# Confrontation to Humiliation Complex Causing the Violence, Crime, Uncivilized, Non-Citizenship and Extremism by Positive Education and Cognitions

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**Abstract:** The individual is the initial unit of society. So, building positive society begins within positive characters of its individuals. The education of the individual must be from a childhood in a positive way, and learn to define goals clearly (presence of clear life goals) and know the meaning in life (Presence and Search for Meaning in Life) and the creation of a purpose in life. This develops a positive, conscious and social personality in the individual who forms society and the world.

The absence of positivity, purpose in life and/or meaning in life in individual plays a role in the creation of sadism, negative-sadomasochism personality disorder, barbarism, crime, brutality and extremism among Man who seeks behind the creation of war and destruction and savoring the pains of girls, young people, women and children as Syrian War.

Man is not extremist, oblique and criminal by the innate. But, family, parents and their psychological aspect, friends, schools, universities, environmental and media make this oblique and criminal Man. In addition, education of the Civilized Man in life is made to develop his Negative Thought instead of develop his Positive Thought. The result is quite catastrophic. People are most of the time unable to live intensely a happy moment so much they are inhibited from all that is positive. So, Man becomes oblique and criminal by his environment.

Crime, uncivilized and extremism have an impact on local communities all over the world. Environmental and their risk factors such as economic difficulties, no activity and no job, negative emotions (disillusioned, resentment, emptiness, boredom, loneliness, or feeling lost and abandoned, no clear purpose in life and no life's meaning, etc.), absence of coping skills to withstand life stressors, psychological and cognitive development, and ability to make prudent decisions lead acceptance of violent extremist ideologies as crime, uncivilized, violence and extremism.

Good citizenship, crime, uncivilized, extremism and violence extremism are the important social issues that might be affected by patterns of thinking (positive or negative) in individuals, institutions, and communities. Positive thinking is as a way for developing good citizenship behavior and confronts the crime, uncivilized, abuse and extremism.

Positive thinking about oneself would lead to positive thinking about society; hence develop the link between individuals and their environmental and society by using the positive thinking. So, the RPPT (Repetitions Phrases of Positive Thoughts) can be an effective tool for promoting positive thinking and so building positive identity and positive expectation.

Therefore, practicing RPPT, as an educational tool for positive thinking, reinforces positive thoughts which lead the citizenship for better future and a better community. TRPPT (Treatment of Repeating Phrases of Positive Thoughts) contributes in building personal resilience and positive sense of identity that are essential components to prevent violent extremism.

**Keywords:** Humiliation complex, extremism, prison, positive psychological barrier, negative and positive personality, psychopathology, psychohealth, brain, childhood, education, cognitions.

## INTRODUCTION

"*All persons should, by virtue of their essential humanity, enjoy all human rights*." (see United Nations 2006).

Now, the generation is an undefeated and a vulnerable generation because society gave in heritage to this generation the negativity as negative thoughts, emotions and experiences that led to hatred of society and others and extremism.

An inhuman reality, coercive and violent, penetrates the eyes placing the negative fear in the brain, but which only provokes a passing indignation in an unscrupulous world.

Black and red shadows have become a spectacle to which assist local residents with indifference: like the refugees who slip under the trucks stopped at the red lights to flee the War.

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**HUMILIATION COMPLEX**

Humiliation has an impact negative on core dynamic in human relationships (Lindner, 2006, 2009). Humiliation complex has implications at intrapersonal, interpersonal, human relationships, social relationships, institutional and international levels.

Humiliation leads to major depressions, suicidal states, severe anxiety states, post-traumatic stress disorder, humiliated fury, feelings of humiliation and pain, etc., (see Martin, 2014; Torres and Bergner, 2010; Lindner, 2009, Klein, 1991). Humiliation complex has negative psychological effects, leads to negative emotions and causes the crime, uncivilized, non-citizenship and extremism.

Studies have been shown that positive thoughts and positive environment play an important role in society and in good citizenship (Sternberg 1992; Feqi 2004, see Jarrar 2013), and in violence, extremist ideologies, crime and extremism (see Office of Partner Engagement 2016). Environment plays an important role in Behavioral aspects of terrorism and radicalisation such as the family environment, the economic, political and social environment (Alsaleh 2015; Leistedt 2017). "*Behavioral and social sciences are useful in collecting and analyzing intelligence data, understanding terrorism, and developing strategies to combat terrorism.*" (see Leistedt 2017).

The objective of this study is to show the importance of positive education and Repeating Phrases of Positive Thoughts (RPPT) on the violence, crime, extremism and risk behaviors.

**Positive Education and TRPPT (Treatment of Repeating Phrases of Positive Thoughts) and Extremism**

Extremism is defined as "*the fact of someone having beliefs that most people think are unreasonable and unacceptable*" (Cambridge Dictionary 2016). Extremism and acts of targeted violence continues to impact local communities all over the world. According to the World Health Organization (WHO), adolescents exposure to environmental risk factors affects health and well-being, coping skills to withstand life stressors, physical and cognitive development, and their ability to make prudent decisions. One or several of these risk factors might affect the adolescent's coping and drive acceptance of violent extremist ideologies. Oftentimes, adolescents, for example students are become disillusioned by factors outside their control thus giving

way to resentment, emptiness, loneliness, or feeling lost and abandoned (Office of Partner Engagement 2016).

A positive and nurturing environment might help adolescents withstand the threat from violence extremists, while a negative and dysfunctional environment might lead to greater acceptance or adherence to extremist ideologies. Therefore, educators are in a unique position to affect change, impart affirmative messaging, or facilitate intervention activities due to their daily interactions with students (Office of Partner Engagement 2016).

By positive education, positive cognition and practicing TRPPT, we suggest that educators can assist students with developing positive social identity, pride and high level of self- esteem, positive beliefs about self and the other, good citizen, efficient membership in society and so positive strong social and emotional well-being. We also commit to assisting schools with considering the benefits of positive education and TRPPT as a new fresh approach that focuses on reinforcing positive thinking. Given that positive thinking supports students to be emotionally resilient to life's stressors and able to foster a positive sense of self (Bonnell *et al*. 2011; Alsaleh 2016, 2016a; Alsaleh and Kubitary 2016, 2016b; Alsaleh *et al*. 2017). Therefore, positive education and TRPPT contribute in building personal resilience and positive sense of identity that are essential components to prevent violent extremism.

**Positive Thinking, TRPPT, Citizenship and Extremism**

Good citizenship and violence extremism are two important social issues that might be affected by patterns of thinking (positive or negative) in individuals, institutions, and communities.

Positive thinking about oneself would lead to positive thinking about society; hence the link between positive thinking and good citizenship. Positive thinking may be as a way for developing good citizenship behavior (Jarrar 2013). *The thoughts make our habits, positive thinking causes the exercise of positive behavior towards issues of good citizenship* (Sternberg 1992; see Jarrar 2013). *So that any change in our lives occurs first within us in the way we think, and that will cause a great revolt of the mind, that makes our lives happier or not* (Feqi 2004, see Jarrar 2013).

RPPT (Repetitions Phrases of Positive Thoughts) can be an effective tool for promoting positive thinking

and so building positive identity, good citizenship and positive expectation. The individual is the initial unit of society, so building positive society begins within positive characters of his individuals. Therefore, practicing RPPT, as an educational tool for positive thinking, reinforces positive thoughts affects the self-image, self-esteem, creating a sense of self-acceptance, self-love and high performance, which enhances openness, honesty and trust and so makes individuals follow their goals for better future and a better community.

RPPT → promotes positive character traits and good values in society, →honesty, adaptability, good manners, clear vision, focus on solutions when facing difficulties, taking advantage of challenges and difficulties, changing risks into hope and patience.

### Individual and his Relationship

The absence of positivity, and purpose in life and/or meaning in life among individual raises the intensity of depression, also anxiety and stress, and reduce self-esteem, and satisfaction in life.

In terms of mental health and coping, individual subjected to absence of positivity, and purpose and/or meaning in life with significant relational difficulties with family are twice as likely as others to evoke a real psychological suffering. This absence leads the individual to violence, crime and risk behaviors for create the purpose in life and/or meaning in life which can have negative impacts on social and relational situation and society.

### Crime, Extremism and Cultural Pressure

With cultural pressure, individuals do not want to think positively, are unable to think positively, or that thinking positively is a bad idea. This reaction is normal because individuals have only learned the negative reactions in life. This cultural pressure shoots the individuals to make to the crime and/or violence and health-risk behaviors such as coping strategy ''denial'' or ''hopelessness/helplessness'' in their society; risk behaviors as carrying a weapon (ex., a gun, knife).

To improve their coping strategy in individuals, positive education and TRPPT help the individuals to confront the cultural pressure and attempting to extend its applicability (TRPPT) in the life and against the cultural pressure and the health-risk behaviors.

## Crime, Violence and Extremism Induced by Humiliation

The violence is a risk factor for many healthcare problems and crimes in the family and the society. The violence and crime in the family and the society present in all healthcare settings with many different physical and mental-health problems and demographic characteristics (see Alsaleh 2015).

The humiliation of the individual inflicted by the police and/or armed forces (such as police violence on the border and confinement as a nightmare by migrants and refugees) and the human community are the main causes which lead to crime and extremism in the individual.

Unacceptable sanitary conditions, food that does not help even survive, abuse, humiliation and use of violence, prison overcrowding, families with children detained for days without protection from the cold, deliberately deprived of food and water, all that causes the crime, violence and extremism. Still further, the authorities force asylum seekers to undress. All of these lead to humiliation complex in the individuals and their personality.

## Personality, Cognition, Crime, Violence, Uncivilized, Citizenship and Extremism

There is evidence that there are commonalities among all violent activists. For example, research on 250 West German terrorist revealed "a large number of families divided", "serious conflicts, particularly with parents" and "failure scenarios in academic and professional level" and personality traits of narcissistic and paranoid (see Leistedt 2017).

Personality disorders can usually be observed in adolescence or early adulthood and remain relatively stable throughout the years. According to the DSM, the deviation in the individual's personality is evident in at least two of the following domains: cognition; affectivity; interpersonal functioning; and pulse control.

To test these domains and their impacts in the personality that influences the etiology, symptom manifestation and response to treatment in some mental illnesses, it is necessary to have a valid and reliable measure in at least two of the areas of personality. There are several published scales of personality (as « Sociotropy-Autonomy Scale, Beck *et al*. 1983 »; « Big Five Inventory, Soto and John 2009 »; see Bouvard 2009), but none of the scales deal with

these domains and the more targeted construction of positive personality and negative personality.

Research has not focused on the negative personality and positive personality and they are not defined in the DSM. In this research, the study presents a part of research on a questionnaire that evaluates and measures positive personality and negative personality (Alsaleh Personality Questionnaire (APerQ)). This research evaluates the following two domains: cognition and affectivity, knowing that the deviation in the personality of the individual is evident in at least two of the following domains: cognition; affectivity; interpersonal functioning; and pulse control. The theory is that, if the individual has a positive personality (habit (repetitions of sentences of positive thoughts, positive thinking) - trait (optimism) - positive personal style)), the psychological barrier is strong in him, he/she has good mental health and is less sensitive to vulnerability, psychological disorder and risk behaviors. On the other hand, if the individual has a negative personality (habit (negative mental rumination, negative thought) - trait (pessimism) - negative personal style), the psychological barrier is weak in him, he/she has a mental health problem and is more sensitive to vulnerability, suffers from psychological distress (e.g., depression, anxiety, stress, difficulty in social interaction) and lead to risky behaviors.

The positive personality, the negative personality and its problem and the psychological barrier are factors of personality in psychopathology and psychohealth frequent in the people. However, studies on this subject are non-existent in the world. The Alsaleh Personality Questionnaire (APerQ) is a self-administered questionnaire. Easy and quick to use, it evaluates positive personality, negative personality, psychological barrier[1] and state of mind in people with somatic illnesses and/or without somatic illness. The results have revealed two factors: positive personality and negative personality. Additional analyzes showed that these two factors and their dimensions have a good internal consistency, that they were significantly correlated with negative emotions (depression, stress, anxiety), and self-esteem confirming the validity of the

construct (convergent validity, divergent validity). The APerQ-N (Alsaleh Personality Questionnaire-Negative (Negative Personality), and APerQ-P (Alsaleh Personality Questionnaire-Positive (Positive personality) achieve good diagnostic values. Negative personality scores are significantly higher for students living in rural areas than for those living in urban areas with high positive personality scores. The results of the study on the APerQ highlight the value of using APerQ (APerQ-N and APerQ-P) to identify the negative personality and positive personality of individuals and confirm the importance of taking these personalities into account to improve the quality of life of individuals and their overall care and avoid the negative energy, mental and behavioural disorders, risky behaviors, addictive behaviour, and criminal and extremist behavior.

## Humiliation Complex, Prison, and Positive Psychological Support

The majority of prisoners leaving prison are more criminal and resentful against the community, the police and the state. Prison is a place to reform the criminal and improve self-control and make it better for the community. But we observe the opposite.

Many people have gone out of prison and are full of hatred and anger at society because they are without work or identity; added to this the negative perception of society and people towards them. So the prison must be a place to correct and prepare the offender and / or the criminal to become a person useful to himself and to society.

Every prison must contain a psychologist specialized or not in criminology in order to help criminal individuals regain self-confidence and support them in order to acquire the skills necessary to live and reintegrate society after being released from prison.

Psychological support can only be provided with the help of state officials, officials and the head of the prison. It is therefore necessary to rehabilitate the civil servants, the officials and the head of the prison in order to become more positive and encourage the prisoners rather than the humiliation because the latter engenders only intolerance, revenge and the humiliation complex in the prison (Figure **1**). On the contrary, support, encouragement and the positive acquisition of skills can only arouse interest and benefit for communities thirdly, for officials secondly and for individual firstly.
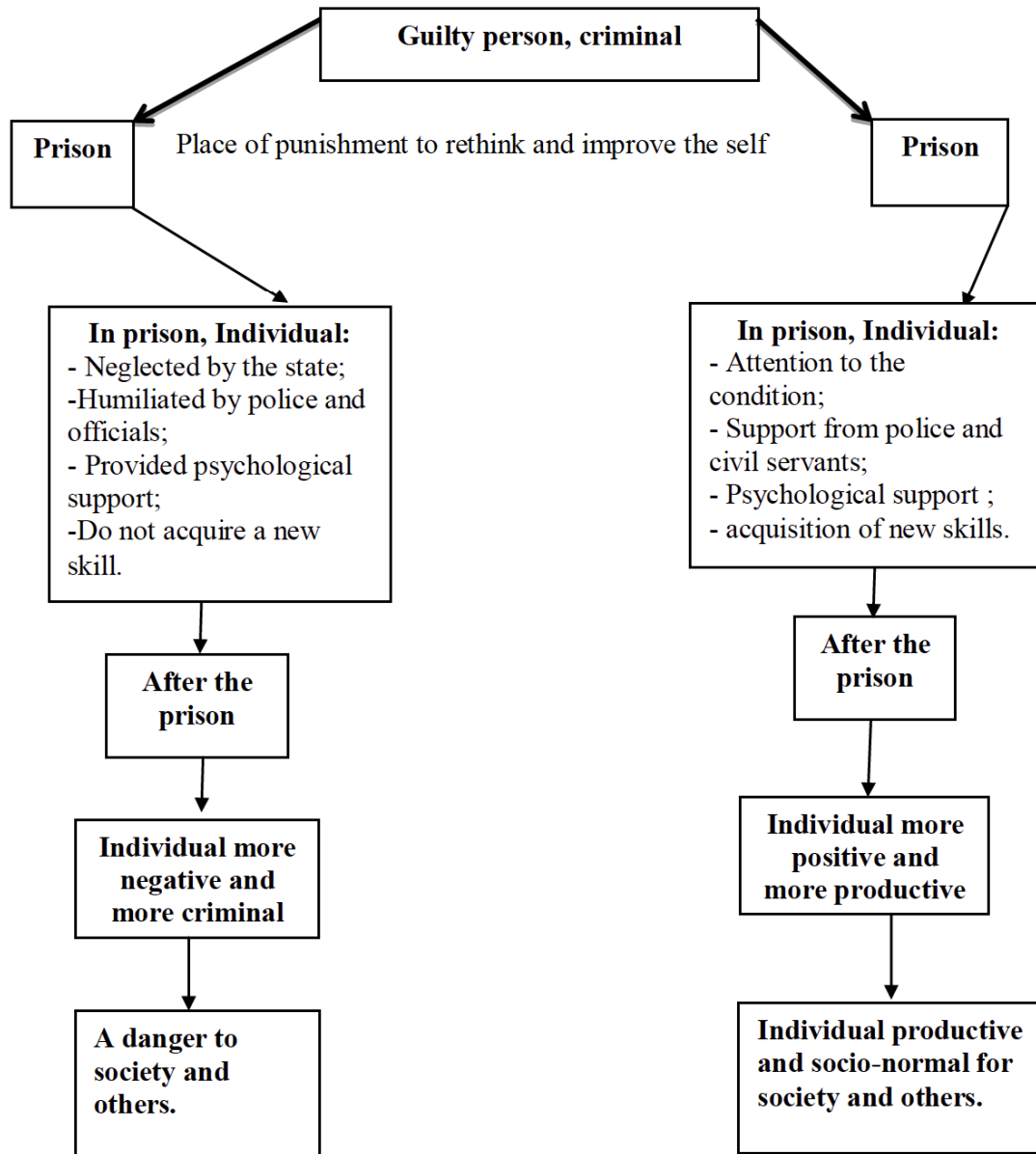
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[1]The psychological barrier is paramount and essential to confront the psychological problems and ensure good mental health and psychological well-being and general welfare. This barrier varies according to the particular personality of positive and negative person, education, and life experiences. The psychological barrier is important to confront the problems and psychological trauma. Many people do not have this barrier or have a very low or low barrier (see Alsaleh 2016a).

**Figure 1:** Humiliation complex in the prison.

## Circle of Negativity and Positivity: Brain, Childhood, Crime, Education, Personality

Knowing that in the life of the individual with a negative personality, there are moments of joy but transient and very short. On the other hand, in the life of the individual with a positive personality, there are moments of sadness but transient and very short.

The individual with a positive personality is able to change his/her way of thinking and emotion to feel the serenity and get rid of his/her psychological distress.

The individual with a negative personality is not able to change his / her way of thinking and emotion to feel the serenity and get rid of his/her psychological distress without help and/or without psychological and/or social support. This individual says "it is difficult to change Man". On the other hand, change is easy because the brain is always in development. The individual refuses change because he is afraid of this change, and he feels it by the words of the people who told him "you have changed".

The individual is afraid to change even to the right side and the better because negative fear and negative thoughts dominate his brain. This fear is educated by parents and society since childhood. So education by parents and society must be positive to learn positive fear, positive thoughts and positive emotions (Figure 2).
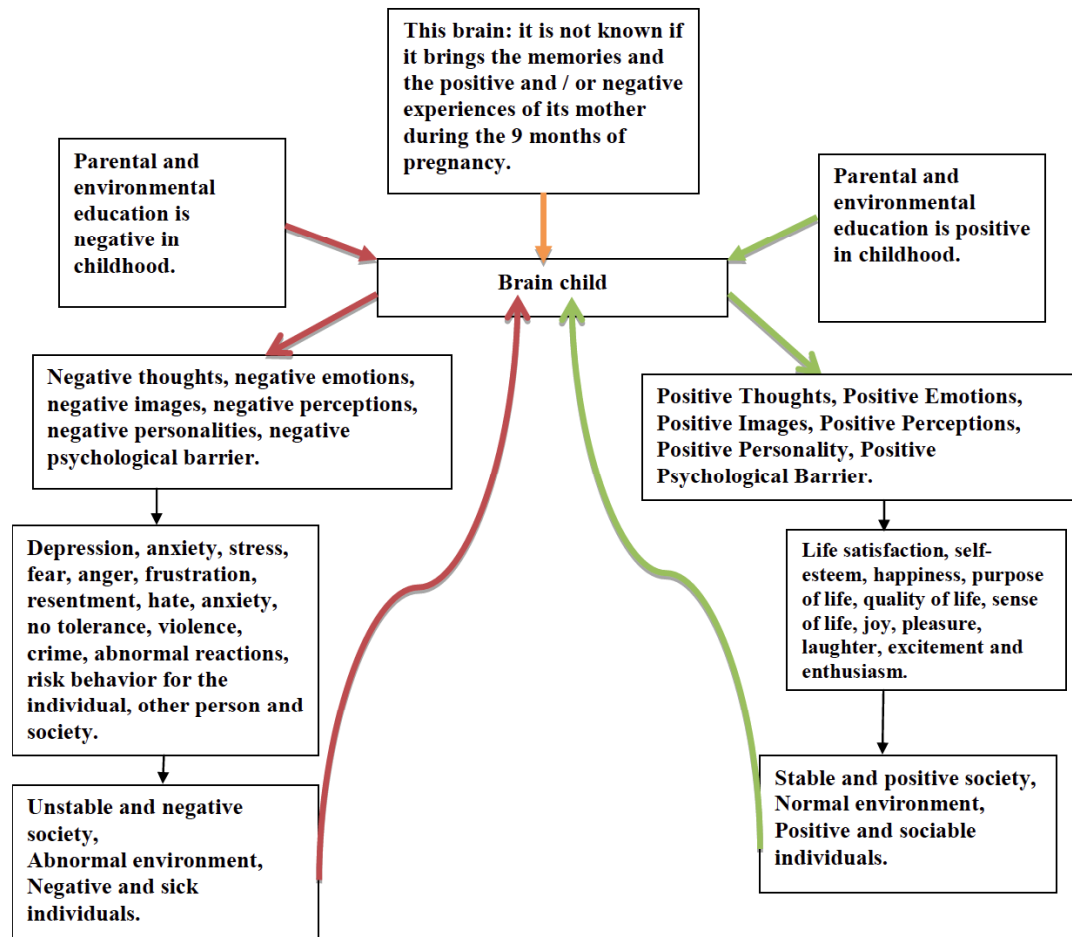
**Figure 2:** Positive Education and Positive Thoughts in Children.

## RPPT and Promoting Mental Health and Well-Being in the Children and Young People

Individuals perverts as extremists have energy, especially negative energy, but did not find a way to discharge this energy only through murder and criminality. In the presence of this energy, individuals feel anger and sad and cruel. If individuals have not unloaded this energy, this leads the individual defensive responses by the body. These defense responses vary from one individual to another, such as stomach cramp or resorting to sleep or isolationism, violence, crime and delinquency or gluttony eating in order to compensate the emotional deficiencies and satisfy the shortfall. But after unloading, individual feels comfortable. So, it is necessary to help individuals unload their energy in ways that are not criminal, such as painting or sports or dancing or help them realize their goal or create a positive and active objectives in life and society.

Mental well-being is integral to population health and well-being and contributes to the functioning of individuals, families, communities and the social and economic prosperity of society. Mental and behavioural disorders including risky behaviors, addictive behaviour, criminal and extremist behavior place immense burdens on individuals, families and society; they also increase the risk of co-morbidities and social exclusion. Childhood and adolescence are crucial periods for laying the foundations for healthy development and mental well-being. There is compelling evidence that promotion of mental well-being and prevention interventions, when implemented effectively, can reduce risk factors for mental disorders, and criminal and risky behaviors, enhance protective factors for good mental and physical health and lead to lasting positive effects on a range of educational, social and economic outcomes for young people. Medical and psychological factors, individual, family and social factors (including working conditions) as well as digital environments are some of the different determinants impacting the health and well-being of the young. Resilience to adversity will enhance their ability to cope.

The RPPT and its therapy (TRPPT) are one of more robust evidence on resilience factors and on effective interventions promoting mental well-being. Developing these in the childhood and young offers the possibility of a positive influence on the child development in critical/sensitive periods (childhood, adolescence, transition to young adulthood), thanks to early positive neuroplasticity.

RPPT and TRPPT develop population-oriented primary prevention interventions to promote mental well-being of children and young people and assess them for their effectiveness. These interventions (RPPT and TRPPT) are built on knowledge on biological, psychological and social determinants of mental well-being such as societal, cultural, work life, lifestyle, epidemiological, economic and environmental perspectives, but may go beyond existing state-of-the art. The RPPT and TRPPT aim at increasing early positive neuroplasticity and resilience and mitigating the impact of biological, psychosocial and environmental risk factors. The RPPT include the childhood, adolescence, transition to young adulthood, ageing. RPPT target the patients and all the people; but also the children and young people who are at an age where many severe disorders start in this period (childhood, adolescence). RPPT aim at the differentials related to refugees and migration.

RPPT use a holistic approach, taking gender and health inequality aspects into account, in increasing resilience and empowering the young. The RPPT reflect the diversity of the different countries and regions in the world. RPPT have for mental well-being outcomes as well as the economic and social benefits and impact on reducing inequalities.

Impact of RPPT is short, medium or long term, likely during the lifetime of the individual life:

- Improve mental well-being in the targeted group of children and young people, etc.

- Will create a strong evidence base for mental well-being.

- RPPT contribute to greater health equity and improve societal benefits, including for migrants and refugees.

- Improve mental well-being in childhood and youth should contribute to reducing school and college/university dropout in the short term,

strengthening personal confidence and cognitive function, improve educational efforts and enhancing employability.

- Establish preventative strategies which have a real effect of reducing the occurrence of mental disorders and co-morbidities associated with mental disorders later in life.

## DISCUSSION

Most people's problems in life are caused by frustrations. In addition, problems between married couples hide a sexual problem. These frustrations are caused by aspirations and expectations. The latter are based on hopes. When the individual perceives that these expectations do not realize, he has negative feelings towards other people like hatred and wickedness. For example, on her birthday, a woman expects from her husband a gesture, the man does not do what his wife expects of him, this can destroy the relationship between them, and can lead to divorce. Frustrations are widespread in human relationships because Man is educated negatively rather than positively. The results of this negative education and these frustrations made Man who gets involved in risky behaviors.

The cause of the disease is not treated, but rather the symptoms. This is why childhood education must be done in a healthy and positive way to develop positive thoughts that strengthen the positive psychological barrier against mental and psychological disorders such as depression, stress, fear, etc. Positive education helps children, who will be adults in society, to avoid risky behaviors or reactions that trigger diseases. We seek, through positive education, to treat the disease itself and not the symptoms. Negative thoughts aggravate negative emotions that lead to uncontrollable reactions, such as violence, crime, etc. On the contrary, positive thoughts help to control negative emotions and reinforce the positive emotions that lead to the well-being of society. Positive education during childhood forms a positive psychological barrier and a positive personality against humiliation complex and mental and behavioural disorders including risky behaviors, addictive behaviour, criminal and extremist behavior.

Positive thoughts help the individual to create a safe space which is a vital characteristic to build resilience to extremism.

Man arrive radicalization, extremism and crime when he lose purpose of life and meaning in life which is seen as a vital characteristic of positivity.

This safe space for discussion created by RPPT is seen as a key factor for enabling children, Man and young people to mitigate the push factors towards radicalization and crime. RPPT (repetitions Phrases of Positive Thoughts) provide both a positive opportunity and environment for confront the feel frustrated and address gaps in knowledge and/or understanding that may be exploited by extremists.

RPPT reinforce personal skills such as resilience and positive self-regard in individual for helping build resilience to violence and extremism specifically.

Education of positive thoughts and of RPPT in young person would be able to mitigate the 'push' factors towards extremism (such as a sense of injustice; actual / perceived humiliating experiences, lose purpose of life and meaning in life and a lack of sense of achievement).

The interventions that used cognitive behavioral methods as Cognitive behavioral therapy (CBT) can be effective in reducing delinquency, anti-social behavior, drug use and school dropout (see Bonnell *et al*. 2011). TRPPT can prevent involvement in risky behaviors (as gangs, violence and crime). TRPPT based in Neurocognitive Positive Psychotherapy (NCPPT) and positive learning theory seek to correct maladaptive cognitions (e.g. beliefs, negative thoughts, self-statements, images, perceptions) and build positive coping skills (e.g. pro-social skills, negative emotions control, anger control) (Alsaleh 2016a).

The indifference shown by many people, the media, politicians, disguised impotence have a terrible impact on innocent lives, which are only the victims of a deliberate policy.

So many tragic events that are not mentioned by the media those remain in an unfair indifference, or brief compassion.

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