Conflict
- Relationships are important to individuals and groups
- Positive relationships= wellbeing and physical survival
- Therefor interpersonal and inter-group conflict is a source of concern
- This lead psychologists to do research on this subject

- Definition: Conflict is a perception that two parties, whether individuals or groups, believe that they have incompatible goals, ideas or behaviour
- Conflict can be socially destructive

- When people are in conflict it is called "mirror- image perceptions"
- This is where both parties tend to form distorted perceptions of the other
- e.g Each is likely to describe 'them' in terms such as incompetent or untrustworthy while 'we' are the model of integrity and virtue
- This type of behaviour can be seen in conflicts between families, industrial disputes and international disputes

- Example:
- This is seen in domestic disputes where a mother may be convinced that her son leaves his room messy 'just to annoy me' while the son is convinced that the mother tidies his room to irritate him (attributions can lead to conflict)

Resolving conflict
Types of solutions
- Imposed solutions:
- Dictated solutions
- E.g parent settles a dispute,
- Usually one party winning which can lead the underlying conflict staying unresolved

- Distributive solutions:
- Compromise
- E.g Industrial disputes where wages are set at a level between that desired by the employers and employees

- Integrative solutions:
- Win/win, both sides benefit
- Finding a solution is more difficult than reaching compromise as it involves understanding both parties' motives, values and goals (Smith and Mackie 2000)
- Follet provided a classic example of the different between distributive and integrative solutions when he discussed a dispute between 2 sisters over an orange (Follet 1940, Thompson and Hastie 1990). The sisters agreed to compromise and cut the organs in half (A distributive solution). One sister drank the juice and threw the peel away and the other used the peel in a cake and threw the juice away. The sisters overlooked the integrative solution that would have been for one sister to have all the juice and the other to have all the peel.

Techniques for resolving conflict
- Counselling:
- Usually when conflict arises in the family, counsellors will try to help client solve their own problem rather than provide solutions, they will often help their clients by improving their listening skills, to develop assertiveness

- Negotiation:
- Parties have some shared interests but also some opposed interests (talk to each other to reach an agreement)

- e.g countries trying to reach a trade agreement
- Successful negotiation arrives at an integrative solution
- Leigh Thompson and Reid Hastie (1990) investigation the process of negotiation in a study involving participants who were signed to the role of a buyer or seller of a car. They found that most negotiators entered into negotiation expecting the other party's interests to be completely opposed to their own, negotiators typically learned about the potential for joint gain during negotiations- the earlier the better the outcome was for both parties. However a substantial number of negotiators failed to realise that they had interests that were completely in common with the other party and so ended up settling for solutions that were less than ideal

- Mediation and Arbitration:
- Bringing in a third part to settle conflict (Mediators help parties to reach voluntary solution- distributive and integrative)
- In arbitration the third party has the right to hand down a decision after listening to both parties present their arguments, this leads to an imposed solution
- Third-party intervention has several benefits, the mediators can arrange times, venues and agendas for meetings so these do not add fuel to the conflict, they can also improve relationships between the parties, help them see common ground and bring fresh ideas and perspectives

Divorce mediation
- Longitudinal research by Robert Emery and his colleagues (2005) found that mediation can:
- Settle a large percentage of cases otherwise headed to court
- Possibly speed settlement, save money and increase compliance with agreements as well as increase the parties satisfaction.
- Lead to improved relationships between non-residential parents and children
- Lead to improved relationships between divorced parents

Socialisation
- Socialisation: The process whereby we acquire the beliefs, values and behaviours that are thought to be important and appropriate to function effectively as a member of society
- How we become "socialised" and what influences our socialisation is an area of interest for social psychologists

Agents of socialisation
- Families
- Parents influence their children
- Children influence how their parents react to them and raise them
- An infants temperament (easy or difficult) can influence how their parent's respond to them
- Schools
- Mass media
- Religious institutions
- clubs

Attachment
- The formation of a close emotional tie between a mother and her baby
- It is considered by many researchers to be of major importance in a child's socialisation

Harry Harlow
- In 1950s and 1960s an American Psychologist, "Harry Harlow" conducted some experiments to measure the development of attachment of infant rhesus monkeys to their mothers- he believed that emotional bonds were important for healthy development
- His original study (Harlow, 1959) studied the role of nursing attachment in 8 infant rhesus monkeys that has been separated from their mother at birth
- The monkeys were each reared separately in a cage that contained 2 surrogate mothers, which were substitutes for their real mother made of wire mesh
- One was covered in cloth and the other as left uncovered

- A babies bottle was attached to one of the surrogates where the mother's breast would be
- Half the infants had the bottle to the wire mesh surrogate and the other hand to the cloth surrogate
- See page 199- a flow chart of Harlow's experiment
- Harlow predicted that an infants attachment to their mother was based on feeding, the infant monkeys would prefer and become attached to the surrogate mother with the bottle but this did not happen
- Regardless of food the infant monkeys spent more time clinging to the cloth surrogate
- The preference for the cloth surrogate was tested through the introduction of stressful situations for the infants. e,g Harlow placed some frightening objects into the cages such as a technical spider and a small teddy bear beating a drum and the infants showed preference for the cloth substitute over the wire/mesh one

- Harlow concluded that 'contact comfort' was more important in the formation of mother-infant attachment than feeding and he generalised this conclusion to the human mother-infant bond
- Harlow's pioneering work did encourage psychologists to conduct studies into attachment and the effects of different types of attachment on social behaviour

Attachment in humans
- For a long time socialisation in the family was seen as being a one-way process with parents shaping the children's character and behaviour but these days researchers recognise families are complex social systems and see socialisation as involving a network of influences

Bowlby
- John Bowlby (1907-1990) English psychologist and psychiatrist who studied the predisposition of infants for constant contact with their mothers
- He believed that there was an optimum time when infants became imprinted by early contact with their mothers- which refers to the precise and permanent learning that occurs very early on in an infant life to form a bond usually with the mother
- This is termed "attachment"

- Bowlby's theory:
- Mothers have a biological need to be close to their child which is why a mother responds to the cries and smiles of her child
- Bowlby's was the first theory of attachment to consider the pair and not just the infant
- Bowlby suggested that the nature of mono-trophy (attachment as a close bond with just one attachment figure) meant that a failure to initiate or a breakdown of the maternal attachment would lead to negative consequences

- Bowlby (1953) claimed that mothering is ineffective if delayed until after 12 months and this would lead to long term consequences
- He used the term "Maternal deprivation" which refers to the separation from or loss of the mother as well as the failure to develop attachment
- Long term consequences to maternal deprivation might include:
- Delinquency
- Reduced intelligence
- increased aggression
- Depression
- Affection less psychopathy (inability to show affection or concern for others)

- According to Bowlby, the primary caregiver acts as a prototype for future relationships via the internal working model
- The 3 features of the internal working model are:
1. A model of other as being trustworthy
2. A model of the self as valuable
3. A model of the self as effective when interacting with others

- These 3 elements of the model guide future social behaviour and emotional behaviour
- Rutter (1972) points out that several indicators of attachment (such as protest or distress when the attached person leaves) has been shown for a variety of attachment figures such as fathers, siblings, peers and inanimate objects
- Critics such as Rutter have also accused Bowlby of not distinguishing between deprivation and privation- the complete lack of attachment bond rather than its loss
- Rutter argued that if a child faults to develop an emotional bond, this is privation, whereas deprivation refers to the loss of or damage to an attachment

- Bowlby's maternal deprivation hypothesis is supported by Harlow's research as Harlow showed that monkeys reared in isolation from their mother suffered emotional and social problems in older age, the monkeys never formed an attachment (privation) and grew up to be aggressive and had problems interacting with other monkeys
- For researchers such as Bowlby and Ainsworth, the 'marker' of attachment in an infant was behaviour designed to gain and maintain closeness with the parents
- The intensity of the behaviour could be heightened or reduced by changing environmental conditions

Mary Ainsworth
- Mary Ainsworth was a leading researcher in the attachment of infants
- She considered the type of attachment relationship formed between mother and child depended on how sensitive and responsive the mother was to her child's signals and that the nature of this relationship was shown through the infant's responses to the stresses of the "strange situation"

- Using page 202 of Fletcher and Garton, explain Ainsworth and Bell's (1970) experiment 'strange situation'

Types of attachment (Ainsworth)
1) Type A
- Anxious- avoidant attachment
- Baby not upset when mother leaves, insecure
- Ignores mother when returns

2) Type B
- Secure attachment
- Baby may or may not cry when mother leaves the rooms
- When mother returns, wants to be with her

3) Type C
- Anxious-resistant attachment
- Upset when mother leaves
- Remains upset or angry when mother returns, resists their mother by clinging to her but also kicking and pushing away

4) Type D
- Disorganised- disorientated attachment
- Confused when mother leaves
- Does not understand what is going on

Important factors that contribute to attachment
- Attachment is universal to all humans as it appears in all cultures
- Attachment has a biological basis as its main function is to increase chances of survival by helping child to seek someone who will care for their physical and emotional needs so they feel secure
- Seeking attachment is an innate amor inborn behaviour and therefore not a learned behaviour

Consequences of attachment
- Many psychologists believe attachment (first social relationship) lays the foundation for all the infants later social relationships
- Research has found the following:
• 11 year olds were more likely to be more responsive to one another, less critical and more often did things together were securely attached
• Pre school children with disorganised attachment style were more likely to behave in abnormal levels of hostility
• Children with secure attachment interacted more skilfully with their peers and has more close friends during summer camp

Attachment in a nutshell
- In conclusion, secure attachment serves as the prototype for later successful social interactions
- Attachment promotes trust and confidence which leads to more skilled social interactions later in childhood
- Of course attachment is only the first of many steps along the road of social development

Attachment- Cultural differences
- Van Ijzendoorn and Krooenberg (1988) carried out an analysis of studies involving 32 samples from 8 different countries and found evidence that all 3 types of attachment are found in all cultures and differences within are greater than differences between cultures
- Type B (Secure attachment) is most common type in all countries, Type A relatively more common in Western European countries and Type C more common in Japan and Israel

- A study by Abraham Sagi and his colleagues (1994) suggested that early child-rearing practices can lead to differences in the proportion of each attachment type
• Sagi was interested that a high proportion of children raised in traditional Israeli kibbutzim has in past research demonstrated Type C anxious-resistant, attachment.
• He considered it was likely due to the sleeping arrangements
• Infants are moved to an "infants" house at 6 weeks of age, they are cared for by professional carers with mothers visiting to feed and bathe them, at night 2 watch women care for all the children in the kibbutz on a rotational basis, no stable relationship with an adult available to them at night- likely to lead to insecure attachments.
• Sagi found that children from traditional kibbutzim showed a significantly higher level of anxious-resistant attachment (52%) as compared to 20% of children from home-based kibbutzim (children sleep in their parent's home)
• Various researchers have questioned whether this method is measuring the attachment or the "strangeness" of the Strange situation
• Japanese children find the separation part of the situation stressful as they are rarely separated from their mothers (Durkin, 1995)

- Children who spend most of the day in childcare (common in Western countries) may be unperturbed by their mother leaving the room
- The strange situation does demonstrate that in this situation the behaviour of children from different cultures yes vary, and some of this variation can be attributed to cultural differences in child-rearing practices

Parenting
- Child interactions work in both directions
- Other relationships within the family also affect parenting
• Cox and colleagues (1989) found that mothers with close and supportive relationship with their partners are more likely to be patent and nurturing in their relationships with their children

- Two aspects important in determining the development of children and adolescents are:
• Responsiveness: level of support and affection show by a parent
• Control: how the parent supervises and regulates their children behaviour

Parenting styles
- Diana Baumrind is one of the best-known researchers on parenting styles identifying two major dimensions
- Copy the Diana Baumrind's parenting table into you notes from page 204 in book

- Baumrind identified four parenting styles:
• Authoritarian parenting
• Authoritative parenting
• Permissive parenting
• Uninvolved parenting

Authoritarian Parenting
- Demands obedience
- Set rules
- No explanation for rules
- Correlational research has found that it leads to children who are obedient and proficient but they rank lower in happiness, social competence and self-esteem

Authoritative Parenting
- Reasonable demands
- Set rule with explanation
- Set limits
- Correlational research has found that it results in children who are happy, capable and successful (Maccoby, 1992)

Permissive parenting
- Few rules and guidelines
- Children freely express themselves with few restrictions
- Correlational research has found that it often results in children who rank low in happiness and self-regulation, especially in social relationships they are more likely to experience problems with authority and tend to perform poorly in school

Uninvolved parenting
- Parents reject children or overwhelmed by stresses of children
- No limits
- No interest
- Correlational research has found that this ranks lowest across all life domains, the children tend to lack self-control, and have low self-esteem and are less competent then their peers

- Baumrind (1971) found that children of authoritative parents were more achievement-orientated and had a better social skills than children of either authoritarian or permissive parents, as adolescents they were relatively confident and they tended to stay clear of drug abuse and other problem behaviours