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PSYCHOLOGY

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**Q1: Between positive reinforcement, negative reinforcement, positive punishment and negative punishment, which approach do you think can yield best results and why? Support your answer with arguments.**

**Answer**

Positive reinforcement is a reward for doing something good. If you remember the joy of receiving a star from your kindergarten teacher when you spelled a word correctly. That’s all positive reinforcement. Negative reinforcement is a penalty for not doing something correctly. Like why you go into work every day or if you’re like most people, you show up for work because if you don’t, you’ll get fired. Punishment implies that you receive a penalty for doing something you’re not supposed to do whereas negative reinforcement implies not receiving a penalty for doing something properly. For instance, if you misbehave and your father beats you, that’s punishment. Adding a bad stimulus when you did something bad. If you get charged money shocked by your Facebook friends because you don’t exercise, that’s negative reinforcement. Negative reinforcement occurs when an aversive stimulus is removed after a good behavior is exhibited. The difference is subtle, but very important. Do you think positive and negative reinforcement are equally effective? In the end, it all comes down to pain versus pleasure. Most would agree that running from painful circumstances is exhausting. It’s annoying. It’s the exact opposite of seeking pleasure. Our research found that negative reinforcement is far more effective for sparking initial habit change. In the context of the over-snacking example above, imagine that you got fined $50 for every spoonful of ice cream that you ate? You probably don’t have to spend any time researching to know that you’d very quickly stop eating ice cream. But here’s where things get interesting: If you were continually penalized for eating ice cream, the negative reinforcement would eventually stop working. You’d become resentful of the constant punishment. Maybe you’d switch to cookies. Long term, negative reinforcement doesn’t get the job done and that’s where we bring back positive reinforcement. If you allowed the new routine to take place, and you replaced the ice cream with berries successfully for a week, rewarding yourself with a small amount of ice cream on the last day will aid in maintaining that habit. Negative gets you started. Positive keeps you going.

**Difference**

Reinforcement results in a good behavior increasing; punishment results in the bad behavior decreasing. Sometimes, you may see results using one type of punishment and reinforcement, and other times you will see better results using the other type. It’s a bit of a trial-and-error process to find the right mix.

**Which reinforcement is right?**

Do you need help achieving a goal? Maybe you need motivation to get to work on time each day, or to lose that 20 pounds you’ve been complaining about? What about training the dog? Well, some may require a little positivity to get the job done, and others may benefit from a more negative eye.

**Conclusion**

As you can see, there’s not a clear-cut answer as to whether positive reinforcement or negative reinforcement is definitively better. It all depends on the situation and the personality of the person receiving the reinforcement or punishment. But you can learn more about which type of reinforcement works best for you.

**Q2: “Personality evolves as a result of conflict between id, ego and superego.” Explain this statement.**

**Answer**

**ID**

According to Freud, the id is the source of all psychic energy, making it the primary component of personality Id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes instinctive and primitive behaviors. The id is driven by the pleasure principle which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink. The id is very important early in life because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, he or she will cry until the demands of the id are satisfied. Young infants are ruled entirely by the id, there is no reasoning with them when these needs demand satisfaction. Imagine trying to convince a baby to wait until lunchtime to eat their meal. The id requires immediate satisfaction, and because the other components of personality are not yet present, the infant will cry until these needs are fulfilled. However, immediately fulfilling these needs is not always realistic or even possible. If we were ruled entirely by the pleasure principle, we might find ourselves grabbing the things that we want out of other people's hands to satisfy our own cravings. This behavior would be both disruptive and socially unacceptable. According to Freud, the id tries to resolve the tension created by the pleasure principle using primary process thinking, which involves forming a mental image of the desired object as a way of satisfying the need.

**Ego**

According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in the conscious, preconscious, and unconscious mind. The ego is the component of personality that is responsible for dealing with reality The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weighs the costs and benefits of an action before deciding to act upon or abandon impulses. In many cases, the id's impulses can be satisfied through a process of delayed gratification the ego will eventually allow the behavior, but only in the appropriate time and place. Freud compared the id to a horse and the ego to the horse's rider. The horse provides the power and motion, while the rider provides direction and guidance. Without its rider, the horse may simply wander wherever it wished and do whatever it pleased. The rider gives the horse directions and commands to get it to go where the rider wants it to go. The ego also discharges tension created by unmet impulses through secondary process thinking, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process. Imagine that you are stuck in a long meeting at work. You find yourself growing increasingly hungry as the meeting drags on. While the id might compel you to jump up from your seat and rush to the break room for a snack, the ego guides you to sit quietly and wait for the meeting to end. Instead of acting upon the primal urges of the id, you spend the rest of the meeting imagining yourself eating a cheeseburger. Once the meeting is finally over, you can seek out the object you were imagining and satisfy the demands of the id in a realistic and appropriate manner.

**Superego**

The last component of personality to develop is the superego. According to Freud, the superego begins to emerge at around age five. The superego holds the internalized moral standards and ideals that we acquire from our parents and society (our sense of right and wrong). The superego provides guidelines for making judgments.

**2 part of Superego**

The conscience includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments, or feelings of guilt and remorse. The ego ideal includes the rules and standards for behaviors that the ego aspires to. The superego tries to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather that upon realistic principles. The superego is present in the conscious, preconscious, and unconscious.

**The Interaction of Id, Ego, and Superego**

When talking about the id, the ego, and the superego, it is important to remember that these are not three separate entities with clearly defined boundaries. These aspects are dynamic and always interacting to influence an individual's overall personality and behavior. With many competing forces, it is easy to see how conflict might arise between the id, ego, and superego. Freud used the term ego strength to refer to the ego's ability to function despite these dueling forces. A person who has good ego strength can effectively manage these pressures, while a person with too much or too little ego strength can be unyielding or disruptive.

**What Happens If There Is an Imbalance?**

According to Freud, the key to a healthy personality is a balance between the id, the ego, and the superego. If the ego can adequately moderate between the demands of reality, the id, and the superego, a healthy and well-adjusted personality emerges. Freud believed that an imbalance between these elements would lead to a maladaptive personality.

**Example**

An individual with an overly dominant id might become impulsive, uncontrollable, or even criminal. Such an individual acts upon their most basic urges with no concern for whether their behavior is appropriate, acceptable, or legal. On the other hand, an overly dominant superego might lead to a personality that is extremely moralistic and judgmental. A person ruled by the superego might not be able to accept anything or anyone that they perceive to be "bad" or "immoral."

**Q3: List three key findings of Bendura’s Bobo Doll Experiments? Do you agree / disagree with these findings? Explain.**

**Answer**

**Findings of bobo doll experiment:**

1: Children with the aggressive model showed more aggression  
2: Boys were more likely to imitate physical aggression.  
3: Girls were more likely to imitate verbal aggression.

As children are in a state of learning so they learn what they see as they try to copy their elders. So yes, I agree with these findings because as in the experiment its clear to me that children adopt what they see.

**Q4 (a): You are in a public area and hear a familiar notification chime and instinctively reach for your smartphone, only to realize it's coming from someone else's phone. Identify the conditioned stimulus and conditioned response in this situation**

**Answer**

**Smartphone Tones and Vibes**

If you've ever been in a public area and heard a familiar notification chime, this classical conditioning example will certainly ring true for you. You hear that tone and instinctively reach for your smartphone, only to realize it's coming from someone else's phone. The chime or tone is a neutral stimulus. Through classical conditioning, you've come to associate it with the positive feeling of reading a message. It's the same reason why you might reach for your phone when you think you feel it vibrating in your pocket, even if it isn't.

**(b): Give an example where you can establish that variable interval reinforcement is better than fixed interval reinforcement.**

**Answer**

**Example**

Imagine a supervisor randomly showing up without notice to give his employee a bonus, if the supervisor sees his employee actively talking to a customer, he’ll give him that bonus. Now since the car sales man never knows that when his supervisor will drop by, he has to consistently engage with a customer in order to increase the chance that a supervisor will notice, the difference here that he could’ve sold one car or even 100 cars on average that month, but all that matters in order to receive the bonus is weather or not he’s actively engaging in a sale when his supervisor happens to come by. So, a variable interval schedule like this results in a more regular rate of responding than does a fixed interval schedule.

**Q5: Discuss a situation from your real-life experiences where you may have used one or more defense mechanisms to reduce cognitive dissonance / anxiety / deal with a difficult emotion. Explain which mechanism you used and why.**

**Answer**

**Denial for cognitive dissonance**

As I smoke so I constantly deny that I will get ill and have cancer.

**Repression for anxiety**

If I have anxiety, I visit my close friends to change my mindset or get busy in something to stop thinking about the situation.

**Reaction formation for dealing with a bad emotion.**

This is the most common defense mechanism for anyone to hide their feelings, smiling with a broken heart.