aggressive behavior is mostly due to the psychological formation associated with feelings the developed during childhood and its direction" (Ezz El-Din, Khaled, 2016). Here are several definitions of aggressive behavior:

“Kelly’s definition: It is the behavior that arises in the event that the individual’s previous experiences which are not appropriate with the current experiences and incidents, and if this condition persists, then the individual develops frustration resulting from aggressive behaviors that would cause changes in reality until these changes become appropriate to his experiences and concepts that the individual has” (Previous reference, page 16).

Albert Bandura's definition: that it is a behavior that aims to produce disruptive or repulsive consequences to control others through physical or verbal force. This behavior is socially defined as aggression (8), Bandura stresses that the processes used in learning aggression are identical in essence to the processes used in learning most types of social behavior (Boutros, Hafez, 2012).

Symonds also found in his study of the psychology of aggression that neglected and unwanted child tends to aggression, complacency and theft even. Others define it as a behavioral manifestation of emotion or drop what the student experience from severe emotional crises whereas, some may tend to disruptive or aggressive behavior towards others, whether against others physically or their belongings both at home, in school, or in the community (Previous reference, page 12).

He also defined aggression as an active, effective behavior that aims to fill basic or instinctive needs. This definition shows that aggression is the assurance of the self- seeking to fulfill a person's basic needs, whether developing it or possessing it. He defined the offensive behavior involving coercion and harm, and thus it is impulsive, offensive, and therefore rehabilitating such person from his internal impulses becomes weak, and the person becomes more driven towards sabotage (Attia, Dr. Mahmoud, 2003).

The causes of aggressive behavior are as follows:

Aggression as a general instinct that exists in human beings to release the negative aggressive energy that they have and try to express it.

Aggression is a learned behavior, so they learn this behavior through the experiences they gain in their lives .

Aggression is an inevitable consequence of which the individual faces from repeated frustrations that leads to alerting the behavior of the individual.

The inability of children to realize when they are upset or frustrated, and are not able to take into account the feelings of others until after they explode into a general fit of anger.

Most of the children who come from families that use punishment and are dominated by disputes, acquiring aggressive characteristics and engage in aggressive behavior.

Through the previous definitions, we can define aggressive behavior as a behavior that harms others, and causes injury, hurt or wound to another person; self or intangible material things. The underline aim to this behavior is to fulfill basic, instinctive or acquired needs. Aggression plays a major role in growth and development of some personality disorders. This motive can arise and develop as a result of family upbringing, treatment and the social environment. Aggression

can sometimes become one of the self-defense mechanisms that enables the person to survive; take shelter from dangers. (Previous reference, p. 16).

3. The psychological foundations of aggressive behavior and the theories explaining it

Human behavior is governed by motives, and thus we can point out here that the failure to meet the psychological and social needs of the individual are some of the most important sources of aggressive motives and tendency to violence. The aggressive behavior is mostly due to the psychological formation associated with childhood feelings, trends and frustrations. From contemporary theories that the most important observations which were newly subjected to testing and rationing in laboratories in objective conditions subjected to the standard stability of honesty and consistency. The development of awareness in the contemporary man has been helped by the modern media, which conveyed the problem of violence to every city in the world, every street in the city and every room in the house.

3.1. Simulation theory

Especially among children who learn to imitate adults, especially those who represent a special position such as parents, relatives and teachers. When the child imitates, he tries to satisfy his desire to draw the attention of those he loves or role models, and since most of the screen heroes act as role models for him as well, imitating them satisfies his desire to embody their personalities. The seriousness of the impact of witnessing violence on the child's psyche, noting that the image that passes in seconds on TV remains stuck in the child's mind for several months in cases of nightmares and panic (Attia, Ahmed, 2010).

There are two types of motives for violence: the first or the primary motives are related to survival and it includes self-preservation. These physiological motives closely related to physical needs.

The second type of motives or the secondary motives, including ownership and competition motives, which are linked to emotions of anger and fear, which are acquired through family upbringing. We are not forgetting that role of the group influence as a factor in violence. We notice that the individual's mind is immersed with the group such as in the conditions of large gatherings and passive disturbances where the individual loses logical thinking and is drawn in the spirit of suggestion to the group's thinking (collective thinking) therefore, violence and other misbehaving acts are transmitted like infection from one individual to another. "Aggression can start as an urgent emotion in a specific situation that does not end with the cessation of its causes, on the contrary, it generates more complications and obstacles from its source. There is a difference between violence and aggression a qualitative difference and an objective difference. Violence is the final result of the invested aggressive behavior, and violence is one of the means to express aggressive tendencies and it may take several behavioral patterns, such the most prominent form can be strength and power (Previous reference, p. 15).

3.2. The humanistic theory or the humanitarian trend

The pioneer of this trend is the well-known psychologist Abraham Maslow who believes that the human being is clearly affected by a series of impulses that go beyond the instinctive needs as emphasized by the analysts, the learned behavior and model learning as presented by the behaviorists. Maslow clarifies his opinion in a hierarchical framework, in the shape of a pyramid, whereas, the physiological needs can be the foundation; then security needs are on the first level and the social needs are a level up; then the ego needs such as self-respect and the need for self-fulfillment such as creativity, innovation and envisioning. Maslow believes that failure or failure to satisfy physiological needs prevents the individual from developing the subsequent needs, and turns them into social needs

and self-satisfaction. Maslow believes that violence and aggression are behaviors that a person resort to in order to fulfill his needs when these needs are frustrated. Maslow proves that the primary cause in personal disorders and mental illnesses is the failure to satisfy basic needs such as physiological needs; safety needs, and self-realization, and that the absence of love and belonging disrupts and increases the severity of these disorders (Abu Sheikha Ahmed, 2007).

3.3. The theory of emotional aggression

This theory is one of the cognitive theories that see that aggression can be enjoyable for some people who find pleasure in hurting others. Some even find joy by proving their manhood and explain that they are strong and important and that they gain social status. Therefore, the aggression can be satisfactory as the rewards continue to proceed with their aggression and violence. It may begin with an urge full of emotion, but does not end with the exciting reasons that it started with. It takes different shapes or multiple other forms that are not directly related to the cause. According to this model in the interpretation of emotional aggression, most acts of emotional aggression appear without thinking, so the focus in this theory on aggression is characterized by reasoning and this means the basic line on which this theory is based on. Therefore, it is certain that the ideas have a great influence on emotional behavior, "People are affected by what they consider to be the cause of their excitement and also by how they interpret their emotional state. The aggression has a close relationship with a set of factors that help stimulate it unless socialization interferes to reduce it or to direct it in a positive direction" (Hegazy, Mustafa, 2009).

3.4. Psychoanalytic theory

Psychoanalytic theory believes that aggressive behavior, violence, self-harm, verbal aggression and defamation are the result of the instinct to destroy or death, and it is assumed that there are conflicting instinctive motives, the most

important two are: The first: preserving the individual and the second aiming at preserving the species. This suggests that aggression is dissolved into two instincts: the life instinct represented in the demolition operations, and the hate may be formed towards the same person so that it generates self-destruction, such as in the case of drug use or suicide. It may also be focused towards others, thus generating the destruction of society through acts of looting. Rape or crime (Sigmund Freud, 1938).

Many reasons can be derived from the psychoanalytical theory such as:

1. The individual's sense of inferiority and people underestimating him.
2. The individual's sense of the danger of death, that his life is meaningless and threatened, and his commitment to the principles and traditions of society diminishes.

3. When sadism is rooted in a person, and thus Freud believed that aggression is innate and inherent in the human beings, but empirical research does not support this opinion. It supports the idea that aggression and violence are the result of previous frustration, so frustration always leads to more frustration.

4. Freud believes that there are pathological phenomena characterized by the presence of instinctive motives that are not amenable to modification but are repeated in the individual's life over and over again and are in disagreement to the motives of life as a strong opposition. Freud has reclassified instincts, as the conflict which he removed from the position between the ego instincts and sexual instincts, and put it between the instincts of life and death (Previous source p. 89).

The instincts of life are motivated by love and sex, which work for the sake of preserving the individual, and between the instincts of death and their motive for aggression and destruction. Every human being is created with the tendency towards sabotage which must be expressed in one way or another. This

instinct will always fight for self-destruction and will guide direct aggression out towards or against others. Therefore, if the instinctive aggression is not implemented towards an external source, it will respond against the self-being itself in a form of self-destruction. In Adler's studies, one of Freud's followers, he believes that feelings of deficiency, inadequacy and fear of failure, are the triggers that need to be overcome, if not, then aggression becomes the behavior of violence as a compensatory response to these feelings (Sigmund Freud, 1938).

Melanie Klein confirmed what Freud addressed in the third phase, and the aim of aggression is to destroy - the hatred and desires associated with aggression, which aims to:

The appropriation of all goodness and kindness, then greed is achieved.

If you hate the good, then the evil wins, envy.

When the opponent is removed, then jealousy prevails.

In the past three components, we find that destroying the object and its attributes or properties enables one to reach the satisfaction of the desire. Therefore, If the desire is thwarted, then the sentiment of hatred appears (Previous reference, p. 91).

3.5. Biological theory

This theory assumes that the problem behavior represents genetic or biological luck, and that some behavioral problems, including aggression, are indications of a genetic damage, a defect in the brain's performance or its functions, or a chemical imbalance, which is vital, as heredity and genetic factors are among the important factors that cause aggression. "many studies that were conducted on twins confirmed that agreement in criminality between identical twins is more than asymmetric, and it was noticed that anti-social aggressive behavior abounds among individuals. It has demonstrated a number of experiments that were conducted, the gene (xyy) who have the hereditary gene

present in the bottom of the brain on the hypothalamus with electrical current, all symptoms of aggressive behavior appear with no reason provoking such behavior (Melhem, Sami, 2015).

3.6. Frustration Theory

Among the most famous scholars of this theory is Miller - Robert and Sezer John Dollard and others, as these scholars focus on the social aspects of social behavior. The first idea of this theory was presented on the assumption that there is a link between frustration and aggression, and this link showed frustration as a trigger for aggression as a response to an act (frustration ◀ response to aggression. Aggression is one of the most famous responses that are raised at the time of frustration, and this is done with the aim of removing the source or overcoming it, or as an emotional response to the distress and tension associated with frustration. The founders of this theory have reached through their study to the relationship between frustration and aggression to the specific psychological foundations of this relationship:

1. The intensity of the desire for aggressive behavior varies according to the amount of frustration, and the amount of difference is due to three factors:
 - A. The intensity of the desire for an ambient response.
 - B. The extent of the interference or the obstruction of the surrounding response.
 - C. Several times they were frustrated in response.
2. The aggression directed against the self does not appear unless it overcomes what is sufficient to direct it or appears against the self.
3. Adverse reactions may occur as a result of imitation.
4. Cessation of aggressive behavior in frustrated situations is another frustration that leads to an increase in the individual's tendency to hostile behavior against the main source of frustration (Keriman, Muhammad, 2007).

Also, the frustrated behavior and its effect on aggression received special attention from Dollard's studies, and this relationship has been the subject of a number of experimental studies such as the Caesar, Hokland and Miller experiment. The analysts emphasized the behavioral interpretation of hypothetically aggressive behavior in research, as they recognized the existence of a necessary relationship between frustration and aggression, as all aggression is a result of frustration, and every frustration leads to aggression. Then Martineau and Miller returned to assert that every aggression is due to frustration, and if it is not able to directly attack the surrounding element, its aggression will move, whether by performing a convincing behavior towards the surrounding element or towards a target or towards itself (Previous reference, p. 23).

This theory was criticized because it claimed to show that aggressive reactions can occur without prior frustration, and that the theory of frustration ignores a class of individuals who are trained and raised by the parents.

The aggressive behavior depends on the type of training that the individual received before. Aggression does not take place unless there are stimuli associated with the transmission of anger factors in the past or the present. Whatever the source of these stimuli, the power of the aggressive response will depend on the value of the aggressive connotation of the stimulus, and the intensity of readiness such as the intensity of anger. So, frustration generates an impulse for aggression, and this motivation can be reduced by practicing in aggressive behavior.

3.7. Social learning theory

This theory considers that the aggressive behavior is learned and that the child learns from different sources the importance of the role model or model for the child. The most important examples, as Bandura indicates is that the role model teaches him social behavior and his acquisition of attitudes or patterns of

multiple behaviors and assumes that aggression does not differ from any other learned responses and it is possible that Aggression is taught by observation or imitation, and the more behavior is supported, the more likely it is to occur. Bandura emphasized in the model in his theory of observational learning and model simulation, where the children of a kindergarten school were distributed among five treatment groups that were exposed to the observation of different aggressive patterns (Mahjoub, Abdel Wahab, 2001). It is noted from the results of his experience of learning by observing and simulating the model that the average of the aggressive responses of the first three groups that were exposed to the outside stimulus, far exceeds the average of the responses of the fourth control group that were not exposed to the model. Adequate responses highlighting and facilitating a previously available non-repressed response. Thus, Bandura concluded, in observational learning, to suggest three effects of learning, namely teaching new responses, weakening or ceasing, or editing adequate responses, highlighting and facilitating a response that was previously available, i.e., non-repressed. Bandura (1973) states that aggression is a behavior that aims to cause disruptive or hateful consequences or control through physical or verbal force on others and results in the expression of a person or the destruction of property. He has set three criteria to determine the aggressive behavior:

The characteristics of the offender, his age, gender, and past behavior.

The characteristics of the victim.

The severity of the behavior. The extreme behavior is aggression, such as the duration of the voice.

The characteristics of the same behavior, such as physical assault, insult, and property damage.

Among the studies that have confirmed the importance of the role of fathers and mothers in social upbringing, Mead has shown that the behavior of the tribes tends to lead to aggression (Previous reference, p. 37).

Conclusion

In light of the above, it can be said that:

1. Most aggressive behavior is learned through observation and simulation.
2. Exaggerated punishment and frustration increases in the aggression process.
3. The painful experiences that the child goes through works to impart aggression.
4. Bad family styles in social upbringing add to the stress of aggressive behavior.
5. Negative thinking towards others, which generates frustration in the individual, which increases aggressive behavior.
6. The emotional atmosphere that the child lives in school or kindergarten has a profound effect on aggression.

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