

A Comparative Summary of Maslow and Rogers

Similarities	Differences
Both developed self-actualisation concepts and identified it as a driving force in personality	Maslow's theory was derived from early research experience whereas Rogers based his theory on his experience in psychotherapy
A need for self-worth was a guiding life experiences that shaped their theories	Maslow used a greater range of descriptive terms in describing the SA person compared to Rogers, and Maslow's SA person appears more autonomous
Both theories argued that maladjustment occurs when the spontaneous and natural expression of the inner self is blocked	Maslow's theory goes one step beyond Roger's theory in that people can move beyond self-actualisation and pursue B-values
Both saw human agency as active and focussed on the uniqueness of the individual	Unlike Maslow, Rogers' clinical work produces empirically testable strategies

Evaluating the Humanists

- Refutability
 - Average: more a philosophy; theories rarely tested – although Rogers' theory is more testable
- Human Agency
 - Free-will: people are active determiners of their lives – YOU have agency, taking your life where you want to take it
- Causality/Teleology
 - Teleology: People's striving for future potentials determined their present – 'pulling you towards'
 - Not talking about causality at all
- Nomothetic/Idiographic
 - Being humanist they focus on the uniqueness of the individual and thus ideographic principles
 - Individuals being individuals – holistic general theory

Lecture 12: Albert Bandura – Social Cognitive Theory (I)

- Bandura's theory is one of the most widely accepted
- Bandura integrated and clarified concepts from previous psychological forces
 - Borrowed aspects and ideas – integrating them into a social cognitive theory – holistic approach
 - Not a new force – an integrated approach of the previous forces
- Personality is moulded by an interaction of behaviour, personal factors (especially cognition) and the environment
 - 3 causal prong to who you are
- Cognition plays a stronger role than learning
 - Reacknowledging the important of thought and cognition

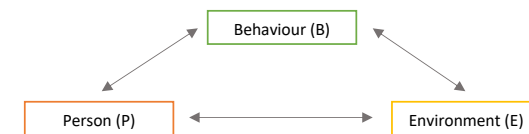
Assumptions of Social Cognitive Theory

- Direct and vicarious learning
 - Direct reinforcement
 - Vicarious – observation of the reinforcement of others
- People not only think, but are capable of thinking about thinking (metacognition)
 - Metacognition – evaluation of own thoughts
- Reciprocal determinism

Assumptions of Bandura's Social Cognitive Theory

1. Vicarious Learning

- We can do and learn things through direct experience, but much of our behaviour is *shaped through the observation of others*
 - Virtually all learning phenomena, resulting from direct experience, can occur vicariously by observing other's behaviour and its consequences for THEM
 - Can have both – but everything learnt directly can also be learnt vicariously
2. The Importance of Cognition
 - People form beliefs about what they can do, they anticipate the likely consequences of prospective actions, they set **goals** (teleological) for themselves, and they otherwise plan courses of action that are likely to produce desired outcome
 3. Reciprocal Determinism
 - Behaviour (and/or personality) is moulded by the reciprocal interaction of *personal* factors (cognition), *environmental* events and our *behaviour*
 - Triadic – personal, environment and behaviour – interlocking
 - The person is seen as a whole entity for whom previous learning history, exceptions of mastery (efficacy), and current interpretations of the world all interact to regulate behaviour



- E Factor = physical and social environment
- P Factor = cognitive and affective systems
- Each factor causally influences the others – different influences occurring across different contexts
- Three factors don't have an equal strength or make an equal contribution
 - Different times and different contexts determine which factor determines the major outcome of the situation
 - The relative influence depends on which of the triadic factors is strongest at a particular time

Factors That Determine Whether we will Learn from a Model

1. The characteristics of the model: we are most likely to model high status individuals, competent individuals, and powerful people
2. The characteristics of the observer: people who lack status, skill or power are most likely to model i.e. children or novices or people who want to learn something new
3. Consequences of behaviour: the greater the value that the observer places on the behaviour, the more likely that the behaviour will be learned – the value comes from within: cognition

Bandura's Four-Step Model of Observational Learning

1. Attend to the model
2. Remember what is seen and heard
3. Reproduce the memory during imitation
4. Motivation because of reinforcement of accurate performance of the observed behaviour – not passive
5. To demonstrate that observational learning has occurred, the imitated action must consist of a newly organised pattern of behavioural responses not previously in the observer's repertoire
 - Needs to be a behaviour that you didn't have before – a new behaviour added to your skill set

Attentional Processes	Retentional Processes	Reproduction Processes	Motivational Processes
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<i>Attend to the model</i> Observer attributes <u>perceptual</u> and <u>cognitive abilities</u>	<i>Remember what is seen and heard</i> Observer attributes <u>cognitive abilities</u>	<i>Reproduce the memory during imitation</i> Observer attributes <u>physical abilities</u>	<i>Reinforcement for our accurate performance of the observed behaviour</i> Observer attributes <u>incentive preferences</u> and <u>internal standards</u>
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Related Research – Aggression is Socially Learnt

- Children acquiring the model of others
- Bandura, Ross and Ross (Bobo doll modelling)
 - Tested the idea amongst 4-5 year old children who watched a male and female adult (model) play with an inflated doll
 - Four conditions: live, videotape, cartoon, control
 - Video condition: video can create huge amounts of violence – almost as much as the live condition
- Paik and Comstock
 - Meta-analysis found that 1 in 10 viewers are affected by film/TV violence
- Anderson et al.
 - Direct effect of media violence on a composite measure of physical, verbal, and relational aggression was statistically significant, of small to moderate size, and was very similar across seven-countries

Related Research – Higher Order Forms (Moral Judgement) are Socially Learnt

- Bandura and McDonald (1969)
 - Amongst 5-11 year old children at high and low levels of moral judgement exposed to adult models showed a substantial change in their moral judgement level
 - *The change in their moral judgement **persisted** (2 weeks later) when the adult model was no longer presented*
 - Did not need continuous modelling, the modelling in the experiment was enough to suffice for two weeks
- One of the most cogent arguments against social learning as the prime variable in the learning of moral judgements is the fact that lower levels of moral judgements predominate at earlier ages
- The child's cognitive ability determines whether or not they are able to learn from the modelling
 - Need to be aware of the observers ability – what they want to take from the learning exercise

Lecture 13: Albert Bandura – Social Cognitive Theory II – Self-Efficacy

A Balanced View of Human Agency

- *People are self-organising, proactive and self-regulating not just reactive organisms shaped by the external environment*
- "I have confidence in my ability to..." – your own perceived level to perform
- Self-Efficacy is a Person variable

