| · History         |
| · Definitions    |
| · Theory Construction |
| · Criticisms     |
| · Pros and Cons  |
| · Applications to Aging |
| · Future         |
HISTORY

- Alfred Bandura built SCT from theory work and research done by Miller and Dollard in 1941 and Rotter in 1954
- Originally known as Social Learning Theory - 1977
  - Based on learning from interactions within social contexts
- Renamed to Social Cognitive Theory – 1986
  - Adopted cognitive psychology concepts
  - Increased knowledge on the process of learning that humans go through
  - Understanding that it involves: social experience, observation and communication....led to the renaming of Social Cognitive Theory
- Now also adopted concepts from sociology and political science “to advance the understanding of functioning and adaptive capacities of groups and societies”

(McAlister, Perry and Parcel, 2008); (Foster, 2006)
BANDURA’S SOCIAL COGNITIVE THEORY

The interaction between the person and their environment involves beliefs and cognitive competencies developed and modified by social influences.

The interaction between the person and their behaviour is influenced by their thoughts and actions.

The interaction between the environment and their behaviour involves the person’s behaviour determining their environment, which in turn, affects their behaviour.

(Communication Theory Blog, 2013)
DEFINITIONS

- Reciprocal determinism = behaviour is determined by a dynamic interaction between people and their environments

- SCT puts an emphasis on people’s ability to generate/create a collective action

- Bandura describes behaviour as being the “product of an individual’s learning history, present perceptions of the environment, and intellectual and physical capacities. Thus, behaviour can be changed through new learning experiences, guidance in the adjustment of perceptions, and support for the development capacities.” (McAlister, Perry and Parcel, 2008, p. 176)
THEORY CONSTRUCTION

FIVE KEY CONCEPTS:

(1) Psychological Determinants of Behaviour
   - Outcome expectations – believing valued consequence will occur as a result of behaviour
   - Self-Efficacy – belief in self to perform a desired behaviour
   - Collective Efficacy – belief in a group to accomplish a certain action(s) to bring about desired outcome

(2) Observational Learning – developing the ability to perform a new behaviour through exposure to that behaviour, either from someone personally or through the media (both involving peer modelling)

(McAlister, Perry and Parcel, 2008)
(3) Environmental Determinants of Behaviour

- Incentive Motivation – utilization of rewards and punishment to encourage behaviour change (can be misused)
- Facilitation – supporting behaviour change by finding or providing resources and tools, and even making changes to the environment

(4) Self-Regulation – manage self through the use of tracking progress, setting goals, reaching out for social supports, self-teaching and self-feedback and rewarding self

(5) Moral Disengagement – removing self from personal moral standards in order to justify the harmful outcome of a negative behaviour on others (separating self from the consequences of a harmful behaviour)

(McAlister, Perry and Parcel, 2008)
METHODOLOGIES FOR INCREASING SELF-EFFICACY

Mastery Experience
- Successfully performing a behaviour in increasingly challenging situations; requires simply situations to begin with in order to facilitate success and increase confidence
- Most important component of increasing self-efficacy

Social Modeling
- Demonstrating how a complex goal can be broken down into smaller steps that can be more easily accomplished
- Use of peer modelling to show that people ‘just like you’ can be successful

Improving Physical and Emotional States
- Facilitate a stress-free environment where the person will feel confident with their mental and physical self; build positive emotions before attempting a behaviour change

Verbal Persuasion
- Positive communication; constructive and meaningful encouragement

(McAlister, Perry and Parcel, 2008)
Believing oneself capable of successfully performing certain behaviors or reaching certain goals

- **Crucial to motivation**
  Learners more apt to initiate, exert effort in, and persist at activities for which they have high S.E.

- **Comes from past successes in an activity**
  (to a degree)

- **Social factors can boost S.E.**
  - Encouraging words
  - Successful peer models

(Social Cognitive Theory, n.d.)
CRITICISMS

- Does not consider people's individual personalities and how personalities are formed; too much emphasis on social context
- Depersonalized theory
  - Does not take into consideration feelings or unconscious actions or reactions
- Overlooks the influence of individuals' biology (DNA), brain development, hormonal processes and learning differences
- Not collective; fails to explain relationship between two main concepts, observational learning and self-efficacy (individually researched a lot)

(Boundless, n.d.)
PROS AND CONS

PROS

- Geared toward joint social improvement to increase individuals’ behaviours (not victim blaming)
- Appreciates the influence of the environment, the person and the behaviour on one another
- Internationally recognized and utilized – successfully
- Integrates ideas psychology, sociology and political science

CONS

- Overlooks the impact that individuality has when it comes to people’s ability to learn new processes, i.e., biological system (DNA)
- Does not thoroughly consider personal issues or barriers
- Missing connection between observational learning and self-efficacy
APPLICATION TO AGING
SOCIAL–COGNITIVE AND PERCEIVED ENVIRONMENT INFLUENCES ASSOCIATED WITH PHYSICAL ACTIVITY IN OLDER AUSTRALIANS

Background
- Reasons behind lack of physical activity participation are poorly explored
- Researchers used SCT to try and determine what social-cognitive and environmental factors influence older adults’ participation in physical activity

Methods
- Had a sample of 449 Australian participants over the age of 60
- Used self-reporting methods to determine what social-cognitive and environmental factors may exist that influence physical activity participation
- Self-efficacy was a component of the self-reporting and it was manipulated to help ID modifiable factors that predict physical activity participation

Results
- Men were significantly more active than females
- Physical activity participation varied depending on the age group, ex. participants ages 65-69 had higher activity levels than those aged 60-64 or 70 and older
- “High self-efficacy, regular participation of friends and family, finding footpaths safe for walking, and access to local facilities were significantly associated with being active.”

(Booth, Owen, Bauman, Clavisi and Leslie, 2000)
FUTURE

- Continue research and development; make changes if necessary
  - Possible addition of a component looking at personal factors ex. Barriers, biological processes, individual learning

- Increase research to a greater variety of populations...especially the aging population!
REFERENCES


