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Psychology for health and social care

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Written Assignment

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Introduction

This is a report is for the youth offending team on the case study of Gareth Jones. Within this report I will use relevant theories to access Gareth jones behaviour. I will do this using three theories. The social identity theory, the planned behaviour theory and frustration aggression hypothesis.

I will use these theories to get a better understanding of Gareth Jones behaviours and why he behaves in this manner and why he is a prolific offender and how we can prevent this from continuing.

Using these theories, when the issues are identified the right course of action can be put in place to help Gareth Jones rehabilitation and ensuring its successful. We can seek the right support and services that will help Gareth jones engage, maintain and focus on rehabilitation.

Social identity theory

There are three stages of the Social Identity Theory (SIT), categorisation, social identification, and social comparison.

Social categorisation – we place people to various categories that gives us information about them. This also helps us with dealing with complex social situations. We neglect the uniqueness of individuals; we define them by group characteristics. Gareth will be using this to make him feel part of a group, feel respected and ultimately boost his self-esteem.

Social identifications – we embrace the identity of the group we assign ourselves belonging to, then our self-esteem depends on group membership. This also holds emotional significance of group membership for the individual. Depending on where Gareth believes he fits in at this point in his life this can impact massively to what the outcome of his self-identity is.

Social comparison – we use this to identify between our group and other groups. In groups (our group) and out groups (the groups that are not our group). This will give Gareth misplaced aggression and trigger offending behaviour, “to fit in”.

We also must think about Social influence – the concept of social influence propose that individuals see others as a source of information to gage their behaviour. Behaviours and attitudes are guided by our needs to be liked or accepted by others or avoid looking foolish. Gareth will be social influenced by these peers. Believing this behave is acceptable and giving him an identity within the group.

We can use this theory to analyse Gareth and the way he behaviours and his relationship with crimial behaviours. If Gareth is lacking self-esteem, he may use his criminal group as an alternative identity. As well as a personal identity there are many aspects of one's social self-criminals share with one and another. Gareth could be using these as a place to feel belonging and validation.

Gareth may be lacking parental control and have some issues with attachment, this leading to him using this criminal group and ultimately adapting to their way of thinking. Research shows that criminal attitudes can be a result of having delinquent influences, suggesting that having friends that are involved in criminal behaviours and activities will give Gareth a stronger emotional component of criminal group membership.

Theory of planned behaviour

According to this theory attitudes link directly to our behaviours.

There are 3 components of an attitude, the affective (feeling), the cognitive (thought) and the behaviour (action), this leading to the action.

There are also three variables that determine our intentions, our personal attitude, our subjective norms, and our perceived behavioural control.

Personal attitude – this means our personal attitude towards a certain behaviour, how we feel about the behaviour, whether that be good or bad, it sums up our knowledge, attitudes, and prejudices.

Subjective norms – this is how we consider others will feel about a certain behaviour. Whether their view would be negative or positive. This could be the attitudes of friends, peers, or family. It is not what other people think, it is our perception of other people's attitude.

Perceived behaviour control – this how strongly we believe we can or cannot stop or continuing a certain behaviour. It is the extent we believe we can control this behaviour. This will depend on internal factors, our determination, and our ability. Also, external factors like the resources and support available. The theory argues that behavioural control has two effects. It influences our behaviour to behave in a way, for example the more we believe we have control over our behaviour the stronger the intention to carry out the behaviour. It also has a direct effect on our behaviour, if we believe we have a high level of control we will try for longer and harder to succeed.

Using this theory to attain how Gareth views his criminal behaviours (personal attitudes) Gareth's positive attitudes could be that he finds stealing cars fun, enjoying the thrill and adrenaline rush. This making Gareth feels he has a place in society where he fits in.

Negative attitudes are the prospect of getting caught, going to prison and having further convictions on his criminal record.

How others in society view Gareth's criminal behaviour (subjective norms) whilst Gareth is associating with other criminals, they will be encouraging his behaviour. While the youth offending team are providing the relevant support. Gareth's parents will be disappointed and encouraging him against this behaviour but lacking parental control. The wider society labelling Gareth and judging him.

Does Gareth believe he is capable of staying out of trouble (perceived behavioural control) internal factors, Gareth has a low self-esteem and when associating with criminals, believes he is happy, and this is the best he can do.

How strong is Gareth's belief he can stay out of trouble (behavioural intention) When doing well and attending college and therapy, Gareth excels and knows he can stay out of trouble.

This theory is useful for explaining voluntary behaviour and recognises the influence of peers on our behaviour and we know that the opinions of those around us have a powerful influence on our behaviour. Although it does not consider that feelings and emotions have on our behaviour.

Frustration aggression hypothesis

Frustration aggression hypothesis was developed by Dollard Et al., (1939). This was one of the first attempts to model and explain aggression in humans.

The original formulation of the frustration–aggression hypothesis by Dollard, Doob, Miller, Mowrer, and Sears (1939) stated that “the occurrence of aggressive behavior always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression” (p. 1).

Since this theory was first formulated it has been applied to many fields. While many changes have been made, the assumption of the frustration aggression hypothesis is that frustration typically understood as an event instead of an emotion, this increases inclination to act or react aggressively.

This hypothesis suggests that aggression happens due to frustration being experienced. It proposes that if an individual encounters frustration they will respond with aggressive behaviour, if appropriate to do so.

When an individual is unable to express their frustration with aggressive behaviour then the person may redirect this aggression towards a different situation or object, we call this displaced aggression.

When using this theory when analysing Gareth Jones and his case study, this very much relates. Gareth Jones does not express himself well. He struggles with his emotions and cannot contain his frustrations and then expresses himself with this aggressive behaviour. Gareth could be frustrated because he wants to do this course and complete it successfully. Gareth wants to be a competent mechanic. Gareth does not want this to be his future. Gareth is angry with himself and has this building aggression inside of him because he is annoyed at his peers, friends who are encouraging him to carry out this anti-social behaviour.

So, when the youth offending team approached Gareth, it was a trigger for this misplaced aggression. Gareth got aggressive and stormed out. He is directing his frustrations in an aggressive manner to the people who are trying to help him. This aggression is what he feels towards the people enabling and encouraging him to carry out this disruptive negative behaviour.

Conclusion

After considering Gareth Jones using the theories explained in the report, and analysing his behaviours, we know Gareth thrives in education and away from the individuals he is associating with.

Using the social identity theory, we can establish why and how Gareth is categorising himself and what 'in group' he is using to feel validated and accepted.

Looking at the planned behaviour theory, we can see with the right support and intensive therapy and with Gareth staying away from the disruptive individuals there is every chance Gareth can get back on the right track of education, continuing with mechanics and be successful.

With frustration aggression hypothesis we have established where and why Gareth has misplaced anger issues and put a plan of theory in place to help him deal with his issues.

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