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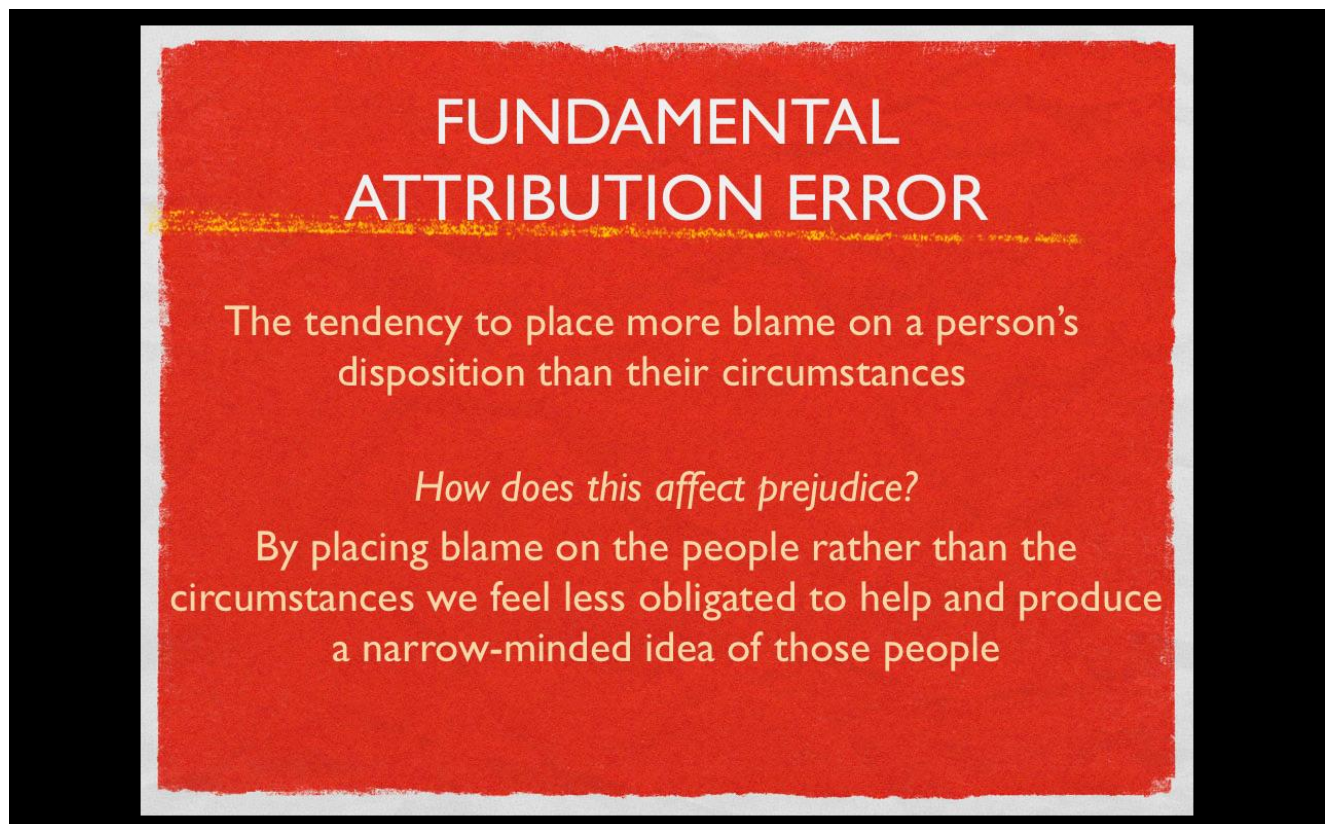
Case Study

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Introduction

In this study case we will be discussing about what is Social Identity theory (SIT), Attribution theory and Frustration aggression hypothesis (FAH) and how them three affects both people in the case. All of these theories are about how people manifest themselves in situations they did not know could happen, in which in their behavior links to it as well. It describes in much complexity each feeling that a person has during a sociable event – in addition of how they decide to handle these big emotions during that period of time. To also mention that suicides rates for 15-19 years old are currently only at 6.9% out of 100%, the percentage might not be that big right now however there are still possibilities for this number to increase in the future – the impact of counselling is to help people to solve their own emotional, social, personal or interpersonal problems (*Kirti Matliwala, 2016*).



[Figure 1 – Fundamental Attribution Error]

Social Identity Theory (sit)

Social Identity is a part of your own individual self-image that is resembled and determined by the multiple groups by which an individual belongs. Social Identity Theory was made by two social psychologists *Henri Tajfel* and *John Turner* in 1979. The theory examines the multiple situations under which social identity is more important than the identity of a single person or individual. Furthermore, it describes in detail the different ways in which social identity can influence a certain group behavior (*Janse, B.2020*). There are 3 parts of it, Social Categorization; this seeing yourself as part of a group as well as your own personal identity this means who you see yourself overall, Social Identification; when you achieved a social identity, and Social Comparison; this is when you see your social group and identity as better and superior to others this comes from the products of your own ingroup – all of these three things make up to the Social Identity Theory.

The service user has Emery-Dreifuss Muscular Dystrophy, this is a rare progressive genetic disorder affecting the muscles of the arms, legs, face, neck, spine and heart, as he is fifteen years old he has a very detailed understanding of what this illness is and how it is affecting him - as well as what this brings for him personally in the future. In addition, because of this some health damaging behavior might begin - mentally and physically as well. Him acknowledging the fact that this disorder is affecting his body and stopping him from doing something he enjoys doing the most (in this case, football) proceeds to make him upset and a worrier which later on these progresses into becoming one more aggressive feeling overall, anger. This anger can be lashed out on anybody but of course this depends on each different service user.

The staff being in a way higher role and position than the service user might have been one of the many reasons why she ended up raising her voice, the aggressive language and behavior coming from the service user affects the staff member as well mentally – because of the position of the woman she knows what she should say to the teenager when he gets too aggressive verbally. She understands his problems and how bad his health is however he is actions and words are affecting the way she would normally react to a service user in general.

Attribution theory

Abstract Motivation is fundamental to human agency and volitional behavior, and several influential theories have been proposed to explain why individuals choose or persist in a course of action (over others). The theoretical models covered in this special issue each have their unique aspects and contributions, but four major dimensions cut across them: person factors comprising self (expectations, self-efficacy), social (modeling, comparisons), and cognitive aspects (self-regulation); task values; goals; and perceived costs and benefits. Motivation is determined by a complex interplay of internal and external factors, and we suggest that a greater focus on individuals' motivation profiles, construal of situations, and metacognitive monitoring and control of goal pursuit might shed more light on the moment-by-moment decisions people make in daily life. Future research could be targeted at evaluating competing models (or perhaps more parsimonious ones) and enhancing interventions to address students who are unmotivated to excel in school (*J. Hattie, F. Hodis, Sean H K Kang, 2020*).

Fundamental Attribution error, this term was created by social psychologist Lee Ross, however after more research within this subject FAE goes all the way back in the 1950s when social psychologists Fritz Heider and Gustav Icheister started to research and look into perceivers' understanding of the causes of human behavior. Furthermore, FAE describes in detail the tendency to being underestimate at the impact of situational factors on human behavior and to sometimes overestimate the impact of dispositional factors. For example, some people often want to believe that harsh and aggressive behavior is caused by their own aggressive characteristics within their own personality, even if aggressive behavior can also be lashed out by some certain circumstances.

This theory relates to the service user because of the fact that the reason that he showed that kind of aggressive behavior may be because of his Emery-Dreifuss Muscular Dystrophy and the way it affects him mentally, knowing that this disorder is very harmful and can destroy someone's physical and mental being gives the boy a reason of anger on the staff member.

On the other hand, this theory relates to the staff worker because of the abusive verbal language and comments the 15-year-old boy might have said to her, which triggered her behavior in answering into a more aggressive way towards the service user. The action of the teenager is a reason of why the woman raised her voice into a more harsh and surprising manner – displaying aggressive behavior towards the boy.

Frustration Aggression Hypothesis (FAH)

Frustration-aggression hypothesis, psychological explanation of aggressive behavior as stemming from the frustration of goals. The hypothesis was applied in studies of scapegoating and hate crimes, which indicated that as sources of frustration accumulate—during an economic crisis, for example—frustrated groups may unleash their aggression on a convenient social target, often a minority group. Later research suggested, however, that the connection between economic conditions and hate crimes is more elusive than frustration-aggression researchers once assumed (*John. T Jost*).

The frustration-aggression hypothesis was introduced by a group of Yale University psychologists—John Dollard, Leonard Doob, Neal Miller, O.H. Mowrer, and Robert Sears—in an important monograph, *Frustration and Aggression* (1939), in which they integrated ideas and findings from several disciplines, especially sociology, anthropology, and psychology. Their work was notable for its eclectic use of psychoanalysis, behaviorism, and Marxism. It became one of the most influential explanations of aggressive behavior in the history of social science. The hypothesis was soon modified by the Yale group, however, and in 1941 it was proposed that frustration might lead to many different responses, only one of which is aggression. Whereas the original formulation explained the lack of overt aggressive behavior in certain situations in terms of inhibition due to the fear of punishment (which would not diminish the aggressive drive), a subsequent version of the hypothesis made clear that some responses to frustration (e.g., vigorous exercise) could reduce the invoked aggressive response.

This theory can relate to the service user as from the disorder he has and the things he is not able to do anymore that he really enjoys will cause frustration – this progressing into aggression because of the overbuilt of negative emotions being held within the brain. This may cause personal injury mentally and can last for a very long period of time, this may be another reason why the 15-year-old boy was so aggressive.

This theory can relate to the staff member as she might not be able to express her frustration with aggressive behavior and she took it out on the individual, which then they may redirect this aggressive energy towards a different person or situation – this is called displaced aggression. It could have also been the context within the argument that might have made the woman mad as situational factors come first into play – frustration is the one that may lead to aggression and a propensity to be aggressive, however the most aggressive act is only done if there are socially acceptable cues.

Conclusion and Recommendation

Overall, I have concluded that the frustration from the teenager turns very aggressive because of the amount of pain (mentally and physically) he is in and the fact that he is aware that he will not be able to do some things he used to enjoy which will cause more damage on him and cause the 15-year-old boy to lash out on people, as well as the staff because of the situation she will have got very frustrated as well and raised her voice in an aggressive manner.

I think the complaint about the staff should be dismissed, as the woman's frustration ended up building up because of the amount of verbal abuse that came from the teenager. Which I think most people in that situation would have got very frustrated and aggressive, luckily she only raised her voice and told him what she'd say to any disrespectful service user.

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