



AGGRESSION

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Abstract

Our behaviour towards each other is the strangest thing. Our day to day situations do play a role in our behaviour but at the same time it is also true that in similar situations different people behave differently. If someone will behave in a particular manner in one given situation the other person may behave completely opposite. Now a days its even more difficult to predict the behaviour of people as people are more subjected to increasing demands and stress in their daily lives, and this is putting them under more pressure leading to drastically increasing episodes of aggressive behaviour. People show their aggression and behave accordingly even on petty issues. This paper is an attempt to discuss the very basic nature of aggression and ways to prevent and control it.

Key Words : Behaviour, Aggression,

Introduction

Aggression is any physical or verbal behaviour that is intended to hurt someone. Now this definition excludes the unintentional harm such as auto accidents or sidewalk collisions, it also excludes actions that may involve pain as an unavoidable side effect of helping someone, such as dental treatments. It includes kicks and slaps, threats and insults, even gossips or 'taking a dig'. It includes decisions during experiments about how much to hurt someone, such as how much electric shock to impose. It also includes destroying property, lying, and other behavior whose goal is to hurt. In humans, 2 types of aggression are labeled, hostile and instrumental aggression. Hostile aggression springs from anger, its goal is to injure, for example, murders. Instrumental aggression aims to injure too, but only as a means to some other end. For example, terrorism and wars.

Discussion

Aggression as a biological phenomeon :Aggression is taken as an instinctive behaviour,an innate unlearned behaviour pattern exhibited by all members of a species. There are neural as well as genetic influences which play important role. Neural systems facilitates aggression as was found that the prefrontal cortex was 14% less active than normal in people who were very aggressive and 15% smaller in antisocial men. Hereditary influences the neural system sensitivity to aggressive cues.

Aggression as a response to frustration: Frustration always leads to some form of aggression. Frustration is anything that blocks our attaining the goal. Frustration grows when our motivation to attain a goal is very strong, when we expect gratification and when the blocking is complete.

Aggression as learned social behaviour: Aggression as any other behaviour is learned by observing and imitating and by being rewarded and punished. Everyday life exposes us to aggressive models in the family, culture and mass media. Physically aggressive children tend to have physically punitive parents, who disciplined them by modelling aggression with screaming, slapping, and beating. Sometimes many cases of family violence go unreported which promotes continuity of aggressive behaviour within families. The social environment outside the home also provides models. For example the violent subculture of teenage gangs provides its junior members with aggressive models.

Prevention and control of aggression

Catharsis: The concept of catharsis is usually credited to Aristotle. To have an emotion excited, he believed, is to have that emotion released. The catharsis hypothesis has been extended to include the emotional release supposedly obtained not only by observing drama but also through our recalling and reliving past events, through our expressing emotions and through our actions. Assuming that aggressive action or fantasy drains pent-up aggression, some therapists and group leaders have encouraged people to ventilate suppressed aggression by acting it out-by whopping one another with foam bats or beating a bed with a tennis racket while screaming. If led to believe that catharsis effectively vents emotions, people will react more aggressively to an insult as a way to improve their mood. Some psychologists, believing that catharsis is therapeutic, advise parents to encourage children's release of emotional tension through aggressive play.

Social learning approach: It includes rewarding co-operative, non-aggressive behavior. Children become less aggressive when caregivers ignore their aggressive behavior and reinforce their non-aggressive behavior.

Punishment: It is the most common treatment societies have applied to control aggression. Three conditions appear to be necessary for punishment to have a chance of being effective. First, the punishment must be prompt, administered quickly after the aggressive action. Second, it must be relatively strong so that its aversive qualities are duly noted by the aggressor. Third, it must be consistently applied so that the aggressor knows that punishment will likely follow future aggressive actions. Punishing the aggressor is less consistently effective. Threatened punishment deters aggression only under ideal conditions: when the punishment is strong, prompt and sure; when it is combined with reward for the desired behavior; and when the recipient is not angry.

Social skill training: To foster a gentler world, we could model and reward sensitivity and cooperation from an early age, perhaps by training parents how to discipline without violence. Training programs encourage parents to reinforce desirable behaviors and to frame statements positively.

Social modelling: If observing aggressive models lowers inhibitions and elicits imitation, then we might also reduce aggression and violence in films and on television. People, specially children can be encouraged to watch more of non-violent content on televisions. Children should be motivated to play more of the non-aggressive games, be it outdoor games or on their mobile phones.

Conclusion

From the above discussion we can see that aggression is not only about the physical harm but it also includes the verbal behaviour intended to cause harm. The rppt cause of aggression is hereby believed to be explained as:

- a biological phenomenon
- a response to frustration
- learned social behaviour

There are a number of ways to control aggression which includes catharsis ,the venting of emotions, punishment fulfilling the criterion of prompt, strong and consistent in nature. Social skill training and social modelling also play important role in controlling aggression.

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