

Aggression: deterrents, prevention and control of aggression: an analytic perspective

Dr. Anupi Samaiya^{1*}

ABSTRACT

Aggression refers to behavior that is intended to cause pain or harm, it can take many forms the physical to mental and verbal. Physical aggression is that involves harming others physically-for instance hitting, kicking, stabling, or shooting them, Non-Physical aggression is that does not involve physical harm, includes verbal aggression like yelling, screaming, swearing, and name calling and relational or social aggression. Non-verbal aggression also occurs in the form of sexual, racial, and homophobic jokes and epithets, which are designed to cause harm to individuals. Psychologists have put forward many theories to explain aggression and aggressive behavior. This paper outlines determinates of aggression Social, Environmental, Cultural, Situational and Personal determinates. In Several experiments frustration led to inhibition instead to an increase of aggression. Aggressive behavior can be defined as any behavior intended to hurt another person, and it is associated with many individual and social factors and preventing aggression like setout clear expectation, build rapport and be understanding, show cultural sensitivity, avoid negative talk, don't assume or make judgement, be encouraging, avoid power struggles, manage problems, become aware of triggers, reduce the effect of eliminate, trigger situations, get young people involved, develop strategies to help young people manage their emotions, use positive reinforcement and be prepared to manage incidents involving aggression and how to control aggression for exp. Walk the talk, do your best to keep your home life calm, supportive, and respectful, training to social skills, empathy, society, culture and aggression, sublimation of aggression, utility of aggressiveness, punishment as a deterrent.

Keywords: *Aggression, Social determinates, Environmental determinates, Situational determinates, Cultural determinates and Personal determinates, Prevention of aggression, Control of aggression*

Aggression is a word that we use every day to characterize the behavior of others and perhaps even of ourselves. We say that people are aggressive if they yell at or hit each other, if they cut off other cars in traffic, or even when they smash their fists on the table in frustration, But other harmful acts, such as the injuries that sports players receive during a rough game or the killing of enemy soldiers in a war might not be viewed by

¹Assistant Professor (GF), Department of Education, Dr. Hari Singh Gour Central University, Sagar (M.P.), India

*Responding Author

Received: September 08, 2020; Revision Received: September 21, 2020; Accepted: September 27, 2020

© 2020, Samaiya A.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

Aggression: deterrents, prevention and control of aggression: an analytic perspective

everyone as aggression. Because aggression is so difficult to define, social psychologists, judges and politicians as well as many other people, including lawyers, have spent a great deal of time trying to determine what should and should not be considered aggression. Doing so forces us to make use of the processes of causal attribution to help us determine the reasons for the behavior of others.

Social psychologists define aggression as behavior that is intended to harm another individual who does not wish to be harmed (Baron & Richardson, 1994). Because it involves the perceptions of intent, what looks like aggression from point of view may not look that way from another, and the same harmful behavior may or may not be considered aggressive depending on its intent. Intentional harm is, however, perceived as worse than unintentional harm, even when the harms are identical (Ames & Fiske, 2013). Although biology, social learning, the social situation, environmental situation, culture and personal situation are all extremely important, we must keep in mind that none of these factors alone predicts aggression, but that they work together to do so.

The behaviorist approach was the dominate approach though-out the first half of the 20th century. A behaviorist centers their approach on how environmental factors influence behavior, suggesting that humans and other animal can learn from their environment known as classical conditioning learn based on reinforcements or punishments called operant conditioning and we can also learn through observing those around us known as observational learning.

A study, although unholy unethical, did highlight this view. *Watson & Ryder in 1920* used classical conditioning to great effect on Baby Albert, slowing conditioning Albert to be fearful of not only the intended white rats but everything white.

B.F. Skinner illustrated the idea of Operant conditioning through experiments involving animals (Anon A. 2009). By putting an animal in a small cage, Skinner could affect the animal's behavior by forcing it to take a certain action in order to receive a reward. The action performed being the conditioned response and the reward the reinforcement.

Researchers like *Edward Thorndike* built upon these foundations by researching with cats and various puzzle boxes. Thorndike's research concluded that behavior responses should be reinforced when you want the person to repeat the action and ignored or punished when you want them to stop.

Behaviorism argues that a person's environment determines their behavior, which suggests that people have no free will to make their own decisions in life. It also ignores the biological approach which would argue that in addition to the environment, chromosomes and hormones like testosterone and estrogens influence our behavior.

Freud's psychodynamic approach criticized behaviorism for not taking into account the unconscious mind and its influence on the unconscious mind and its influence on behavior, suggesting that behaviorism relied too heavily on observable behaviors instead of looking more internal. Freud also rejected the idea that people are born with a blank state or 'tabula rasa', suggesting that people are born with instincts. *Freud* suggested that we are all born with an id and we go no to develop an ego and a superego. They are satisfied by two innate drives sex or life force and aggression or than a toss. Life force, represents our drive to live well and produce offspring. Aggression represents our need to stay alive and stave off

Aggression: deterrents, prevention and control of aggression: an analytic perspective

threats to our power or even our existence. When the ego has a difficult time making both the id and the superego happy, it will employ one or more ego defense mechanisms, defenses like denial, intellectualism, projection and repression. These defenses are not necessarily unhealthy in fact a lack of them, or the inability to use them effectively can often lead to problems in life,

Memory, thinking and problem solving also occur stimulus and response which are cognitive responses. Cognitive psychology came to dominate the field after behaviorism.

Albert Bandura suggested that rewards and punishment aid learning but also argued that observing others played a big part too. Bandura hypothesized that if a child sees aggressive behavior go unpunished, they will go on to imitate that behavior. Bandura's bobo doll experiments in 1978 involved children observing adults show aggression to the bobo doll in a variety of forms; it resulted in some of the children acting in a more aggressive manner. These experiments showed that a child can learn aggression from observing but also highlighted that it is not simply the parents who socialized their children, it is more the case that children socialize themselves.

Yale psychologists, *Dollard* in the 1939 studied aggression and drives with the frustration-aggression hypothesis. 'This study takes as its point of departure the assumption that aggression is always a consequence of frustration. More specifically the proposition is that the occurrence of aggressive behavior always presupposes the existence of frustration and, Country wise, that the existence of frustration always leads to some form of aggression.' Dollard suggested that there was a direct positive proportionality between the amount of aggression and the amount of frustration. Aggression levels were dependent on the strength of the drive toward a goal, the degree of frustration.

DETERMINATES /SOURCES OF AGGRESSION

Social Determinates

Frustration occurs when we feel that we are not obtaining the important goals that we have set for ourselves. We get frustrated when our computer crashes while we are writing an important paper, when we feel that our social relationships are not going well, or when our school-work is going poorly. How frustrated we feel is also determined in large part through social compares with important others. In which we see ourselves as doing as well or better than they are, then we are less likely to feel frustrated. But when we are forced to make upward compares with others, we may feel frustration. When we receive a poorer grade than our classmates received or when we are paid less than our coworkers, this can be frustrating to us. Although frustration is an important cause of the negative affect that can lead to aggression, there are other sources as well. In fact, anything that leads to discomfort or negative emotions can increase aggression.

Direct provocation (Physical or Verbal)- People react of slightly exceed the level of affection they receive from others, **Exposure to media violence**- Primes aggressive thoughts desensitizes viewers, **Heightened arousal (provocation, exercise)** in one situation can persist and intensity reactions in another, unrelated situation. One kind of negative affect that increases arousal when we are experiencing it is frustration (Berkowitz, 1989); Dollard, Doob, Miller, Mowrer, & Sears, 1939), **Displace aggression**- Person angered in one context takes it out on someone other than the source of provocation. Learning from Social institutions (observation learning), De-individuation (Tendency to behave differently in

Aggression: deterrents, prevention and control of aggression: an analytic perspective

crowd), Direct provocation by members of society, Deficiency in social skills such as interpersonal skills.

Environmental Determinates

Air Pollution- Noxious odors, fumes, cigarette smoke produce irritability and aggression, Up to a certain limit, when the odor becomes foul the aggression tends to decrease to escape from the unpleasant environment, **Noise**- Exposure to loud irritating voice may increase aggression. Overcrowding may increase aggression, Increased temperature ($>32^{\circ}\text{C}$) facilitate aggression but to a limit and **Natural Disasters**.

Situational Determinates

Heightened Physiological of Arousal due to Stress, Anxiety, competition, Participation in competitive activity, vigorous exercise and exposure to films that produce arousal, **Sexual Arousal**- Minimal levels of aggression occur in presence of mild sexual stimulation and stronger levels with higher degree of stimulation. Physical pain may arouse aggressive drive but up to limits severe pain may hinder aggression. Mild pain tends to increase aggression. Berkowitz (1993) reported a study in which participants were made to feel pain by placing their hands in a bucket of ice-cold water, and it was found that the source of pain also increased subsequent aggression.

Working in extremely **high temperatures** is also known to increase aggression when we are hot, we are more aggressive. Griffit and Veitch, 1971 had students complete questionnaires either in rooms in which the here was at a normal temperature or in rooms in which the temperature was over 32 degrees Celsius (90 degrees Fahrenheit). The students in the latter condition expressed significantly more hostility. Hotter temperatures are associated with higher levels of aggression and violence (Anderson, Anderson, Dorr, De-Neve & Flanagan, 2000). Researchers who study the relationship between heat and aggression have proposed that global warming is likely to produce even more violence (Anderson & Delisi, 2011)

Alcohol increases aggression for a couple of reasons, First, alcohol disrupts executive functions, which are the cognitive abilities that help us plan, organize, achieve goals, control emotions, and inhibit behavioral tendencies (Segun & Zelazo, 2005). Second, when people are intoxicated, they become more self-focused and less aware of the social situation, a state that is known as alcohol myopia. So, we tend to become more aggressive when we drink, Time pressure or meeting deadlines., Media Inter versions (Crime Videos etc.), Situational offending behavior (Caste or race specific remarks). Intentional provocation., Frustrating Situations.

Cultural Determinates

Similarly, Soldiers and Military personnel's receive award, medals and prestigious titles for killing enemy troops during times of war. Currently Sportsmen and athletes receive wide spread admiration, huge financial rewards, good jobs, social prestige and psychological satisfaction by competing in an aggressive manner. Social reinforcement is a strong cause of aggression based on social/cultural rules. In many cultures, boys are expected to be strong and brave. They must show their strength through aggressively taking what they want. When a boy shows aggressive tendencies to gain leadership of a group, he is rewarded with respect. An interesting point to make where gender and culture are concerned is that the majority of cultures in developed countries see men that show aggressive traits as strong and desirable, while women that do the same are seen as negative (bossy), Some cultures not only reward aggression, but also demand aggression under certain circumstances.

Personal Determinates

Physical abuse, verbal taunts, attack to the ego, insults are powerful elicitors of aggressive actions. Studies show that even there is a positive correlation between viewing televised violence and aggression. Thus, the more children watch violent Serials, Tele-films and Films in T.V. or Cinema, the greater is their level of aggression against others. Biological (like-gender, age), Drug abuse & Psychological disorders (like- dementia, psychosis, brain injuries)

Prevention strategies

The best way to reduce incidents of aggression among people is to prevent them from occurring in the first place. Preventing aggression takes some thought and care. **Set out clear expectations**- At the start of a new relationship with young people, set out clear ground rules for their behavior. These might include such simple regulations as “no swearing, keep your hands and feet to yourselves and follow directions.” **Build rapport and be understanding**- It is important to establish a bond with them based on trust and mutual respect. To do this, you will need to talk to them to get a sense of their thoughts, feelings and life experiences. You should also show concern and be ready to listen if they bring their own issues or problems to you.

Show cultural sensitivity- Keep in mind that some behaviors considered unusual or a cause for concern in one culture may be considered normal and acceptable in another. Avoid labeling and stereotyping. Avoid using **negative** words, facial expressions and tone of voice when talking directly to young people. Also, take care not to over react emotionally to young people. Who present challenging behavior? A high school teacher might be tempted to greet a student who’s returning to school after being.

Don’t make any assumptions or judgements about young people based on what you may have heard from others. Your assumptions could spoil new relationships before they begin. **Be encouraging**-. Talk positively about the specific behavior of young people to their parents. Never make fun of the children or youth you encounter, Accept all their ideas and thoughts. You ridicule them, especially in front of their peer, you can cause long-lasting emotional harm. Be flexible in your demands.

Avoid power struggles- All young people can be oppositional form time to time. They may argue, talk back and refuse to do what they are told. Children or youth who have been diagnosed with oppositional defiant disorder show these behaviors more often than the average. Whenever possible, avoid getting into direct power struggles with young people-**struggles in which you, manage problems**- Remember especially to watch your tone of voice when discussing negative behaviors and consequences. Do not raise your voice in anger, even if young person becomes angry with you. Stay calm. Offer options, but have a bottom line. A conflict with a peer, A change in routine, facing a task or expectation that is too challenging

Reduce the effect of, or eliminate, trigger situations- Once you identify the situations or stresses that trigger a young person to behave aggressively, try to minimize their impact. Interacting often with students. Using rewards to promote good behavior. Cutting back on the time allotted if problems beginning to arise. **Develop strategies to help young people manage their emotions**-Work with young people to help them develop the skills necessary to manage emotions that can lead to aggressive outbursts. **Use Positive reinforcement** whenever possible, praise and reward positive social behaviors. Praising positive behavior

Aggression: deterrents, prevention and control of aggression: an analytic perspective

when it occurs is one of the best ways to encourage children and youth to behave positively in the future.

Everyone in day to day life must have found that when mild anger and feelings of anguish are expressed one feels relieved, otherwise there is anxiety. Similar evidences are found in many other studies which indicate that *catharsis* can be very useful in reducing and controlling the feelings of hostility and control. *Talking Therapy* or by talking out ones suppressed and repressed urges the expression of aggression can be managed aggressiveness will be expressed without doing otherwise continuous but unexpressed aggressive anxiety and mental illness. When others experience of the victim the victim gets relaxed.

When a less dominant person is insulted = dominant person, the less powerful person will aggression towards the aggressor. Management and control of aggressive tendencies can thus be possible through *writing therapy*. Daily diary writing is a kind of writing therapy. Otherwise this may lead to depression, anxiety and neurosis. That is why we said diary writing is maintained by mentally ill persons. By this technique hostile feeling can be relieved without target of aggression.

Aggression of children can be relieved through *displacement or transfer of* aggression to some objects like toy, doll or any non-living object. So, children are given toys and big dolls to express their aggression on these objects, instead of expressing, suppressing and repressing it. Aggressive behavior can be prevented to some extent by *judicious early childhood training*, proper parental care, and adequate parenting style. By trying to fulfill the basic needs of the child, the child can be exposed to less frustration inducing situations.

The child should be exposed to good and normal models. Parents should try their best not to quarrel in the presence of a child. *Training to Tolerate Frustration: Instead of fulfilling all the required and unnecessary wishes of the child*- Frustration tolerance can be generated in the child by not fulfilling what-ever he wishes. The genuine needs should be no doubt fulfilled. But certain wishes which are undesirable should not be fulfilled and he should be trained gradually to tolerate the frustration of certain needs.

Controlling Aggressive Behavior

Excessive Aggressive out of burst is undesirable not only for the person but also for the society. So, it is necessary to prevent and control aggression by the methods/several techniques are effective in reducing aggression.

Punishment as a deterrent- the frequency or intensity of aggressive behavior can be reduced by mild forms of punishment like social disapproval and scolding etc. People lacking in basic social skills do not know how to communicate effectively and hence adopt a type of aggressive self-expression. Aggression in such people can be reduced by giving *training on social skill* to such persons.

Empathy- humor, drug treatment and clinical monitoring can be helpful for aggressive persons suffering from Psychiatric disorder. *Society, Culture and aggression* differs according to the cultural variation. Studies of Mead and Benedict serve powerful evidence in support of this view. Kluckhonn views that aggressiveness is a matter of depending upon cultural variation and the nature of free-floating aggression depends upon this.

Aggression: deterrents, prevention and control of aggression: an analytic perspective

Sublimation of aggression- The reflection of aggression is evident in art and literature. Especially in modern poets we find an angry rejection of the world due to the severe frustration that the individual meets at every stage of life. **Utility of aggressiveness-** aggression always carries an overtone of disapproval as violence, hostility and dominance is condemned in every society. But they are tolerated only when they are justified.

By controlling the child's viewing/showing of aggressive and violent models in **Television, Video Shows and Films**, Pictures a lot of aggressive behavior can be controlled. If the too much aggressive behavior of the child is discouraged through social learning and socialization process, the child will learn to reduce his hostile actions. If aggressive behavior is mildly penalized it will be non- reinforcement action.

Loss of Love: When the child is involved in various hostile and violent activities he should be told by his parents, they would not love him or take care of him if he is engaged in hostile activities. Aggression can be reduced effectively in highly aggressive boys by allowing them to observe models who behave in a restrained and non-aggressive manner in the face of provocation. By training the child to be, disciplined and develop positive values and morality a lot of aggressive behavior can be controlled.

Flexibility in Punishment during Childhood and No Rigid Training: The life history of several convicts and criminals in jails has shown that those who have been jailed for their aggressive acts most of them were severely punished during childhood and punished repeatedly. **Control of Parental Aggression:** It is very often said that angry parents have angry children. So, parents must try to control their frequent anger, irritation and hostility. Parents must try to be an ideal model for their children.

CONCLUSION

It undoubtedly ruins the personality of the individual. When aggression becomes a trait in the personality of such people, it becomes a sort of character disorder and stands on the way of normal and integrated personality development. Therefore, it is essential that aggressive behavior should be prevented from early childhood by basically preventing exposure to frustration. It should also be controlled and managed for the development of normal personality and society friendly personality. Though non-aggression is helpful for a healthy and happy society, too much of non-aggression is not desirable. Aggression to some degree is essential for self-protection and security, for managing one's self in the society, for release of tension and hostility. Aggression therefore, should be expressed in a limited degree as and when required. Aggression can be turned to non-aggression through various defense mechanisms like sublimation, rationalization, projection and socially accepted behavior like sports, mountaineering, athletics and other acts of courage and adventure.

REFERENCES

- Archer J & Coyne, S.M. (2005) An Integrated review of indirect, relational and social psychology Review, 9(3), 212-230
- Bushman Bj. 'Moderating Role of Trait Aggressiveness in the Effects of violent media on Aggression.' Journal of Personality and Social Psychology 1995; 69(5):950-60 Pub Med (Google Scholar)
- Bushman, B.J. & Anderson, C.A. (2001). Is the time to pull the plug on hostile versus instrumental aggression dichotomy? Psychological review, 108(1), 273-279

Aggression: deterrents, prevention and control of aggression: an analytic perspective

- Giancola PR, Helton EL, Osborne AB, Terry MK., Fuss Am, Wester field JA, 'The Effects of Alcohol and Provocation on Aggressive Behavior in Men and Women.' Journal of studies on Alcohol. 2002;63(1): 64-73 Pub Med (Google Scholar)
- <https://linkspringer.com>, 'Social determinants of Aggression' by RA Baron 1977
- <https://linkspringer.com>, 'The Prevention and Control of Human Aggression', Robert A. Baron, Chapter-2, pp 225-275
- <https://www.researchgate.net>. 'Possible determinants of Aggression' Articles in Psychotherapy and Psychosomatics 20(5)241- 8 February 1972
- <https://www.researchgate.net>.3215 'Prevention and Control of Aggression and the Impact on its victims', book: January 2001
- <https://www.jstor.org/stable> the Role of Aggression in Human Pathology Psychother: Psychosim Journal article 'Possible Determinants of Aggression' 20(5):241-8 February 1972, University of Amsterdam.
- Ommintysmints.wordpress.com 'Approaches and explanations of aggression in Psychology' N Murray
- opentextbc.ca Principles of Social Psychology- 1st International Edition, Dr, Charies Stangor, chapter 9
- Paquette, J.A., & Underwood, M.K. (1999), Gender differences in young adolescents experiences of peer victimization: social and physical aggression. Merrill-Palmer Quarterly, 45(2), 242-266
- Porticonetwork.ca portico, Canadas Monial Health & Addiction NETWORK Preventing Aggression from chapter4, 'Normal Aggression' in Acting out@ 2007
- Singh, Arun Kumar, 'An outline of social psychology' Moti Lal Banarasi das, Delhi 10th revised and edition 2015 P. 612 P.633
- Study.com 'Causes of Aggression: Social, Cultural & Personal, 'Personal and Cultural Influence on Aggression' Chapter 9/Lesson 2, Instructor -Maria Airth
- www.psychologydiscussion.net.aggression: 'Prevention, Control and Management of Aggression' article shared by Tanya Sharma

Acknowledgements

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Samaiya A. (2020). Aggression: deterrents, prevention and control of aggression: an analytic perspective. *International Journal of Indian Psychology*, 8(3), 1925-1932. DIP:18.01.200/20200803, DOI:10.25215/0803.200