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| **Theory …**  Aggression is a product of the situation of an institution itself. The ‘deprivation’ inmates experience in terms of losses of freedom, personal space, heterosexual relationships, home comforts, personal security etc. increase levels of anxiety and stress in inmates. This is turn leads to increased levels of aggression (Paterline and Peterson 1999) | **Research support**  **Megargee (1977)** – Studied inmates in a US prison for young offenders over three years. Found periods of overcrowding to correlate with highest levels of aggressive behaviour. | **Strengths**  Theory has practical applications. Changing prisons environments based on the theory can lower aggression levels. E.g. In HMP Woodhill overcrowding was reduced, temperature was regulated and music was played. This led to a vast reduction in aggression levels | **Weaknesses**  Vast majority of research concentrate mainly on male prisoners, ignoring the fact that female offenders often develop strong bonds in prison, and demonstrate much lower levels of overt aggression. Theory does not explain gender differences.  Poole and Regoli (1983) collected data from four different young offenders institutions and found that pre-conviction violence was a greater predictor of institutional aggression than overcrowding and other stresses within the institution. This is in direct support of the importation model over the deprivation model. |
| **….. further detail**  A desire to rebel against the frustrations of the ‘deprivation’ may also by expressed as aggression towards staff and other inmates. | **Research support**  **Blomberg and Lucken (2000)** – seeking permission for key behaviours e.g. eating, washing, phoning loved ones led to heightened frustration levels prisons, which itself leads to an increase in aggression to relieve the frustration. | **Strengths**  Can be linked to an institutional extension of the frustration-aggression hypothesis.  Explains violence towards institutional staff particularly well. | **Weaknesses**  McCorkle et al (1995) - sampled 371 US prisons and found little evidence to support the prediction that overcrowding in prisons leads to increased levels of violent behaviour. They also found that stress among inmates, such as feelings of loneliness and isolation, are relatively constant among inmates in all prisons, whereas serious outbreaks of violence such as riots are actually relatively isolated.  Likely an interaction between importation and deprivation. |
| **Theory ….**  Seeing characters in films, TV and computer games being rewarded for violent behaviour could encourage aggression through vicarious reinforcement.  Video game playing is associated with raised levels of hostility and anger, irrespective of content  Violent content associated with further increase in levels of hostility and anger. | **Research support**  **Bushman (2009) –** Ppts who had been playing violent video games for 20 mins took longer to help someone they witnessed be injured in a fight (confederates), than controls who had not been playing violent games.  **Huesmann and Eron (2003)** – Males who watched more TV at age 8 (holding constant for how aggressive they were) were more likely to have engaged in serious criminal acts at 30 than those who watched less TV. | **Strengths**  Face validity – students who carried out Columbine High School massacre were fans of violent computer games. | **Weaknesses**  Most research correlational. Hard to determine causation, it might just be that more aggressive individuals have a preference for more violent games.  Most research examines the short-term effects of playing violent video games. Therefore not fully established the longevity of effects.  Josephson (1987) found characteristically aggressive boys who watched violent TV programme involving the use of walkie-talkies behaved aggressively when playing floor-hockey, which involved using walkie-talkies. However, characteristically non-aggressive boys were not affected |
| **…. further detail**  Violence in the media may cause desensitisation (we get used to it), disinhibition (it becomes seen as acceptable) and priming (we learn cues associated with violence e.g. guns that more easily trigger aggression in us), which all contribute to higher levels of aggression. | **Research support**  **Pinta da Mota Mota (2011) –** Identification with TV aggressive role models linked to higher levels of aggression in Portuguese students.  **Anderson et al, 2007** - children who play a violent game deliver stronger punishments to others than control groups | **Deprivation Model**  **(situational)** | **Weaknesses**  Contradictory research – E.g. Charlton et al. (2000) looked at the long term effects of TV being introduced to St. Helena (an island population), and found no significant change in levels of aggression in Children before and after..  Violent games effect different people differently. E.g. young children more impressionable, and women more easily affected.  There are positive effects of the media on behaviour, as well as negative |