



Behavioural Movement and its impact on Modern Psychology

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Abstract

Psychology or Modern Psychology is known as the scientific study of human behaviour. Watson established 'Behaviour' as the only component of study for the measurement and analysis of human behaviour. In the later decades of the twentieth century, this notion becomes most dominating in psychology and entire psychological realm got focused on the study of behaviour. This movement led by Watson is known as Behaviourism. Formal beginning of Behaviourism in psychology is known since 1913 at John Hopkins University. "The primary tenet of behaviourism is that psychology should concern itself with the observable behaviour of people and animals, not with unobservable events that take place in their minds." (Charles Stangor and Jennifer Walinga 2014). Those days Psychologists were also being demanded to develop techniques for self-analysis. Watson state that there is no need for it because the behaviour of a person is not based on his inner and personal feelings, it is guided by his environment. After this formulation of Watson, behaviourism gained prominence in American psychology. Ivan Pavlov, B.F. Skinner Clark Hull, Edward Thorndike and other Learning theorist provided a strong base to Behaviourism. With the inspiration and assumptions of these scholars, psychotherapists developed various therapeutic techniques This school remained more influential during its period (especially after 1920 AD), due to which it was recognized as the 'second force' in psychology.

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Introduction

According to Watson, psychology is a purely objective and experimental branch of natural science. Its theoretical purpose is to predict and control behavior. Thus psychology is not a science of consciousness but a science of behavior". According to B.F. Skinner, "Learning is a process of reflex behavior adaptation. Under the ideology of behaviorist or associative theory, a stimulus is an agent or force that is an object outside the

receptor and that is capable of provoking a response in the appropriate receptor. Behavior is the result of the stimulus alone, whether the stimulating stimulus is external or internal."

Watson's first work (Behaviour: An introduction to comparative psychology) was published in 1914. Through this book Watson explained behaviorism. The content of this book influenced the new generation of psychologists so much that they established 'behaviourism'. Watson's



second treatise was published in 1919. Its name was "psychology from the stand point of a behaviourist". In this book, human behaviour was described on the basis of comparative psychology. In this book, he discussed Stimulus and Response. His third book "Behaviourism" was published in 1925 and its revised edition was published in 1930. Psychology is that action of toxic human and animal which can be observed and measured objectively. Watson accepted the Introspection method of studying behaviour. Explaining his behaviourism, Watson has written that the study of human behaviour should be the subject matter of psychology. Psychology studies something that can be seen, but consciousness cannot be seen. Therefore consciousness should not be the study material of psychology. Behavior can be observed and tested. Giving the definition of behaviour, Watson has written that it is a physical science whose field is to study all the behavioural aspects of human and it has a special relation with physiology. The classical condition as propounded by Pavlov is called the S-R type condition and the operant condition proposed by Skinner is called the R-S type condition. The theory of learning as propounded by Skinner is a stimulus-response approach. His approach or theory is also called 'Empty Organism Approach'. To explain learning, he has laid more emphasis on measurable behaviour and functional analysis between stimuli.

Watson's Behaviourism

JV Watson put forth revolutionary ideas in psychology through behaviourism. Watson was of the view that psychology cannot be subject-conscious or experienced. Such behaviour cannot be observed. He believed that psychology is the science of behaviour. Behaviour can also be observed and measured. He

considered observation and research (conditioning) as a method of study of behaviour important. Watson adopted the method of physical report, which is almost similar to the method of observation, to study the behaviour of human activities.

Watson did some experimental studies in the areas of learning, emotion and memory whose utility recognition is still high in the field of education psychology. This positive aspect of behaviourism is called empirical behaviourism. The negative aspect of Watson's pragmatism was its rejection of Wundt's structuralism and Engel's functionalism. In 1919, Watson clarified his philosophical position of behaviourism, which did not accept the existence of consciousness or mind. This was called possessive pragmatism. The studies that Watson did in the areas of learning, language development, thinking, memory and emotion are very important for educational psychology.

Watson considered the behaviour to be determined by environmental forces, not genetic. He is known as the father of Behaviourism. He was a staunch advocate of environmentalism. His reason, "Give me a dozen children, I will not give them as you wish." This is a proof of their environmental utility. Watson believed that human behaviour reflects the stimulus-response (S-R) relationship. Every behaviour of the organism is a response to some kind of stimulus.

Post-Behaviourism

Even after Watson, the effort to advance pragmatism continued and in this regard the efforts made by Hull Thichner, Tallman and Giri were commendable. The importance of reinforcement in learning and channelling and maintaining behaviour in a particular direction has been emphasized in the research done by



Thichner on applied research. Any behaviour after which the queen does not get rewarded or produces its own consequences in the individual, then the queen expresses a desire to repeat that behaviour. Girdner, among other things, showed that learning does not require effort and one learns with only one effort. In this he gave the idea of learning the single principle. Girdner explained this by saying that a person learns a simple reaction like holding a pencil, lighting a matchstick etc. in a single effort. For this he does not need any practice. But it takes practice to learn complex tasks. Girdner shed light on one more specific fact which proved to be very beneficial for education and that is how to get rid of bad habits. For this, Girdner performed the following three methods - • Limit method • Ear method • Method of anti-contrast stimulation.

Behaviourism and Education Psychology

P. Symond, while explaining the usefulness of Behaviourism in the field of teaching and learning, said that there is an important role of reward (reinforcement) in learning, which is necessary for a teacher to be aware of. Provided by the teacher, it serves as a guide in the implementation of the future activities of the children. Only the acceptance of right or wrong by the teacher does the work of reward for the child. The contribution of behaviourism in the field of education is as follows –

1. The methods and techniques provided by Behaviourism helped a lot in understanding the behaviour of children.
2. The ideas expressed by Behaviourism in the field of learning and inspiration are very important. By experimentally studying children's emotions, behaviourist psychologists provided the knowledge to understand their emotional behaviour.
3. Behaviourism laid special emphasis on the role of environmental factors on

human behaviour. Watson described environmental factors as very important in the personality development of children. Watson's assertion that if they are given even a dozen conditioned children, they can provide them with a proper environment, whether they are a doctor, an engineer, an artist, or a schoolboy, shed a special light on the role of the environment.

4. Programmed learning (programmed learning), a new method for learning by Girdner, created a stir in the field of education psychology. Modern psychologists have considered this method to be very important and they have also found success in teaching a variety of lessons.

5. The methods given by Behaviourism for the adjustment of ill-adjusted drivers are very important. 7. Behaviourism put an end to the controversy of the earlier supported theories that focused on mental actions to understand human behaviour

Contribution of Behavioural Movement

Watson's contribution to psychology is prominent. Watson has described psychology as the psychology of behaviour. Changes in behaviour take place due to many reasons. Behaviour is determined by action-reaction and interaction. Max Meyer, Albert P. Weiss, Walter S. Hunter, Carl S. Lashley, E. C. Tallman, C. L. Hull, B. F. Skinner contributed to the development of behaviourism. The results obtained from experiments on animals and children have a special contribution in the development of behaviour. Experience has been replaced by behaviour and objectivity has been promoted. The contribution of behavioural learning theories are as follows:



- 1. Use of the results of research-**
The results obtained from many experiments done on animals and children were used in the field of teaching and learning. Trial and error came to be considered in the process of human learning.
- 2. Development of Child Psychology-**Child psychology developed according to the principles of behaviourism. The study of habit formation, character, instincts and basic instincts, gamified activities, started being done in the context of the child.
- 3. Formation of Learning Theories-**Behaviourism has created many learning theories in psychology. The development of concepts such as adapted response, stimulus response, reinforcement adaptation or active adaptation theory has led to the development of new stimuli.
- 4. Composition of tests-** Many scholars on the concepts of behaviourism have created many tests to measure intelligence, personality, performance and special abilities, which are mostly used.
- 5. Work on Phonology -** Behaviourists did many experiments on phonetics in the context of child development and on its basis, experiments were conducted for learning of reading and other language related skills.
- 6. Changes in the teaching field-** Behaviourism through its experiments realized the need for change in the teaching curriculum, methods of measurement and tried to adapt it to the development of children.

- 7. Objectivity-Behaviourism** paved the way for making the study of psychology practical, objective, simple and understandable. We will consider these principles of learning in the field of behaviourism.

Behaviourism and Objectivity

Psychology is much subjective in nature and orientation but still it was behaviourism that started the measurement of behaviour first time and after this psychology became more objective in nature. Wundt, the early behaviourists established first psychology laboratory in 1879 and it was a revolutionary step in the field to psychology and later other learning theorists performed many experimentations and proved the stimulus-response bond. On the foundations of behaviourism, Psychometrics came in existence and testing of behaviour could be possible. Behaviourism paved the way for making the study of psychology practical, objective, simple and understandable.

Behavioural Model of Abnormality

Behaviourism states that our behaviour of an organism is the result of his environment and not determined by the biological factors. These psychologists adopted a deterministic view of abnormality; life experiences determine the behaviour. Behaviourism stated that all behaviours are learned so the behavioural psychologists believe that abnormal behavioural is also a learned response like other conditioned responses. They believe in behaviour modification too. According to the behavioural psychologists, maladaptive behaviour can be unlearned.

Strengths of the behavioural model:



1. Many behaviour modification techniques and therapeutic techniques have been developed by Behavioural psychologists.
2. Behavioural view is more scientific in nature and it successfully deal with the cause-and-effect relationship model.

There are a number of different types of behavioural therapy. The type of therapy used can depend on a variety of factors, including the condition being treated and the severity of the person's symptoms.

- **Applied behaviour analysis**- uses operant conditioning to shape and modify problematic behaviours.
- **Token Economy**- Token economy technique is based upon the assumption of negative reinforcement for the modification of behaviour.
- **Flooding**- Flooding is also a behavioural technique of behavioural modification that is used to change the behaviour frequently.
- **Shaping**- Shaping is used in more systematic way to shape any behaviour.
- **Systematic Desensitization**- This is a clinical behavioural modification technique to treat phobia and other disorders.
- **Cognitive behavioural therapy (CBT)**- relies on behavioural techniques, but adds a cognitive element, focusing on the problematic thoughts behind behaviours.
- **Cognitive behavioural play therapy** utilizes play to assess, prevent, or treat psychosocial challenges. The therapist may use play to help a child learn how to think and behave differently.

- **Dialectical behavioural therapy (DBT)** is a form of CBT that utilizes both behavioural and cognitive techniques to help people learn to manage their emotions, cope with distress, and improve interpersonal relationships.
- **Exposure therapy** utilizes behavioural techniques to help people overcome their fears of situations or objects. This approach incorporates techniques that expose people to the source of their fears while practicing relaxation strategies. It is useful for treating specific phobias and other forms of anxiety.
- **Rational emotive behaviour therapy (REBT)** focuses on identifying negative or destructive thoughts and feelings. People then actively challenge those thoughts and replace them with more rational, realistic ones.
- **Social learning theory**- centres on how people learn through observation. Observing others being rewarded or punished for their actions can lead to learning and behaviour change.

Critical Analysis of Behaviourism

Behaviourism is based upon a strong experimental foundation. Classical conditioning theory of Pavlov states that association is the base of Learning. With "little Albert" experiment, Watson proved that fear emotions can be developed through conditioning and further each and every kind of behaviour can be changed through conditioning.

The Foremost gain of behaviourism is that behaviourism has been successful to define, to measure and to analyse the behaviour. If today Modern Psychology is known as the science of behaviour, then the all credit goes to behaviourism and its founder psychologists.



Though, behaviourism ignored the higher mental processes and gave importance to overt behaviour only. Cognitive and mediational processes are not considered or explained in behaviourism. Most of the behavioural theories have been derived from the experimentations done with animal beings while human psyche is much different on various aspects with social norms and environmental factors. Humanistic approach lead by Maslow and Rogers denies the assumptions of behaviourism and argue with the concept of controlled environment and questioned its validity. Humanistic approach has been based upon the free will and it rejects the idea of environmental determinism. According to humanistic psychologists' human beings have free will to make their own choices in life and are not determined by environmental factors.

Behaviourism also got opposed by Sigmund Freud and his followers. Psychodynamic approach rejects behaviourism as it ignored the importance of unconscious mind and effect of unconscious on our behaviour. Sigmund Freud emphasized the role of innate instincts and denied the concept of tabula rasa.

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