# Effects of Verbal Violence by Parents on Preschool Children'S Interpersonal Relationship Formation

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**ABSTRACT**

This review paper examines literature related to children experiencing parental verbal violence and their interpersonal relationship formation as well as providing effective methods to establish a communication link with parents and children. Recently, verbal violence in family education can have a bad impact on the growth of children and the formation of their future interpersonal relationships. Firstly, we summarize the problems and related effects in preschool children with parental verbal violence from three aspects: whether they can complete later phased tasks, the formation of social personality, and the establishment of future intimate relationships, as well as providing the suggestive feasibility schemes, helping parents and children realize the existence of verbal violence and learning how to improve the words and deeds of both sides. We hypothesized that experiencing verbal violence by parents reduced the interpersonal formation capacity in preschool children. Finally, we form a constructive conclusion and future research direction for future development.

*Keywords: Verbal Violence, Preschool Children, Parenting, Interpersonal Relationship*

## 1. INTRODUCTION

Sometimes, a person inadvertently said hurtful words to others it is unconsciously imposed verbal violence on the other side. Verbal violence refers to the violence, slander, contempt, ridicule, and other insulting and discriminatory language to a person, belonging to the category of mental injury. As for preschool children, they are in the psychological growth stage, who are also often sensitive and vulnerable. As far as family education is concerned, parents' negative language such as negation, attack, and criticism comes from the outside world. If the child is unable to resist and digest this verbal violence, he or she will self-criticize and deny it. They are also very sensitive to the words they accept because it also involves children's psychological problems. The American Professional Society on the violence of Children (APSAC) highlights psychological maltreatment (PM) as a more unifying notion that embodies important components of all formations of child maltreatment [1].

Sociologists believe that the family and its environment have a special value and role in the child's growth process and social contact process. In the process of personality construction, we should first affirm the role of family life. Language is the medium of communication, and one of the specific "explicit" forms of emotional atmosphere and intimate relationship between family members, that is, it allows people to intuitively perceive the surface, and can more clearly feel and affect children and adolescents, while also influencing the construction of their relationships. Interpersonal relationship refers to the interdependent and interconnected social relationship in the social population. Meanwhile, relationships reflect the psychological state in which individuals or groups seek to meet their social needs, so the changing development of relationships determines the social needs of both sides. Therefore, this review will focus on the harm of domestic verbal violence in terms of children's interpersonal relationship formation.

According to Erikson's psychosocial stages, preschoolers are experiencing the "Initiative vs. Guilt" stage, in which they started to initiate activities and emphasize doing things "all by themselves". We think they will start to realize whether their word and deeds fit, if the parents give damaging language, then will deepen their sense of guilt. During this period, if children experience verbal violence, they will be unable to smoothly enter the next stage, and thus, it will influence the subsequent stages.

This paper has two specific goals, the first one is to analyzes and summarizes the problems and associated

effects encountered in future social relationships of preschool children who encounter domestic verbal violence. Secondly, combined with the learned risk factors and theoretical research, this review is aiming at giving suggestions for the family verbal violence of preschool children and their families about benign social relations establish, aiming to urge to remind parents to raise their consciousness to form the correct ideology, and with the correct and reasonable way care about educating children, as well as promoting the formation of good interpersonal relationship.

## 2. LITERATURE REVIEW

### 2.1. Parents' Verbal Violence

Verbal violence can be divided into implicit verbal violence and explicit verbal violence. Using explicit words from verbal behaviors will cause mental and psychological infringement and damage, which is an explicit violent speech behavior. The other that obedient people need to spend more effort to deduce, such as the use of tone, evaluation means. And its injury is more implicit or indirect, which is an implicit violent speech behavior. In terms of families, it has several common manifestations: labeling, threats, ironically dig bitter and complaining [2]. For example, in the process of family raising, if the child does something wrong, it may be labeled "stupid pig", "rubbish". Sometimes parents threaten with words to force the child to obey their orders or punish them. When children fail in some fields, parents may evaluate the child in a sarcastic tone, digging about the shortcomings of their children. The child may also hear the parents begged and helpless tone, but in fact from the side to deny and belittle them.

Infant batterers have been thought to exhibit a particular parenting pattern of child-rearing, characterized by demands for early high performance and a neglect of the child's limited abilities [3]. The family unit plays an important role in individual development, how children study to make a relationship with others [4]. The long-term consequences caused by verbal violence and emotional violence in the family have certain concealment, and often become the object of neglect by people. Parents may often cause irreversible harm to their children because of some relatively wrong educational concepts, thus not having a positive impact when their children form their future interpersonal relationships.

### 2.2. Preschool Children's Interpersonal Relationship

An interpersonal relationship is an important part of a person's study, work, life, etc, which also refers to a psychological and social connection formed by people who influence each other in the process of mutual interaction. People are directly or indirectly perceived and restricted by psychological characteristics in certain social groups. The interpersonal relationship formed by children's future development consists of three psychological components: cognition, emotion, and behavior. Firstly, the cognitive component reflects an individual understanding of one's status of the relationship, a result of relationship perception and the basis of relationship formation, development, and change. Secondly, the emotional component is the emotional satisfaction and intimate relationship between the two sides. It is an experience related to the communication needs of people, which reflects the satisfaction with the current situation of communication. Thirdly, the behavioral component refers to the explicit behavior of both parties, such as language, gesture, demeanor, demeanor, expression, that express personality and convey information. It is the communication means and forms to establish and develop interpersonal relations.

In terms of physiological development, children in this age group are in an important period of forming a good nutritious diet. And their brains are also developing. Myelination and the development of dendrites continue to occur in the cortex and as it does, we can see a consistent change in what children are capable of doing [5]. So, ontogeny is not mature and does not form the power to "compete" with parents. In terms of cognitive development, early childhood is a time of pretending, blending fact and fiction, and learning to think of the world using language. They are all tasks that are part of cognitive development for the child in the preschool years to understand the size, time, distance, fact, and fiction [5].

These aspects constitute important development tasks for children during this period, and at the same time, they are also important aspects of interpersonal relationships. Cognitive developmentalism in Piaget's tradition believes that structure in children's thinking develops from their active efforts to integrate or organize experience. Concerning interpersonal concepts, the relevant experiences are interactions with peers or adults [6]. Therefore, as for preschoolers, their interpersonal relationship formation plays an important role in their future social ability and personality development. Therefore, this study aims to target preschoolers to explore the impact of parental verbal violence on their interpersonal relationships.

### 2.3. The Relationship between Parents' Verbal Violence and Preschool Children's Interpersonal Relationship

The trauma left by the heart will have more or less impact on future development. This is especially true of the formation of children's future social relations. Among them, interpersonal relationship is the relationship formed by people in the process of mutual interaction, but also the composition of important social

relations. People are social animals, and social relationship is also a relationship related to daily production and life formed between people and people. This relationship is indispensable. Parent's verbal violence will leave a shadow on children's psychological, make them have a strong distrust of parents, and the distrust will constantly spread, thus making them unconvinced in the outside world. When they grow up, they will think the society is cold and vicious, and it is easy for them to have hostilities, social exclusions, and interpersonal difficulties while getting along with others. Chinese scholars have found a strong link between juvenile crime and verbal violence in childhood.

### 2.3.1. Complete the Later Phased Tasks

As these children enter adolescence, start to struggle between identity and role confusion, we suppose their upset childhood experiences would cause them to go through role confusion rather than identity. As for children in early childhood, the trust and autonomy of previous stages develop into a desire to take initiative or to think of ideas and initiative action. To enhance taking initiative, parents or caregivers should offer compliments for children's efforts and debar being judicial of mistakes or messes [5]. Therefore, according to Erikson's theory, we hypothesize that experiencing childhood parental verbal violence causes children problems in their interpersonal relationship formation.

Charles suggests that our self-concept comes from observing how others take reactions to us. It is pronounced that we have the process of the looking-glass self when we are preschoolers, and what we are trying to gauge are our performances. And this is also the stage when we form self-cognition, when we observe ourselves in the mirror and when we will notice others' performance of ourselves [5]. Edward mentions that generally, this ability of empathy grows as a person becomes older, garners more experiences, and develops more complex knowledge structures. However, in children, PT reasoning is relatively primitive, and affective processes, such as less deliberative and more spontaneous sympathy, may dominate reasoning processes. Therefore, a young child may have limited PT and thus be primarily guided by affective sympathy [4]. If preschoolers receive negative comments from feedback from others, especially from feedback from caregivers, they will not be able to form good cognitive and emotional expression skills well. They may suffer blows in confidence, thus being unable to express themselves more candidly and more actively with others, and may not have good empathy. Therefore, in terms of behavior, the relationships they build are incomplete, so that the establishment of this period cannot be completed well and passed through this stage well.

### 2.3.2. The Formation of Social Personality

When preschoolers are unable to complete the previous stage well, they also do not develop a social personality in adolescence or early adulthood. The language expression of violence in the family has had a certain negative impact on the healthy development of children's psychological personalities. They will likely affect the mental health development of children who have experienced verbal violence, easily cause it to form psychological disorders, thus affecting the formation of their social personality, or may also making it with mental illness [6].

Yang mentioned that under the high pressure of domestic verbal violence, children mainly form three social personalities. Some children often avoid problems and realities, dare not to communicate with people normally, which is easy to form an inferiority withdrawal personality characterized by inferiority and paranoia. Some children experiencing verbal violence, whose personalities become irritable, full of hatred, and rebellious. To vent dissatisfaction and take extreme behaviors to others and society, they may form an "irritable aggressive personality". Domestic language violence may also cause teenagers to self and others to form a "forced personality", namely children are required to do well for a long time under the forced command language by their parents, whether to themselves or others. They emphasize everything according to strict steps and achieve the desired effect, otherwise, it is in a state of tension be swayed by considerations of gain and loss, to form a "forced personality" [7]. Longitudinal research was done by Jeffrey and other researchers aimed to investigate whether childhood verbal violence increases the risk for personality disorders during adolescence and early adulthood [8]. They found that what childhood verbal violence may contribute to is the development of personality disorders as well as being independent of offspring temperament. These personality disorders hinder the victims who experienced parental verbal violence to gain better control of their minds and form a correct social personality. These barriers also put further pressure on victims' life.

According to Li's research, the injury of domestic verbal violence to teenagers has hindered students' interest in learning, the development of students' brain and intelligence, the development of self-identity, and the establishment of students' good interpersonal relationships. It also destroys the harmony of the parent-child relationship and the stability of social order [6]. Another research done by Natalie and others focused on parental verbal violence and the mediating role of self-criticism in adult internalizing disorders [9]. They found that it may confer risk for internalizing disorders in part particularly in childhood verbal violence because it will influence the increase of a self-critical style. They also discovered a high prevalence of experiencing parental

verbal violence during childhood among the participants. Other researches also show that self-criticism is related to disorders within the internalizing spectrum, including social phobia, and depression [9].

Thus, parental verbal violence has huge destructive impacts on victims' s formation of social personality, and these incomplete identities are related to the deficient social relationship formation ability.

### 2.3.3. The Establishment of Future Intimate Relationships

According to Erickson's development theory, they will experience the "intimacy vs. Isolation" stage. In our 20s and 30s, we are making some long-term close relationship commitments [5]. Meanwhile, Kochar et al also mentioned in the article that APSAC states that psychological violence is a reduplicative pattern of caregiver's behaviors or extreme events, conveying to children that they are worthless, defective, unloved, unwelcome, endangered, or only valuable to meet the needs of others. Psychological violence includes (a) refusal, (b) intimidation, (c) isolation, (d) exploitation or corruption, (e) denial of an emotional response, and (f) mental health, medical and educational neglect [1]. Therefore, the influence of children in early childhood from verbal violence including rejection, threat, isolation, and denial of emotional response emotions will have various loopholes in the establishment of intimate relationships. It is significant to provide a warm, loving relationship to a child.

Indeed, there are many obvious differences between intimate relationships and general friendship: the first one is the degree of concern. We sincerely care about each other's physical and mental health, and we may unconsciously empathize with each other. The second is the degree of interdependence, which refers to the degree to which two people need each other and influence each other. This degree lies in being strong enough, diverse enough, to be lasting enough. The more so, the closer you are. Thirdly, trust. The sense of close partners, believing that the other person will not hurt themselves without reason, strengthens intimacy. But if harm occurs, people become vigilant, reducing openness and dependence. Evidence indicates that children who have been verbally violence by parents suffer cognitive vulnerabilities. Quinn and Lee reported on the effects of verbal violence in primary caregivers, namely the inability to formation with intimating relationships arising from a defensive needs to avert situations of anger combined with increased difficulty with problem-solving and task completion [1].

Moreover, Kochar et al's study shows that more children suffering from verbal violence were found to have special deficits in sustained attention than in less. The results further showed that there is a close relation between continuous attention, inhibitory control, and the generation of response [1]. Children experiencing verbal violence found it difficult to notice the test stimuli and were easily distracted by environmental interference, resulting in poor performance. In the establishment of a close relationship, she or he may not have enough attention to the other half, and further speaking, they will not care enough about each other, so as not to "exchange the mind" with each other well. Jeffrey dimensions of offspring temperament were assessed during the 1975 maternal interviews [10]. 11% of the offspring experienced severe problems in one or more of these domains and were identified as having a difficult temperament. And this allows them to amplify some of their negative behaviors when building close relationships, thus failing to rely on and trust each other. Thus, according to Kochar et al, we can understand verbal violence exerts imperceptible neuropsychological influence on children and make a big impact on their current behavior [1]. Therefore, in the future in the development of the relationship deepened the negative influence, which is not conducive to their formation of mutual trust, respect, and perfect their characteristics.

### 2.4 Therapies: Non-violent communication

"Non-violent communication" was an effective mode of communication proposed by Marshall in the 1960s. This way of communication can not only help us to solve all kinds of conflicts and disputes, but also help us to complete self-communication, understand others, and feel the love and respect of each other. Through learning from this communication method, parents can improve their communication qualities and form a new sense of communication as well as imperceptibly teaching this communication method to their children in the process of application.

According to Marshall, there are four elements of non-violent communication, which include observations, feelings, needs, and requests. Observation is necessary to clearly express the results of the observation. And when parents are express something in observation, they should have the basis and the evidence instead of confusing the comments. Feeling also means that we need a clear expression of feelings. We need to pay more attention to the relationship between distinctions and ideas. The need is the source of feelings. Non-violent communication advocates direct expression of their needs, rather than through means of criticism, comments, and analysis. This is exactly opposite to the way some parents use words in parenting, which will help the child accurately understand the parents' views and what they want their child to show, while also providing the opportunities to respond accurately. A request is that a specific request may be made, but it is not in any order to request the child. A key point to distinguish between a request and a command is that when the request is not met if the person

made a criticism, that is the command. If a person wants to use the guilt of the other party, it is also the command to achieve the purpose.

Ma mentioned that if people use language consciously and intelligently, they can not only achieve effective and pleasant results of communication, but also build harmonious interpersonal relationships, and one of the ways to achieve these two purposes is "non-violent communication" [11]. Therefore, parents and children can listen to each other and love themselves in these ways. Non-violent communication is a method full of respect and care between people. Parents can use these means of non-violent communication, listen to children, equally dialogue with children, pay attention to and meet the needs of children. They can also accompany children and play with them together for a long time, which can create a sense of security, trust, and full of support and cooperation environment, thus helping children grow up healthy and positively.

## 3. LIMITATIONS AND FUTURE IMPLICATIONS

This study has several limitations that require future studies.

Firstly, apart from having a comprehensive understanding of the effects of verbal violence by parents on preschool children's interpersonal relationships, it is also necessary to predict the future trends and implications completely. We mainly discuss the formation of children's interpersonal relations from the psycho-social domain, but actually, they have many potential links with physiology, cognition, and the external environment. The future predictions of the relation of verbal violence by parents and children's interpersonal relationship formation can be considered to link with the psycho-social aspects and physiological aspects.

Secondly, most of the studies on domestic verbal violence mainly adopted empirical studies such as questionnaire surveys and interviews. Based on mastering the current situation of domestic verbal violence, a few researchers selected individual research subjects with severe violence to conduct the research in the form of case intervention [6]. However, they explain the harm in various aspects, but there is no particular specific and targeted empirical research on the formation of children's interpersonal relations alone. We have a discussion on the theoretical aspect of parental verbal violence and the development of children's interpersonal relationship formation, and future studies can conduct some empirical studies to further support our conclusions.

In this study, we just only talk about parents' verbal behaviors in extension, but we haven't discussed the different expressions between father and mother. According to S.L. Wang, the study found that mothers have adopted more emotional warmth and support in their parenting methods, giving their children more care. But at the same time, mothers also gave their children more refusal and denial. However, the father reflects the strict requirements for children and plays the role of strict caregiver, and helps their children to achieve goals and have a future development [12]. Thus, future studies can further distinguish diverse performances in using language between father and mother. Parents in the role of family upbringing have more differences, so both father, mother, and children may also have differences in communication ways, which occur in communication frequency, timing, duration, status.

According to Erickson, children need to complete different tasks in different stages of growth, and will also have different performances and behaviors, so it is necessary to do a good job in the later tracking stage of research. And they may have many different characteristics that are worth studying, to also lead to the relationship between different communication abilities, communication qualities, and communication satisfaction. Preschoolers will form different social relations through their own experiences at different stages of development, and future research can follow up the samples at different stages based on empirical research.

## 4. CONCLUSION

In general, we highlight the relevance of verbal violence to the interpersonal relationships that children from in the future. Meanwhile, we combine the arrangement of some literature to closely, link with Erickson's developmental theory and summarize the adverse effects in family parenting from three aspects of the development of different stages, social personality formation, and the establishment of intimate relationships. In addition, we also combed out the relevant expressions of non-violent communication, thus providing ways for parents and children to communicate effectively. Moreover, we mainly discuss the formation of children's interpersonal social relations from the psycho-social domain, but actually, they have many potential links with physiology, cognition, and the external environment. In the literature, we can also see that studies on such topics have empirical studies on the internalization of pathology as well as child attention and expression, which we can combine to improve the quality of childcare.

When it comes to verbal violence, we often narrowly think that only those sharp, fierce and other characteristics are language violence, but forget that language violence is often as a secret knife, perhaps the other side lightly exposed, enough to push the listener into the abyss. However, non-violent communication theory, as an effective communication mode, carefully "observe" in a circumstance, enhances "feeling" in

response, pays more attention to "needs" in clink up with others, carries out two-way coordination in "request", and run-in the parent-child communication process. Therefore, although one does not require regular education to improve a warm, loving relationship, understanding what they experience in the family can help effectively solve their social, emotional, and cognitive demands.

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