

Chapter 1 : Social psychological theories of aggression essays

Social Psychological Theories of Agression SOCIAL PSYCHOLOGICAL THEORIES OF AGGRESSION A number of theories have been put forward by psychologists to explain aggression in terms of social or psychological factors.

Review of the Roots of Youth Violence: Literature Reviews Volume 5, Chapter 2: Psychological Theories The issue of human violence is also a major topic within the academic discipline of psychology. As biosocial theorists do, psychologists focus on how individual characteristics may interact with the social environment to produce a violent event. However, rather than focus on the biological basis of crime, psychologists focus on how mental processes impact individual propensities for violence. Psychologists are often interested in the association between learning, intelligence, and personality and aggressive behaviour. In this section of the report, we briefly review some of the major psychological perspectives that have attempted to explain violent behaviour. These perspectives include the psychodynamic perspective, behavioural theory, cognitive theory and personality theory. We will also explore the possible relationship between mental illness and violence.

The Psychodynamic Perspective The psychodynamic perspective is largely based on the groundbreaking ideas of Sigmund Freud. Freud also felt that early childhood experiences had a profound impact on adolescent and adult behaviour. For Freud, aggression was thus a basic id-based human impulse that is repressed in well-adjusted people who have experienced a normal childhood. It is interesting to note that Freud himself did not theorize much about crime or violence. The psychoanalyst who is perhaps most closely associated with the study of criminality is August Aichorn. Unlike many of the sociologists of his day, Aichorn felt that exposure to stressful social environments did not automatically produce crime or violence. After all, most people are exposed to extreme stress and do not engage in serious forms of criminality. Aichorn felt that stress only produced crime in those who had a particular mental state known as latent delinquency. Latent delinquency, according to Aichorn, results from inadequate childhood socialization and manifests itself in the need for immediate gratification impulsivity, a lack of empathy for others, and the inability to feel guilt. Aichorn, It is also argued that youth with weak egos are immature and easily led into crime and violence by deviant peers Andrews and Bonta, In sum, psychodynamic theories depict the violent offender as an impulsive, easily frustrated person who is dominated by events or issues that occurred in early childhood. In other words, the theory has not yet been subject to rigorous scientific verification. Nonetheless, it is important to stress that basic psychodynamic principles have had a major impact on the subsequent development of criminological thought. For example, many other theories of violence have come to stress the importance of the family and early childhood experiences. Similarly, a number of sociological and criminological theories stress that violent criminals are impulsive and lack empathy for others see the discussion of self-control theory below. Many of these theories are discussed in upcoming sections of this report.

Behavioural Theories Behaviour theory maintains that all human behaviour – including violent behaviour – is learned through interaction with the social environment. Behaviourists argue that people are not born with a violent disposition. Rather, they learn to think and act violently as a result of their day-to-day experiences Bandura, These experiences, proponents of the behaviourist tradition maintain, might include observing friends or family being rewarded for violent behaviour, or even observing the glorification of violence in the media. Studies of family life, for example, show that aggressive children often model the violent behaviours of their parents. Studies have also found that people who live in violent communities learn to model the aggressive behaviour of their neighbours Bartol, Behavioural theorists have argued that the following four factors help produce violence: Early empirical tests of these four principles were promising Bartol, As a result, behavioural theory directly contributed to the development of social learning theories of deviance differential association theory, sub-cultural theory, neutralization theory, etc. These theories, among the most important and influential of all criminological theories, are subject to a detailed discussion in the section of this report entitled Social Learning and Violence see below.

Cognitive Development and Violence Cognitive theorists focus on how people perceive their social environment and learn to solve problems. The moral and intellectual development perspective is the branch of cognitive theory that is most associated with the study of crime and violence. He argued that, during the first

stage of development the sensor-motor stage , children respond to their social environment in a simple fashion by focusing their attention on interesting objects and developing their motor skills. By the final stage of the development the formal operations stage , children have developed into mature adults who are capable of complex reasoning and abstract thought. Kohlberg applied the concept of moral development to the study of criminal behaviour. He argued that all people travel through six different stages of moral development. At the first stage, people only obey the law because they are afraid of punishment. By the sixth stage, however, people obey the law because it is an assumed obligation and because they believe in the universal principles of justice, equity, and respect for others. In his research, Kohlberg found that violent youth were significantly lower in their moral development than non-violent youth " even after controlling for social background Kohlberg et al. Since his pioneering efforts, studies have consistently found that people who obey the law simply to avoid punishment i. Higher levels of moral reasoning, on the other hand, are associated with acts of altruism, generosity and non-violence Veneziano and Veneziano, In sum, the weight of the evidence suggests that people with lower levels of moral reasoning will engage in crime and violence when they think they can get away with it. On the other hand, even when presented with the opportunity, people with higher levels of moral reasoning will refrain from criminal behaviour because they think it is wrong. Another area of cognitive theory that has received considerable attention from violence researchers involves the study of information processing. Psychological research suggests that when people make decisions, they engage in a series of complex thought processes. First they encode and interpret the information or stimuli they are presented with, then they search for a proper response or appropriate action, and finally, they act on their decision Dodge, According to information processing theorists, violent individuals may be using information incorrectly when they make their decisions. Violence-prone youth, for example, may see people as more threatening or aggressive than they actually are. This may cause some youth to react with violence at the slightest provocation. According to this perspective, aggressive children are more vigilant and suspicious than normal youth are " a factor that greatly increases their likelihood of engaging in violent behaviour. Consistent with this perspective, research suggests that some youth who engage in violent attacks on others actually believe that they are defending themselves, even when they have totally misinterpreted the level of threat Lochman, Recent research also indicates that male rapists often have little sympathy for their own victims, but do in fact empathize with the female victims of other sexual offenders. A number of early criminologists argued that certain personality types are more prone to criminal behaviour. The Gluecks Glueck and Glueck, , for example, identified a number of personality traits that they felt were associated with violence, including self-assertiveness, defiance, extroversion, narcissism and suspicion. More recently, researchers have linked violent behaviours to traits such as hostility, egoism, self-centredness, spitefulness, jealousy, and indifference to or lack of empathy for others. Criminals have also been found to lack ambition and perseverance, to have difficulty controlling their tempers and other impulses, and to be more likely than conventional people are to hold unconventional beliefs see Atkins, ; Capara et al. The use of these scales has consistently produced a statistically significant relationship between certain personality characteristics and criminal behaviour. Adolescents who are prone to violence typically respond to frustrating events or situations with strong negative emotions. They often feel stressed, anxious and irritable in the face of adverse social conditions. Psychological testing also suggests that crime-prone youth are also impulsive, paranoid, aggressive, hostile, and quick to take action against perceived threats Avshalom et al. There is considerable debate about the causal direction of the personality-violence association. On the one hand, some scholars have argued that there is a direct causal link between certain personality traits and criminal behaviour. However, others maintain that personality characteristics interact with other factors to produce crime and violence. For example, defiant, impulsive youth often have less-than-stellar educational and work histories. Poor education and employment histories subsequently block opportunities for economic success. These blocked opportunities, in turn, lead to frustration, deprivation, and ultimately, criminal activity Miller and Lynam, Psychopathy and Violence Research suggests that some serious violent offenders may have a serious personality defect commonly known as psychopathy, sociopathy or anti-social personality disorder. Psychopaths are impulsive, have low levels of guilt and frequently violate the rights of others. They have been described as egocentric, manipulative,

cold-hearted, forceful, and incapable of feeling anxiety or remorse over their violent actions. Psychopaths are also said to be able to justify their actions to themselves so that they always appear to be reasonable and justified. Considering these negative personality traits, it is perhaps not surprising that recent studies show that psychopaths are significantly more prone to violence compared with the normal population. Furthermore, the research evidence also suggests that psychopaths often continue with their criminal careers long after others have aged out of crime. It has been estimated that approximately 30 per cent of all prison inmates in the United States are psychopaths. More recent projections, however, place this estimate closer to ten per cent. However, psychopaths are particularly over-represented among chronic offenders. Indeed, it is estimated that up to 80 per cent of chronic offenders exhibit psychopathic personalities. In sum, research suggests that psychopaths have a significantly higher likelihood of violence than others do. However, experts also stress that not all psychopaths become violent. In fact, the majority of people convicted of violent crimes in Canada and the US do not have a psychopathic personality see reviews in Edens et al. A recent meta-analysis conducted by Edens and his colleagues summarizes juvenile recidivism data in relation to psychopathology. The authors searched and coded both published and unpublished studies completed between and The studies they reviewed include an even split between American and Canadian samples with one additional sample from Sweden. The results of their ambitious project reveal that a juvenile diagnosis for psychopathy is a strong predictor of future violence in adulthood. The findings further demonstrate that psychopathy is significantly related to both general and violent recidivism, but only weakly associated with sexual recidivism. Interestingly, the data also reveal that psychopathy is a weaker predictor of violent recidivism among more racially diverse samples. Psychologists think that a number of early childhood factors might contribute to the development of a psychopathic or sociopathic personality. These factors include having an emotionally unstable parent, parental rejection, lack of love during childhood and inconsistent discipline. Young children “ in the first three years of life ” who do not have the opportunity to emotionally bond with their mothers, experience a sudden separation from their mothers, or see changes in their mother figures are at particularly high risk of developing a psychopathic personality. Intelligence and Violence Another major area of psychological inquiry involves the possible relationship between intelligence and crime. Criminologists working in the early 20th century often argued that intelligence is strongly associated with criminal behaviour. People with low intelligence, they argued, were much more likely to engage in crime and violence than people with high intelligence were. Support for this hypothesis was garnered from studies that directly compared the IQ scores of adolescents with IQ scores derived from the general population. In general, these pioneering studies reported that the IQ scores of delinquents were significantly lower than the IQ scores of normal controls Goddard, ; Healy and Bronner, Simplistic notions that low intelligence causes crime and delinquency often led to disastrous results.

Chapter 2 : What is BEHAVIOR THEORY? definition of BEHAVIOR THEORY (Psychology Dictionary)

Grand theories of development include psychoanalytic theory, learning theory and cognitive theory. These theories seek to explain much of human behavior but are often considered outdated and incomplete in the face of modern research.

Saul McLeod, updated Behaviorism refers to a psychological approach which emphasizes scientific and objective methods of investigation. The approach is only concerned with observable stimulus-response behaviors, and states all behaviors are learned through interaction with the environment. Basic Assumptions All behavior is learned from the environment: Behaviorism emphasizes the role of environmental factors in influencing behavior, to the near exclusion of innate or inherited factors. This amounts essentially to a focus on learning. Psychology should be seen as a science: Theories need to be supported by empirical data obtained through careful and controlled observation and measurement of behavior. Watson stated that: Its theoretical goal is prediction and control. The components of a theory should be as simple as possible. Behaviorists propose the use of operational definitions defining variables in terms of observable, measurable events. Behaviorism is primarily concerned with observable behavior, as opposed to internal events like thinking and emotion: While behaviorists often accept the existence of cognitions and emotions, they prefer not to study them as only observable. Therefore, internal events, such as thinking should be explained through behavioral terms or eliminated altogether. There is little difference between the learning that takes place in humans and that in other animals: Therefore, research can be carried out on animals as well as humans. Consequently, rats and pigeons became the primary source of data for behaviorists, as their environments could be easily controlled. Behavior is the result of stimulus-response: All behavior, no matter how complex, can be reduced to a simple stimulus-response association. Watson described the purpose of psychology as: Its theoretical goal is the prediction and control of behavior. Introspection forms no essential part of its methods, nor is the scientific value of its data dependent upon the readiness with which they lend themselves to interpretation in terms of consciousness. The behaviorist, in his efforts to get a unitary scheme of animal response, recognizes no dividing line between man and brute. Radical Behaviorism Radical behaviorism was founded by B. F Skinner and agreed with the assumption of methodological behaviorism that the goal of psychology should be to predict and control behavior. Skinner, like Watson, also recognized the role of internal mental events, and while he agreed such private events could not be used to explain behavior, he proposed they should be explained in the analysis of behavior. Another important distinction between methodological and radical behaviorism concerns the extent to which environmental factors influence behavior. In contrast, radical behaviorism accepts the view that organisms are born with innate behaviors, and thus recognizes the role of genes and biological components in behavior. The History of Behaviorism Pavlov published the results of an experiment on conditioning after originally studying digestion in dogs. Watson launches the behavioral school of psychology, publishing an article, Psychology as the behaviorist views it. Thorndike formalized the Law of Effect.

Chapter 3 : Causes Of Aggression: A Psychological Perspective | Owlcation

According to the instinct theory of aggression, aggression is a global instinctive, steam boiler like force which Freud and his associates argue is urgently required and basically inevitable for self preservation as well as reproduction.

Aggression is behavior which causes intentional harm to another person Anderson, More specifically, aggression is defined as "any sequence of behavior, the goal response to which is the injury of the person toward whom it is directed" Dollard et al. Although some definitions emphasize the role of intention, most psychologists agree that it is the actual observable behavior causing harm that defines aggression. There are many different theories about the nature and cause of aggression, all of which can be divided into two types: We shall now examine two contrasting points of view, Psychoanalytic approach, which views aggression as innate, and Cognitive approach which claims it is learnt, along with their limitations in understanding the cause of aggression. Source Psychoanalytic Approach To Aggression: Psychoanalysis, the most well known theory under Psychodynamic approach was founded by Sigmund Freud. According to this theory, human aggression is an instinctive drive, related to the person and not the situation, and therefore an unavoidable part of human life Glassman, Freud believed that all humans possess two basic drives from birth that contribute to personality development and behavior: Thanatos, or destructive energy, expresses itself in aggression to others, as well as self-destructive behavior. Moreover, the two primitive forces, life and death instincts, seek constant expression and satisfaction, while at same time, opposing one another in our subconscious. This conflict is the origin of all aggression. Freud viewed the aggressive drive as part of Id, the part of the psyche that motivates behavior, while ego, our rational self, and superego, our ideal image of ourselves, oppose or repress the aggressive impulses. The conflict between the different parts of personality creates tension in the individual, who then uses defense mechanism or ways to cope and block conscious awareness of this conflict. Thus, according to this theory, one can never eliminate aggression, but try to control it by channeling it into ways involving symbolic gratification. This indirect gratification results in Catharsis, or the release of drive energy, and a failure to do so leads to aggressive behavior. Source Cognitive Approach To Aggression: Cognitive theorists believe aggression is learnt rather than innate, and try to understand ways in which it is learned. They emphasize mental processes such as perception and thoughts, along with the role of learning and situation in understanding aggressive behavior. Albert Bandura, one theorist who pioneered the social learning theory believed that aggression is imitated rather than learned through conditioning, and that reinforcement can be indirect i. The Bobo Doll study Bandura, shows that viewing aggression increases the likelihood of the viewer acting aggressively and when the model is reinforced by praise, children learn that aggressive behavior is acceptable. Other studies on observational learning also show how children who are exposed to violence in the family are more likely to grow up to become aggressive themselves. One field study on street culture of young people shows how their behavior is influenced by a "code" or schema that forms a set of informal rules on public behavior, and the use of violence to respond if challenged. Anderson, Leonard Berkowitz, one of the pioneers of cognitive neo-association theory suggests the idea of priming, according to which violent thoughts and memories can increase the potential for aggression, even without imitating or learning aggression. In one study, he shows how individuals shown pictures of guns are more willing to punish another person than those shown neutral objects Berkowitz, However, Anderson and Bushman have given a comprehensive general aggression model GAM , which integrates social learning theory and neo association, along with biological data on arousal. By recognizing both personal and situational factors, this theory suggests that aggression is the result of both the personality and interaction of the person and the situation. Both approaches attempt to explain the origin of aggression but from very different perspectives. Psychodynamic approach views aggression as an instinctive drive, and ignores mediational processes like thoughts and memory. Cognitive approach on the other hand, claims that aggression is learnt behavior and emphasizes the thoughts processes that contribute to learning it. Psychodynamic approach sees the individual as helpless, driven by aggressive urges, and hence unable to control destructive impulses. In short, nothing can be done to eliminate aggression, except channeling it. In contrast, since Social cognitive approach sees aggression as learned behavior, it is not

inevitable and that the individual is seen as actively involved in this process. Human beings are considered neither inherently good nor bad, but their actions depend on learning. Thus, any type of behavior can be shaped by modifying the environment to block imitation of aggressive models and schemas and by rewarding and punishing consequences. Moreover, it is difficult to scientifically test the claims of the psychodynamic approach, whereas the cognitive approach makes its claims on empirical evidence and extensive research. However, both approaches recognize the role of early childhood experiences in increasing aggressive behavior. For the psychodynamic approach, this can result from unresolved conflicts, while for the social cognitive approach, exposure to aggressive behavior, along with reinforcement can encourage children to learn it. Thus even though it describes aggression as innate, resulting from a conflict between different structures of the personality, it does not give a concrete source for it, as there is no way to prove or falsify this claim. Also, Freud based most of his work on case studies, made largely of pathological middle class patients of the Victorian era, which makes generalizations to the wider population difficult. Pervin, His idea of catharsis as a control mechanism for aggression has also been disproved, with more studies showing that opportunities for catharsis increase, rather than decrease, aggression. In one study, it was seen that participants given shocks and asked to retaliate, later showed increased aggression despite initial opportunity to retaliate. Geen, Moreover, by suggesting the symbolic release of aggressive drive, he even ascribes nonviolent actions to aggressive motives. Glassman, Lastly, not only does the psychodynamic perspective ignore thought processes involved in aggressive behavior, but also the role of environment and outside provocation. In claiming that aggressive drive is an innate drive that we cannot eliminate, it seems too deterministic, and leaves little room for the idea of personal free will. There are, however, several criticisms of this approach, one being that it is not unified enough. It has also been criticized for being too focused on rational and cognitive aspects of behavior; e. The Bobo doll experiment itself is controversial; one criticism being that the children who acted aggressively in the experiment tended to be ones rated as aggressive anyway, implying that factors, such as emotions and personality are ignored by this approach. Also, it is difficult to generalize the findings to real life as most experiments are done in a lab and this is not very realistic. However, some of the research on relationship between watching violence in the media and real life aggression supports Bandura. The neo-association theory also depends on experiments for its claims, with only correlational data for real life aggression. Ethical constraints limit field studies, as exposure to aggression, in whatever form, is likely to increase potential for violence in observers and this has serious implications. Glassman, Overall, the cognitive approach recognizes biological factors without regarding them as direct cause of aggressive behavior. Despite the technical limitations, most studies are consistent with its claims, and the general aggression model in particular has great potential for future research. Both heredity and social learning are important factors and human beings it seems are neither driven completely by their urges, nor helplessly vulnerable to environmental influences. Thus, in order to fully understand the complicated nature of aggression, further research is required into both factors before drawing any final conclusion.

Chapter 4 : Alphabetic list of Theories

Rather than seeking global theories of human behavior, as are frequently found in personality theory, social psychology utilizes a wide range of specific theories for various kinds of social and cognitive phenomena.

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Chapter 5 : Psychological behaviorism - Wikipedia

Social Psychological Theories of Aggression Social learning theorists propose that behaviour, such as aggression is learnt through observation, imitation and behaviour shaping. This behaviour is learnt automatically through observation of male and female role models, for example parents, peers and media characters.

List of social psychology theories From Wikipedia, the free encyclopedia Jump to navigation Jump to search Rather than seeking global theories of human behavior, as are frequently found in personality theory , social psychology utilizes a wide range of specific theories for various kinds of social and cognitive phenomena. Here is a sampling of some of the more influential theories that can be found in this branch of psychology. Attribution theory " is concerned with the ways in which people explain or attribute the behaviour of others. The theory divides the way people attribute causes to events into two types. External or "situational" attributions assign causality to an outside factor, such as the weather. Internal or "dispositional" attributions assign causality to factors within the person, such as ability or personality. Cognitive dissonance " was originally based on the concept of cognitive consistency, but is now more related to self-concept theory. When people do something that violates their view of themselves, this causes an uncomfortable state of dissonance that motivates a change in either attitudes or behaviour Festinger, Drive theory " posits that the presence of an audience causes arousal which creates dominant or typical responses in the context of the situation. Elaboration likelihood model " maintains that information processing, often in the case of a persuasion attempt can be divided into two separate processes based on the "likelihood of cognitive elaborations," that is, whether people think critically about the content of a message, or respond to superficial aspects of the message and other immediate cues. Motivation crowding theory " suggests that extrinsic motivators such as monetary incentives or punishments can undermine or, under different conditions, strengthen intrinsic motivation. Positioning theory " focuses on the moral orders that occur in conversations as a result of the interplay between the speech-acts uttered, the positions taken and the developing story-line. Schemata theory " focuses on "schemas" which are cognitive structures that organize knowledge and guide information processing. They take the form of generalized beliefs that can operate automatically and lead to biases in perception and memory. Self-perception theory " emphasizes that we observe ourselves in the same manner that we observe others, and draw conclusions about our likes and dislikes. Extrinsic self perceptions can lead to the over-justification effect. The key assumption is that once people develop firmly held beliefs about themselves, they come to prefer that others see them as they see themselves. Social comparison theory " suggests that humans gain information about themselves, and make inferences that are relevant to self-esteem, by comparison to relevant others. Social exchange theory " is an economic social theory that assumes human relationships are based on rational choice and cost-benefit analyses. Social identity theory " was developed by Henri Tajfel and examines how categorizing people including oneself into ingroups or outgroups affects perceptions, attitudes, and behavior. Social penetration theory " proposes that, as relationships develop, interpersonal communication moves from relatively shallow, non-intimate levels to deeper, more intimate ones. Socioemotional selectivity theory " posits that as people age and their perceived time left in life decreases, they shift from focusing on information seeking goals to focusing on emotional goals. System justification theory " proposes that people have a motivation to defend and bolster the status quo , in order to continue believing that their social, political, and economic systems are legitimate and just. Terror management theory " suggests that human mortality causes existential dread and terror, and that much of human behavior exists as a buffer against this dread e. Triangular theory of love " by Sternberg, characterizes love in an interpersonal relationship on three different scales: Different stages and types of love can be categorized by different combinations of these three elements.

Chapter 6 : Social Psychological Theories of Aggression – Ashbourne College's Psychology Blog

Behaviorism, also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment.

Click here for more information on defense mechanisms. In many cases, the result was some form of neurotic illness. Freud sought to understand the nature and variety of these illnesses by retracing the sexual history of his patients. This was not primarily an investigation of sexual experiences as such. Freud believed that children are born with a libido – a sexual pleasure urge. This particular theory shows how adult personality is determined by childhood experiences. Dreams perform important functions for the unconscious mind and serve as valuable clues to how the unconscious mind operates. On 24 July, Freud had his own dream that was to form the basis of his theory. He had been worried about a patient, Irma, who was not doing as well in treatment as he had hoped. Freud, in fact, blamed himself for this, and was feeling guilty. Freud dreamed that he met Irma at a party and examined her. He then saw a chemical formula for a drug that another doctor had given Irma flash before his eyes and realized that her condition was caused by a dirty syringe used by the other doctor. Freud interpreted this dream as wish-fulfillment. Based on this dream, Freud went on to propose that a major function of dreams was the fulfillment of wishes. Freud distinguished between the manifest content of a dream what the dreamer remembers and the latent content, the symbolic meaning of the dream. The manifest content is often based on the events of the day. The process whereby the underlying wish is translated into the manifest content is called dreamwork. The purpose of dreamwork is to transform the forbidden wish into a non-threatening form, thus reducing anxiety and allowing us to continue sleeping. Dreamwork involves the process of condensation, displacement, and secondary elaboration. Displacement takes place when we transform the person or object we are really concerned about to someone else. Freud interpreted this as representing his wish to kill his sister-in-law. If the patient would have really dreamed of killing his sister-in-law, he would have felt guilty. The unconscious mind transformed her into a dog to protect him. Secondary elaboration occurs when the unconscious mind strings together wish-fulfilling images in a logical order of events, further obscuring the latent content. According to Freud, this is why the manifest content of dreams can be in the form of believable events. Some of these were sexual in nature, including poles, guns, and swords representing the penis and horse riding and dancing representing sexual intercourse. However, Freud was cautious about symbols and stated that general symbols are more personal rather than universal. At the beginning of 1908, the committee had 22 members and renamed themselves the Vienna Psychoanalytic Society. For example, the unconscious mind is difficult to test and measure objectively. Such empirical findings have demonstrated the role of unconscious processes in human behavior. He mostly studied himself, his patients and only one child. The main problem here is that the case studies are based on studying one person in detail, and with reference to Freud, the individuals in question are most often middle-aged women from Vienna. This makes generalizations to the wider population. However, Freud thought this unimportant, believing in only a qualitative difference between people. Freud may also have shown research bias in his interpretations - he may have only paid attention to information which supported his theories, and ignored information and other explanations that did not fit them. The unbearable automaticity of being. American psychologist, 54-7, Testing the theories and therapy. The neuro-psychoses of defence. Further remarks on the neuro-psychoses of defence. The interpretation of dreams. Beyond the pleasure principle. The ego and the id. Standard edition, 19, The resistances to psycho-analysis. The Ego and the Id and other works pp. Psychological review, 1, 4. Studies of interference in serial verbal reactions. Journal of experimental psychology, 18-6, Episodic and semantic memory. How to reference this article: What are the most interesting ideas of Sigmund Freud?.

Chapter 7 : Theories of Anger and Aggression - Oxford Clinical Psychology

Two theories include the social learning theory and deindividuation theory, these theories intend to explain why people are aggressive. Aggression as said above is a form of anti social behaviour, showing a lack of emotional concern for the welfare of others.

The paradigm[edit] Psychology and behaviorism[edit] Watson named the approach behaviorism as a form of revolution against the then prevalent use of introspection to study the mind. Introspection was subjective and variable, not a source of objective evidence, and the mind consisted of an inferred entity that could never be observed. He insisted psychology had to be based on objective observation of behavior and the objective observation of the environmental events that cause behavior. As one example, the concept of intelligence is inferred, not observed, and thus intelligence and intelligence tests are not considered systematically in behaviorism. However, PB considers IQ tests measure important behaviors that predict later school performance and intelligence is composed of learned repertoires of such behaviors. Joining the knowledge of behaviorism and intelligence testing yields concepts and research concerning what intelligence is behaviorally, what causes intelligence, as well as how intelligence can be increased. Basic principles[edit] The different behaviours also differ with respect to basic principles. Staats, however, notes that food was used by Pavlov to elicit a positive emotional response in his classical conditioning and Thorndike Edward Thorndike used food as the reward reinforcer that strengthened a motor response in what came to be called operant conditioning, thus emotion-eliciting stimuli are also reinforcing stimuli. The behaviorists whose work centered on that development treated differently the relationship of the two types of conditioning. Since Pavlov used a food stimulus to elicit an emotional response and Thorndike used food as a reward reinforcer to strengthen a particular motor response, whenever food is used both types of conditioning thus take place. It also means that any stimulus that is paired with food will come to have those two functions. Language[edit] This difference between the two behaviorisms can be seen clearly in their theories of language. Staats, extending prior theory [12] [13] indicates that a large number of words elicit either a positive or negative emotional response because of prior classical conditioning. As such they should transfer their emotional response to anything with which they are paired. PB provides evidence this is the case. They will serve as rewards and punishments in learning other behaviors, [15] and they also serve to elicit either approach or avoidance behavior. Each case depends upon words eliciting an emotional response. PB treats various aspects of language, from its original development in children to its role in intelligence and in abnormal behavior, [4] [8] [17] and backs this up with basic and applied study. His theory paper in the journal Behavior Therapy [18] helped introduce cognitive language behavior therapy to the behavioral field. For example, there is a series of studies of the first learning of reading with preschoolers [19] [20] [21] and also a series studying and training dyslexic adolescent children. Staats began studies to analyze cases of important human behaviors in basic and applied ways in In he analyzed dyslexia and introduced his token reinforcer system later called the token economy along with his teaching method and materials for treating the disorder. When his daughter Jenny was born in he began to study and to produce her language, emotional, and sensory-motor development. When she was a year and a half old he began teaching her number concepts, and then reading six months later, using his token reinforcer system, as he recorded on audiotape. Following that the second Staats YouTube video records him beginning teaching his three-year-old son with the reading learning and counting method he developed in with his daughter. This film also shows a graduate assistant working with a culturally deprived four-year-old learning reading and writing numbers and counting, participating voluntarily. The Staats YouTube video number 3 has additional cases of these usually delayed children voluntarily learning much ahead of time these cognitive repertoires that prepare them for school. This group of 11 children gained an average of 11 points in IQ and advanced significantly on a child development measure as they also learned to like the learning situation. Staats published the first study in this series in and describes his later studies and his more general conception in his book. He shows they are the foundations for being intelligent and doing well on entering school. There are new studies showing that parents who talk to their children more have children with advanced language

development, school success, and intelligence measures. The two together show powerfully the importance of early child learning. Staats also applied his approach in fathering his own children and employed his findings in constructing conception of human behavior and human nature. His position is that children are the young of the human species that has a body that can make an infinity of different behaviors. The human species also has a nervous system and brain of billion neurons that can learn in marvelous complexity. Personality [edit] Staats [8] describes humans great variability in behavior, across different people. Those individual differences are consistent in different life situations and typify people. Those differences also tend to run in families. Personality conceived in that way remains an inference, based on how people behave, but with no evidence of what personality is. More successful has been the measurement of personality. There are tests of intelligence for example. No internal organ of intelligence has been found, and no genes either. But intelligence tests have been constructed that predict helpfully but not perfectly the performance of children in school. Children who have the behaviors measured on the tests display better learning behaviors in the classroom. Although such tests have been widely applied radical behaviorism has not invested in the study of personality or personality testing. Tests including intelligence tests are considered to measure different repertoires of behavior that individuals have learned. The individual in life situations also displays behaviors that have been learned. That is why personality tests can predict how people will behave. That means also that tests can be used to identify important human behaviors, and the learning that produces those behaviors can be studied. Gaining that knowledge will make it possible to develop environmental experiences that produce or prevent types of personality from developing. A study has shown, [25] for example, that in learning to write letters of the alphabet children learn repertoires that make them more intelligent. Rather behavior disorders are composed of learned repertoires of abnormal behavior. Severe autism can involve not having learned a language repertoire as well as having learned tantrums and other abnormal repertoires. Psychological behaviorism provides the framework for an approach to clinical treatment of behavior disorders, as shown in the field of behavior analysis. Education [edit] The PB theory is that child development, besides its physical growth, consists of the learning of repertoires some of which are basic in the sense they provide the behaviors for many life situations and also they determine what and how well the individual can learn. That theory states that humans are unique in having a building type of learning, cumulative learning , in which basic repertoires enable the child to learn other repertoires that enable the learning of other repertoires. Learning language, for example, enables the child to learn various other repertoires, like reading, number concepts, and grammar. Those repertoires provide the bases for learning other repertoires. For example, reading ability, opens the possibilities for an individual to do things and learn things that a non-reader cannot. With that theory, and with its empirical methodology, PB applies to education. That explains the consistent increase in brain size over the course of human evolution. That occurred because the members of the evolving hominin species were continually learning new language, emotion-motivation, and sensory-motor repertoires. That meant the new generations had to learn those ever more complex repertoires. It was cumulative learning that consistently created the selection device for the members of those generations that had the larger brains and were the better learners. That theory makes learning ability central in human origin, selecting who would survive and reproduce, until the advent of Homo sapiens where all individuals except if damaged have full brains and full learning ability. Staats considers it a unified theory. The areas are related, their principles consistent, and they are advanced consistently, composing levels from basic to increasingly advanced. The basic learning principles constitute another level of theory, as do the human learning principles that specify cumulative learning. How the principles workâ€™in areas like child development, personality, abnormal personality, clinical treatment, education, and human evolutionâ€™compose additional levels of study. He criticizes the disunification of the sciences that study human behavior and human nature. Because they are disconnected, they do not build a related, simpler and more understandable conception and scientific endeavor as, for example, the biological sciences do. The basic principles level, as one example, needs to study systematically the relationship of the classical conditioning of emotional responses and the operant conditioning of motor responses. As another projection, the field of child development should focus on the study of the learning of the basic repertoires. One essential is the systematic detailed study of the learning experiences of children in the home from birth

on. He says such research could be accomplished by installing cameras in the homes of volunteering, remunerated families. This research should also be done to discover how such learning produces both normal and abnormal personality development. As another example, PB also calls for educational research into how school learning could be advanced using its methods and theories.

Chapter 8 : Sigmund Freud's Theories | Simply Psychology

Psychological testing also suggests that crime-prone youth are also impulsive, paranoid, aggressive, hostile, and quick to take action against perceived threats (Avshalom et al.,). There is considerable debate about the causal direction of the personality-violence association.

Top 3 Theories of Aggression Article Shared by This article throws light upon the top three theories of aggression. Instinct Theory of Aggression 2. Frustration Aggression Hypothesis 3. Instinct Theory of Aggression: The instinct theory of aggression was advanced by Sigmund Freud the great psychoanalyst of yester years. In this back ground aggression was considered simply as a reaction to the blocking of libidinal impulses. Thus, it was neither an automatic nor an inevitable part of life. But in course of psychoanalysis and particularly after the second world war Freud gradually came to know the presence of two basic urges such as Eros and Thantos or life instinct and death instinct instead of one instinct Life instinct held earlier. Thus revising his earlier view on instincts he wrote. After long doubts and vacillations we have decided to assume the existence of only two basic urges Eros or the Life instinct and Thantos or the Destructive instinct. Thus Freud with experience and analysis gradually came to adopt the nature of human aggression, and proposed a second major instinct named the Thantos, the force of death or destruction whose energy in directed towards the destruction or termination of life, towards hatred, anger and violence and towards all sorts of aggressive feelings, actions, dealings and behaviours. He thus held that all human behaviour including aggressive behaviour stems from the complex interaction between the instinct of Eros and Thantos and the constant tension between them. Freud held that the death instinct is unrestrained and results in self destruction. So he indicated that through other mechanisms like displacement, the energy of Thantos i. The instinct theory of aggression was not much developed by Freud in the beginning. But later on, he and his associates worked on it and attempted to explain it in detail. The instinct theory of aggression originates from the instinct of death or destruction. Physiologically the death instinct represents the force which tend to destroy the organic life and to lead organic matter back to the inorganic state. Psychologically the death instinct gives rise to hostile and aggressive behaviour, to aggressive sexual activity or to self and race destruction. Thus love and hatred, pleasure and pain, life and death instincts go side by side. The death instinct otherwise known as the instinct of aggression is also expressed in destructive and aggressive intellectual activities such as criticism, satire and taunts. According to the instinct theory of aggression, aggression is a global instinctive, steam boiler like force which Freud and his associates argue is urgently required and basically inevitable for self preservation as well as reproduction. McDougall has also denoted the phenomenon of aggression in the instinct of combat on the basis of the instinct theory of aggression first postulated by Freud, Miller, Dollard and others. According to Freud when we analyze the desire for love we also find some desire for aggression. Thus the best loved friend becomes the bitterest enemy when both fall out. In our hence attitude towards every stimulus there is the desire for love as well as aggression. The instinct theory of aggression holds that aggression is inherited and biological in nature and is expressed overtly and covertly i. His positive social proposals were to break up human societies in to small communities through which the aggressive instinct can find an outlet in enmity towards those outside the group in a conveniently and relatively harmless form. Freud holds that life and death instincts are primary instincts and all other instincts are derived from these. The instinct theory of Freud is said to be the starting point but not the corner stone of psychoanalysis. Psychologists working in the area of frustration and aggression have in fact found that aggression in not instinctive, but it develops as a reaction to frustration of basic urges experienced during early childhood period. No matter whether love or hate are instinctual or early acquired, they are always with us. The facts of love and hate are psychological data independent of the theory. Behaviour originated by life instinct may have strong components of death instinct and behaviour mainly motivated by death instinct may have strong components of life instinct. Some psychologists object to the death instinct advanced by Freud. They say death instinct is a part of life instinct and hence it not justified to introduce it as a separate instinct. Some biologists also go against the aggressive instinct advanced by Freud. They argue that life instinct motivates an organism to live and to do whatever is

possible for the sake of living. It is due to this that we are organisms. If we wish death, how could we be called organisms? Research findings earlier mentioned indicate that the view about innate drive for aggression or destruction is not correct since in most of the instances aggression is found to be due to frustration arising out of early childhood experiences. Social learning and imitation also induce aggression. Aggression may occur due to some hormonal and biological factors, but it is not instinctive as Freud held. He held that the view of an innate drive for destruction can be attacked both factually and logically. The great majority of soldiers reported that their reason for fighting was to get the job done or the desire not to let their outfits down. Only 2 percent said that they fought out of anger, revenge or fighting spirit. Another 3 percent gave replies that might be interpreted as aggressive such as crushing or cutting the aggressor piece by piece. The men in the front or boarder where expression of aggression would have been maximum and in accordance with their actions expressed very few aggressive feelings. But it was however noticed that soldiers in the training camps where aggression, hostility and combat is part of the training, most frequently expressed hatred and aggressive feelings for the enemy. Freud and his followers did not believe that aggression can be completely uprooted. They however viewed that the intensity of aggression can be reduced by the promotion of positive emotional attachment among people with the help of substitute outlets such as engagement in adventure works like sports, swimming, athletics, mountaineering, space travel, Karate, Judo etc. Observations of animals in their natural habitats led some psychologists to view that aggressive drive has an innate, biological or instinctive basis. In the opinion of Konrad Lorenz, aggression which causes physical harm to others starts from a fighting instinct that human beings share with other organisms. The energy associated with this instinct is spontaneously produced in individuals at a more or less constant rate. The probability of aggression increases as a function of the amount of stored energy and the presence and strength of aggression releasing stimuli. According to him aggression is inevitable and at times spontaneous outbursts of powerful feelings occur like volcanic irruption. Though observation of animal behaviour suggests that the innate instinct of aggression drives animals to aggressive behaviour, the same should not be generalized in case of human beings, and such generalization if made by anybody is highly questionable. There are in fact major differences between human aggression and animal aggression. While animal aggression can be controlled and regulated by immediate changes in the stimulus, human aggression can be maintained by mediating cognitive structures and to a much smaller degree stimulus bound. Feshbach Thus the issue of biological basis of aggression is a controversial one and needs further debate. They further view that sex differences in aggressive behaviour most likely have a biological basis. Further it is seen that activity level of a person is connected with his constitution. An active child is more found to be involved in aggressive encounters. When an event or situation disturbs or upsets the child or the adult, it is considered frustrating. But a situation which is considered frustrating for one person may not be frustrating for another person. Here parental training, social class, economic status and early childhood training for frustration tolerance play their role. Freud probably for the first time gave the term frustration a scientific basis. Frustration in simple terms may be defined as that state in the organism which exists as a consequence of interference in the goal oriented behaviour and gives rise to a number of maladaptive or substituted reactions. A person who fails to marry his sweet heart because of parental rejection and social restrictions is said to be suffering from severe frustration. Frustration during childhood may arise from several sources because of his helplessness at birth. The famous German psychologist Otto Rank held that birth cry indicates the greatest frustration in human life. The pangs of separation from the mother acts as a tremendous source of frustration. Minor interferences however may bring mild and brief reactions of aggression. The view of Freud and his followers that aggression is an instinct and innate drive has been rejected by later psychologists like Miller; Bollard and many others. They have proposed that it is a frustration instigated drive. The Frustration-Aggression hypothesis proposed by Miller Bollard and others is a significant contribution in tracing the causes of aggression. This hypothesis states that aggression is always a consequence of frustration. Miller applied this hypothesis to the Negroes of U. Frustration-Aggression Hypothesis postulates the following: The expression of aggression reduces the desire for it. The key aspect of the hypothesis is that aggression is the measure and fundamental reaction to frustration though other responses like regression, withdrawal, reaction formation and displacement etc. According to this hypothesis aggression

is not inborn but is a learned behaviour. Since frustration is found universally aggression is also found universally, they say, and hence frustration may be considered as a drive. Mowrer and Ervin further view that even though the presence of some genetic or biological factors in aggression cannot be ruled out in case of human beings, these mechanisms are under the cognitive control of man. A person with a particular brain injury may react aggressively to situations which may not give rise to any aggressive response in case of a normal person without brain injury. This indicates that a normal person has cognitive control capacity where as a brain injured person lacks this. In normal persons the frequency with which the aggressive behaviour is expressed, the form it takes and the situations in which it is displayed are determined greatly by learning and socio-cultural factors. The proponents of the Frustration Aggression hypothesis advocate that aggression is always a consequence of frustration of some sort. It is therefore inevitable that aggression follows frustration. This theory briefly holds that frustration produces aggression which acts as a drive or motive to react, combat or make attacks. My grandson Anuraag when wants to view cartoon net work in television his father objects strongly. Anuraag inhibits his aggression towards his father and withdraws from the Television. But when the maid servant asks him not to see cartoon net work, immediately he shouts at her and sometimes gives her a kick. Thus members of the out group who are considered less powerful become suitable targets of aggression and hence become the scapegoats for the frustrated members of the more powerful groups. Hence, in line with Freudian energy model, Instinct theory, the aggression is stored and compounded with each new frustration ready to be released on a powerless or less powerful stimulus. According to Freudians the expression of aggression is desirable as it would drain off the accumulation of aggressive urges. Inhibition of aggressive urges on the other hand will lead to psychological complications during the subsequent stages of personality development. At least the child should be allowed to vent his aggression on his toys and dolls or in painting and drawings. He should be allowed to play and run to release the suppressed energy.

Chapter 9 : Behaviorism | Simply Psychology

An essay on the nature and causes of aggression from a psychological point of view. A comparison between the different theories of aggression.

The idea that a sense of social, economic or political injustice can lead to aggressive behaviour sometimes called relative deprivation. The idea that individuals who are in some way anonymous, i. According to Tarde the key characteristics of imitation are: Behaviour of role models Fixed " zero sum 2. Copying behaviour of a higher status Variable 3. Degree of contact with role model Variable 4. SLT consists of four basic processes: In this study it was found that exposure to an aggressive model led to imitation of specific acts, generally increased levels of aggression, and aggression was directed at the same target. Procedures Young children watched as an adult behaved aggressively towards a Bobo doll. The adult punched the doll and hit it with a hammer. After 10 minutes the children were moved to another room where there were some toys, including a hammer and a Bobo doll. Once in the room they were watched through a one-way mirror and rated for their aggression. Findings The children who had watched a model behaving aggressively were more violent and imitated exactly some of the behaviours they had observed, as compared with children who either had seen no model or watched an adult model behaving in a non-aggressive manner. Bandura carried out a further study on aggressive behaviour this time introducing reinforcement schedules. Procedures One group of children simply saw a film of an adult model kicking and punching the Bobo doll. A second group saw the same aggressive behaviour performed by the adult model, but this time the model was rewarded by another adult for his aggressive behaviour by being given sweets and a drink. A third group saw the same aggressive behaviour but the model was punished by another adult, who warned him not to be aggressive in future. Thus, the children in all three groups showed comparable levels of observational learning, but those who had seen the model punished were least likely to apply this learning to their own behaviour. Evaluation Both experiments clearly demonstrated a modelling effect. The importance of reinforcement schedules in increasing or moderating aggressive behaviour was firmly established. Bandura exaggerated the extent to which children imitate the behaviour of models. Children are very likely to imitate aggressive behaviour towards a doll but they are much less likely to imitate aggressive behaviour towards another child. Bandura consistently failed to distinguish between real aggression and playfighting, and it is likely that much of the aggressive behaviour observed by Bandura was only playfighting. Durkin, The Bobo doll is of interest to young children, because it has a weighted base and so bounces back up when it is knocked down. Its novelty value is important in determining its effectiveness. Cumberbatch reported that children who were unfamiliar with the doll were five times more likely to imitate aggressive behaviour against it than were children who had played with it before. Finally, there is the problem of demand characteristics. These are the cues used by participants to work out what a study is about. Because experiments aim to have the same conditions for all participants all participants will be using the same cues and therefore they all end up behaving in ways that are predictable from the set up of the experiment. As Durkin, p. Indirect reinforcement vicarious reinforcement results in observational learning. Vicarious reinforcement occurs when another person is observed to be rewarded for certain actions and this makes it more likely that an observer will imitate the actions. The imitator is not likely to repeat the behaviour immediately but may at an appropriate time in the future, reproduce the behaviour. Thus it is said that observational learning has taken place and the behaviour may be imitated or modelled at a later date. This means that a model must be stored internally, and implies the involvement of cognitive processes. This is a departure from traditional learning theory which rejects the involvement of any cognitive factors in learning. Vicarious punishment may also occur, leading to a reduced response. In addition social modelling may reduce the likelihood of a response because a different response has been strengthened. This was demonstrated in a study by Walters and Thomas who recruited participants for a study on the effects of punishment on learning. The participants worked in pairs, one was supposedly learning a task this person was actually a confederate of the experimenters. After each error, the participant was given the opportunity to select the level of shock to use for the next trial. Prior to the experiment all participants had been shown a film. Those participants who

watched a violent scene were found to select higher shock intensities than those who watched a non-violent movie scene. This is an example of disinhibition. The participants observed socially unacceptable behaviour in the film and this weakened the pro-social behaviours they had previously learned. In other words their tendency to behave pro-socially was disinhibited or unlearned as a result of modelling. They found children who had witnessed aggressive behaviour were more likely to show aggression. Experiment had a well-defined way of coding the behavioural responses of the children to a measurable outcome. Deterministic approach- to suggest child would passively absorb the observed behaviour and imitate it without logical thought for the implication of it. Similar to this study: Zimbardo - study showed the effect of reduced inhibitions: Irrespective of description- deindividuated participants gave twice as many shocks of individuated ones. Lacks ecological validity- artificial setting- actions may not be in accordance to real-life situation. Ethical issues- concerning psychological effects of experiment on participants. Does physical anonymity always lead to deindividuation? Nurses uniform study Diminished Self-Awareness Unself-conscious, deindividuated people are less restrained, less self-regulated, more likely to act without thinking about their own values and more responsive to the situation than self-conscious people Loss of self-awareness and evaluation apprehension; occurs in group situations that foster anonymity and draw attention away from the individual Group Size: Bigger crowds lead to more anonymity Physical Anonymity Study: Children were observed on Halloween night. They were told to take one candy and the experimenter left the room. Deindividuation Loss of self-awareness and evaluation apprehension; occurs in group situations that foster anonymity and draw attention away from the individual Deindividuation: Deindividuation Loss of self-awareness and evaluation apprehension; occurs in group situations that foster anonymity and draw attention away from the individual Limitations: Relating this theory to groups e.