

# The appropriateness and applicability of behaviorism to human relations

[Psychology](#), [Behaviorism](#)



The theoretical conceptualities of behaviorism cover the prime angle of behavioral perspective in aim of explaining the motives of action, rationale of attitude, and prime associates of human dimensions. The school of behaviorism covers the therapeutic interventions guided by objective and empirical approach. The concepts of behaviorism envelopes the diverse and dynamic character of human behavior that aims to discover possible patterns and links that may further organize human actions.

Various theoretical frameworks that govern the behavioral concept have provided an approach to explain human actions. The theories that have aroused in this firm are Pavlov's classical conditioning, Watson's learned neuroses, and B. F. Skinner's operant conditioning, which are the skeletal backbone of behavioral perspective. With further application of the said conceptual pattern, noted limitations have also been observed. Behavior involves gradual statutory progression, which can be learned and unlearned through suggested behavioral patterns.

By learning these behavioral cues, one may possess the capabilities of predicting the probable angles of action that enhances human relations. According to the theoretical framework of Ivan Pavlov, creatures including humans possess the capacity to form their behavioral pattern through reconditioning, which popularly known as the framework of classical conditioning. Pavlov has started his experiment on the behavioral paradigm, which clearly involves animal subjects and their cravings for their needs.

Nature justifies that creatures possess their necessities in order to maintain living, while classical conditioning proves that certain stimuli are triggered in

response to these needs, and possess modifiability that depends on the dynamic nature. Another theoretical framework proposed is John Watson's neuroses and behavioral modifications. Watson proposed that the possibility to induce phobias, fears and overall neuroses are even possible to the extent that it can be applied to an 11-month old infant. Furthermore, Watson has theorized that these behaviors can be further modified back into the negation or absence of the formed neuroses.

The conceptual model of Watson has provided distinct explanations among maladaptive behavior that may have been present to various people. As according to the theory, these behaviors are formed due to the instillation of psychological damage presented at age of vulnerability. Lastly, the most popularly utilized conceptual pattern involves the maximum use of operant conditioning, which holds that human beings are blank slates that obtain behavioral patterns through learning experiences. Behavior theory maintains that human actions are initiated and developed through learning experiences.

The major premise of behavior theory is that individuals change their behavior depending on the reactions it obtains from others: Behavior is supported by rewards and extinguished by negative consequences or responses. The condition of the learned behavior is strengthened by reward and avoidance of punishment or weakened by lack of reward and aversive stimuli. Whether a given behavior pattern persists depends on the differential reinforcement – the rewards and punishments attached to that behavior and the rewards and punishments attached to alternative behavior.

By the conceptual patterns of behaviorism school, the possibility of improving human relations could be present. As humans interact with each other, they utilize variant types of actions and attitudes that are primarily lead by their won behavioral aspect. Taking an example in the view of behavioral deviances, the conditioning of such deviant promotion modifies the personality of the person. These experiences include personally observing other individuals behaving erratically and aggressively to obtain some goal or watching people being rewarded for violent actions on television, movies or other media sources.

People learn to act aggressively when, as children, they model their behavior after the violent acts of adults. Later in life, these violent behavior patterns persist in social relationships. One example is a boy who sees his father repeatedly striking his mother with impunity is likely to become a battering parent and husband. As for human relations, the conditioning of behavior provides development of understanding on how people act and behave, which is essential especially in consideration of probable positive and negative actions.

Taking behavioral perspective in account, the possibility of predicting the rationale for action, comprehension of reasons for action, and understanding of the personality of the person are all possible; hence, reducing chances of conflicts, and probable improvements of behavior through modification and conditioning. However, such theories propose limitations especially in the perspective of every individual's unique character; since, cultural, upbringing, and social environment varies among individuals. Human relation

needs to consider as well other factors that influence behavior, such as physical, emotional, social, and cultural dimension.