

PSYCHOLOGY ENTRANCE EXAMINATIONS

Useful for CUET-PG Psychology, GATE & Other M.A/ M.Sc
Psychology Entrances

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Chapter 12

Social Psychology

Explanations

1. d) person schema.

Explanation: A person schema is an organized cognitive structure that contains information or beliefs about an individual. It encompasses various aspects of the person, including their traits, behaviors, characteristics, and other relevant information. These schemas help individuals process and interpret information about others, allowing them to make sense of social situations and interactions. Person schemas are influenced by past experiences, cultural norms, and social expectations, and they play a crucial role in guiding how individuals perceive, evaluate, and interact with others in their social environment.

2. a) norms.

Explanation: Norms are the shared expectations and rules that guide behavior of people within social groups. Norms can help to provide order in society. In the context of a workplace, norms are the agreed-upon standards of behavior, which can apply to all employees, including both managers and staff. These norms often dictate the way tasks are accomplished, how communication is conducted, and how members of the organization interact with each other. They can be formal, such as in a written code of conduct, or informal, being understood but not openly stated.

3. b) social psychology.

Explanation: Social psychology is the branch of psychology that focuses on understanding how individuals' thoughts, feelings, and behaviors are influenced by the social environment, including the perceived characteristics of others. It examines various social phenomena such as conformity, obedience, attitudes, prejudice, group dynamics, interpersonal relationships, and social influence. Social psychologists investigate how people perceive, evaluate, and interact with others, as well as how social situations shape individual behavior and cognition. By studying social interactions and group dynamics, social psychology contributes to our understanding of human behavior in social contexts and provides insights into societal issues and phenomena.

4. c) an individual does something that is personally disagreeable.

Explanation: Cognitive dissonance theory posits that individuals experience psychological discomfort or dissonance when they hold conflicting beliefs, attitudes, or engage in behaviors that are inconsistent with their beliefs or values. When an individual performs an action that goes against their beliefs or values, such as doing something personally disagreeable, they experience cognitive dissonance. This discomfort motivates them to reduce the dissonance by either changing their behavior, altering their beliefs, or rationalizing their actions. Therefore, according to cognitive dissonance theory, situations where individuals engage in actions contrary to their personal beliefs or values are most likely to elicit dissonance.

5. a) automatic.

Explanation: Attributions to internal characteristics, according to Gilbert, are often carried out through automatic processing. Automatic processing refers to mental processes that occur spontaneously, without conscious effort or awareness. In the context of attribution theory, automatic processing involves making quick and effortless judgments about the causes of behavior based on readily available information. These attributions are often influenced by heuristics or mental shortcuts, such as the fundamental attribution error, which leads individuals to attribute behavior to internal characteristics rather than situational factors. Gilbert's research suggests that people tend to default to automatic processing when making attributions about others, especially in everyday social interactions where cognitive resources may be limited or attention is divided.

6. b) worked with peers who refused to continue administering shocks.

Explanation: Milgram's obedience studies demonstrated that individuals were more likely to disobey authority when they witnessed others refusing to continue administering shocks. This finding suggests the importance of social influence and peer behavior in shaping individual decisions to obey or disobey authority figures. When participants observed their peers refusing to comply with the experimenter's instructions, it created a social norm of resistance, which empowered individuals to resist authority and also refuse to continue administering shocks. This highlights the role of social support and solidarity in promoting defiance against unjust or unethical commands, even in situations of perceived authority.

7. c) primacy.

Explanation: The primacy effect refers to the tendency for our initial impressions or information about someone to have a stronger influence on our opinions or judgments than later information. This effect occurs because the first information we receive about

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someone tends to carry more weight and influence in shaping our perceptions. When we form an initial impression of someone, it becomes a cognitive anchor that subsequent information is compared to. As a result, even if later information contradicts our initial impression, we may still be biased towards retaining our original judgment. This phenomenon is particularly powerful in situations where there is limited time or cognitive resources to process information thoroughly. The primacy effect has important implications for social interactions, as it highlights the enduring impact of first impressions on our perceptions and evaluations of others.

8. d) A group that is like-minded will probably not change its opinions through discussion

Explanation: This statement is true. When a group is like-minded and shares similar opinions or beliefs, discussions within the group are less likely to lead to changes in those opinions. Instead, group members may reinforce each other's views, leading to a strengthening of existing attitudes or positions. This phenomenon is known as group polarization, where group discussions tend to amplify the initial inclinations of group members. It occurs because individuals seek social validation and approval within the group, which can lead to more extreme or polarized views over time.

9. d) the looking-glass self.

Explanation: The concept of the looking-glass self, introduced by sociologist Charles Cooley, suggests that individuals develop their self-concept through their perception of how others view them. Essentially, we see ourselves reflected in the attitudes and behaviors of others, shaping our sense of identity and self-worth. This process involves imagining how we appear to others, interpreting their reactions, and incorporating those perceptions into our self-concept. Self-handicapping (option a) refers to behaviors aimed at protecting self-esteem by creating excuses for potential failure. Self-monitoring (option b) relates to the degree to which individuals regulate their behavior to fit social situations. Reference grouping (option c) involves comparing oneself to specific groups or individuals to evaluate one's own characteristics or behaviors.

10. b) approximately two-thirds

Explanation: In Stanley Milgram's obedience experiments, approximately two-thirds of the subjects administered the maximum amount of shock to the victim. This shocking finding demonstrated the powerful influence of authority figures on individuals' behavior, even when it conflicted with their own moral beliefs. The high compliance rate revealed the disturbing extent to which ordinary people could act in ways that were harmful to others under the guise of obedience to authority.

11. d) self-fulfilling prophecy

Explanation: A self-fulfilling prophecy occurs when the expectation of one person influences the behavior of another person in a way that confirms the expectation. For example, if a teacher expects a student to excel in academics, they may treat the student differently, providing more opportunities for learning and encouragement. Consequently, the student may perform better academically, thus fulfilling the teacher's initial expectation. This phenomenon highlights the power of beliefs and expectations in shaping behavior and outcomes.

12. d) deindividuation.

Explanation: Deindividuation is the phenomenon where individuals lose their sense of self-awareness and personal responsibility when part of a group. In this state, people may behave in ways that are atypical of their usual behavior because they feel less accountable for their actions. Factors such as anonymity, group size, and arousal can contribute to deindividuation, leading individuals to engage in behaviors they might not otherwise. This concept has been linked to instances of mob behavior, rioting, and online disinhibition, where individuals feel less constrained by social norms and personal identity.

13. a) reference groups play an important part in changing attitudes.

Explanation: The Bennington College study, conducted by Theodore Newcomb, demonstrated the influence of reference groups on attitude change. It found that students' attitudes and values tended to shift towards those of their peer group over time. This highlighted the significance of social influence in shaping individual attitudes and behaviors, particularly within the context of reference groups, which are social groups that individuals use as a standard for evaluating themselves and others.

14. d) all of the above.

Explanation: All of the options listed can contribute to people obeying when they would rather not:

a) Entrapment: This occurs when people feel trapped in a situation or committed to a course of action, even if they would prefer not to continue. They may feel obligated to comply due to prior commitments or investments of time, money, or effort.

b) Good manners: Social norms and expectations of politeness or etiquette can influence people to comply with requests or orders even if they disagree or feel uncomfortable.

c) Routinization: When certain behaviors or actions become habitual or routine, individuals may obey automatically without considering alternatives or questioning authority.

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15. c) fundamental attribution error

Explanation: The fundamental attribution error refers to the tendency to attribute the behavior of others to internal characteristics or traits, while overlooking or underestimating the influence of situational factors. For example, if someone fails a test, we might assume it's because they are lazy or unintelligent (internal attribution), rather than considering factors like lack of sleep or a difficult test (external attribution). This error occurs because we often focus more on observable behaviors rather than the complex interplay between individual dispositions and situational contexts.

16. b) is intended to hurt another person.

Explanation: Aggression is behavior that is intended to cause harm or pain to another individual. This harm can be physical, verbal, or psychological. The key defining feature of aggression is the intention to cause harm, regardless of whether actual harm occurs. While aggression can manifest in various forms, such as physical violence or verbal abuse, the common factor is the deliberate intent to cause harm or distress to another person.

17. b) attribution.

Explanation: Attribution refers to the process by which individuals explain the causes of behavior or events, whether their own behavior or the behavior of others. It involves making inferences about the underlying motives, intentions, or characteristics that led to a particular behavior or outcome. These attributions can be internal (attributing behavior to personal characteristics or traits) or external (attributing behavior to situational factors or circumstances). Understanding attributions helps individuals make sense of the social world and navigate interpersonal interactions.

18. a) a dispositional attribution.

Explanation: In this statement, the behavior (riding a bike to school) is attributed to Kazumi's personal characteristic or disposition (being athletic), rather than to situational factors. Dispositional attributions explain behavior based on internal factors such as personality traits, abilities, or attitudes of the individual. This example illustrates how people often make dispositional attributions to explain the behavior of others. It's not an example of the self-serving bias, which involves attributing one's successes to internal factors and failures to external factors. It's also not an example of the fundamental attribution error, which involves attributing others' behavior too much to internal factors and too little to situational factors.

19. d) proximity

Explanation: The most important factor in interpersonal attraction can vary depending on the context and the individuals involved. However, research in social psychology often points to proximity as a key factor. Proximity allows for increased interaction and familiarity, which can lead to attraction. That being said, all the options listed can play significant roles in interpersonal attraction. Reciprocity, attractiveness, and similarity can also greatly influence attraction. But if we have to choose one, proximity is often considered the most influential due to its role in facilitating interaction.

20. d) familiarity breeds fondness.

Explanation: The mere exposure effect suggests that people tend to develop a preference for things or individuals they are exposed to repeatedly. This phenomenon indicates that familiarity leads to a sense of comfort and liking, rather than breeding contempt. Over time, as individuals become more familiar with something, they tend to develop a fondness for it. This effect has been observed in various contexts, including relationships, where repeated exposure to someone can increase feelings of attraction and liking.

21. d) blaming the victim.

Explanation: The just-world bias refers to the tendency of individuals to believe that the world is fundamentally fair and that people generally get what they deserve. This bias can lead people to blame victims of unfortunate circumstances or events, as it allows them to maintain the belief that bad things only happen to those who deserve them. This phenomenon can be seen in various contexts, such as victim blaming in cases of poverty, illness, or other misfortunes, where individuals may attribute the suffering of others to their own actions or choices rather than acknowledging systemic or circumstantial factors.

22. d) all of the above.

Explanation: Attitudes can be influenced by various factors, including thinking processes, conformity to social norms, and habitual behaviors.

a) Thinking: Attitudes can be shaped by cognitive processes such as reasoning, evaluation, and decision-making. Individuals may form attitudes based on their beliefs, perceptions, and interpretations of information.

b) Conformity: Social influence and pressure from others can lead individuals to adopt or adjust their attitudes to fit in with group norms or expectations.

c) Habit: Behaviors that are consistently reinforced or rewarded may lead to the formation of attitudes that support those behaviors, creating habitual patterns of thinking and feeling.

23. c) reciprocity.

Answer Key

Explanation: Reciprocity refers to the tendency for individuals to like others who have shown that they like them. It's a social phenomenon where people feel obligated to return favors, gestures, or positive actions when they have received them. In the context of liking someone who has expressed a liking for us, reciprocity suggests that when someone demonstrates affection or interest in us, we are more likely to feel positively toward them in return.

24. a) just-world phenomenon.

Explanation: The just-world phenomenon refers to the tendency of people to believe that the world is fundamentally fair and that individuals ultimately get what they deserve. This belief can lead individuals to rationalize or justify events by attributing outcomes, especially negative ones like suffering or misfortune, to the personal characteristics or behaviors of the individuals involved. In the context of the given options, the just-world phenomenon aligns most closely with the belief that those who suffer deserve their fate.

25. c) telling the children they are good at math.

Explanation: Research has shown that providing children with positive reinforcement regarding their abilities can significantly improve their performance in that area. By telling children they are good at math, it can boost their confidence and self-efficacy, leading them to approach math problems with a more positive mindset and ultimately perform better. This aligns with the principles of self-fulfilling prophecy and self-efficacy, where positive beliefs about one's abilities can lead to improved performance.

26. c) the validity effect.

Explanation: The validity effect, also known as the illusion-of-truth effect, refers to the phenomenon where repeated exposure to a statement or information increases the likelihood of people believing it to be true. This effect occurs even when the statement is false or lacks evidence. It highlights the influence of familiarity and repetition on our perceptions of truth and suggests that the more we encounter something, the more likely we are to believe it, regardless of its actual validity.

27. d) Cooperation

Explanation: Cooperation involves working together toward common goals. When people collaborate, they recognize shared interests and build trust, which can reduce prejudice. Encouraging cooperation in workplaces, schools, and communities helps break down barriers. When people collaborate, they see each other as allies rather than adversaries. Cross-cultural partnerships, joint community projects, or workplace diversity initiatives that emphasize teamwork and shared objectives.

28. b) that people's behavior depends largely on the roles they are asked to play.

Explanation: The Stanford prison experiment conducted by Philip Zimbardo aimed to investigate how situational factors can influence individual behavior. The study revealed how ordinary individuals, assigned to the roles of guards or prisoners, quickly adapted to these roles, leading to abusive behavior from the guards and emotional distress among the prisoners. This highlights the powerful impact of situational factors on human behavior, emphasizing the importance of understanding the context in which behavior occurs.

29. b) Forming an impression consistent with first impressions

Explanation: The primacy effect in social perception refers to the tendency for individuals to rely heavily on initial information when forming impressions of others. This means that the first pieces of information received about someone tend to have a disproportionate influence on subsequent judgments, even if contradictory information is presented later. This phenomenon highlights the importance of first impressions and suggests that they can shape our perceptions and evaluations of others over time.

30. b) The distinctiveness, consistency, and consensus of the behavior

Explanation: The covariation principle, proposed by Kelley, suggests that people determine the cause of a behavior by considering how it covaries or varies across different situations. Specifically, they look at three factors: distinctiveness, consistency, and consensus. Distinctiveness refers to whether the behavior is unique to a particular situation or occurs across different situations. Consistency refers to whether the behavior is consistently displayed in the same situation over time. Consensus refers to whether others would behave similarly in the same situation.

31. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) is true. Social psychology indeed focuses on individual cognition, but it also extends to the study of social interactions and the influence of social factors on behavior.

Reason (R) is also true. Social psychology encompasses the study of how people affect and respond to each other in social interactions. However, it does not solely focus on individual cognition; rather, it examines the interplay between individual cognition and social factors. Therefore, while both statements are true, the reason does not fully explain the assertion.

32. b) Perceptions of factual matters, of what is true or false

Explanation: Beliefs refer to perceptions of factual matters, representing what

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individuals consider to be true or false about the world around them. They are cognitive representations of reality and can influence attitudes and behaviors based on individuals' understanding of the world. Positive or negative evaluations of people, objects, ideas, or events are more closely associated with attitudes, while the influence of other people and one's own behavior on attitudes relates to social psychology concepts such as social influence and cognitive dissonance.

33. b) Cognitive reasoning

Explanation: While cognitive reasoning can influence attitudes by shaping individuals' perceptions and interpretations of information, it is not typically considered a direct social influence on attitudes. Instead, cognitive reasoning involves internal mental processes through which individuals evaluate information and form judgments. The other options providing information, reinforcement, and identification involve social processes through which attitudes can be influenced by external factors such as social interactions, rewards or punishments, and identification with others.

34. c) Change our attitude to match our behavior

Explanation: According to cognitive dissonance theory, when our behavior is inconsistent with our attitude, we experience psychological discomfort or dissonance. To reduce this discomfort, we may change our attitude to align with our behavior. This change in attitude helps restore consistency between our actions and beliefs, thereby reducing cognitive dissonance. This process is often subconscious and can occur without conscious awareness. Changing our behavior or seeking external justification are also possible responses to cognitive dissonance but may not always be the first or most common reactions.

35. b) Credibility, attractiveness, and similarity

Explanation: Social psychologists have identified three key characteristics that contribute to a communicator's effectiveness: credibility, attractiveness, and similarity.

Credibility: People are more likely to be persuaded by someone they perceive as credible or trustworthy. This credibility can be influenced by factors such as expertise, experience, and perceived honesty.

Attractiveness: Communicators who are physically attractive or likable tend to be more persuasive. This attractiveness can influence how receptive people are to the message being communicated.

Similarity: People are more likely to be persuaded by individuals who they perceive as similar to themselves. This similarity can be based on factors such as shared interests, values, beliefs, or background.

36. d) Pleasant surroundings

Explanation: Pleasant surroundings can increase persuasion when people are exposed to a persuasive message. Research in environmental psychology suggests that the physical environment can significantly impact human behavior and attitudes. When individuals are in pleasant or comfortable surroundings, they may be more open to receiving and accepting persuasive messages. This is because positive environmental cues can enhance mood and reduce psychological barriers to persuasion, making individuals more receptive to new ideas or attitudes presented to them. On the other hand, distractions, confusion, or discomfort in the environment may hinder persuasion by diverting attention away from the message or creating negative associations that interfere with message processing.

37. a) Stereotype is a set of beliefs; prejudice is a negative attitude.

Explanation: A stereotype is a set of beliefs or assumptions about a group of people based on characteristics such as race, ethnicity, gender, or religion. These beliefs may be positive, negative, or neutral. Prejudice, on the other hand, refers to a negative attitude or feeling toward individuals or groups based on their membership in that group. Prejudice involves preconceived judgments or evaluations of others that are often based on stereotypes. While stereotypes are cognitive in nature (related to beliefs), prejudice is affective (related to feelings or attitudes). Therefore, although stereotypes and prejudice are closely related and often coexist, they represent different aspects of social cognition and attitudes.

38. b) The memory for salient stimuli

Explanation: Hamilton and Gifford's study demonstrated how the memory for salient or distinctive events can contribute to the formation and perpetuation of stereotypes and prejudice. They found that people tend to overestimate the frequency of negative behaviors associated with a minority group when those behaviors are more salient or memorable. This phenomenon, known as the illusory correlation, occurs when individuals mistakenly believe there is a relationship between two variables (e.g., minority group membership and negative behaviors) because instances of one variable (e.g., negative behaviors) are more memorable or noticeable.

39. c) (A) is true, but (R) is false.

Explanation: Assertion (A) is True: The "Pygmalion in the Classroom" study, conducted by Robert Rosenthal and Lenore Jacobson, is a well-known experiment that demonstrated the Pygmalion effect. This effect shows that teachers' expectations about students' abilities can influence student performance. When teachers have high expectations for their students, they tend to provide more support, encouragement, and challenging opportunities. This, in turn, can lead to improved student performance.

Answer Key

Reason (R) is False: The study contradicts the idea that students' innate abilities are the sole determinant of their performance. It highlights the role of teachers' expectations and behaviors in shaping student outcomes.

40. a) Positive attitudes

Explanation: Balance theory, proposed by Fritz Heider, suggests that people strive for harmony and consistency in their relationships and attitudes. When people share similar positive attitudes towards certain objects, ideas, or individuals, it creates a balanced state, leading to liking and positive feelings towards each other. Conversely, imbalance, such as liking someone who holds opposing attitudes, creates psychological discomfort, motivating individuals to either change their attitudes or distance themselves from the person to restore balance. Thus, sharing positive attitudes contributes significantly to interpersonal attraction and harmony.

41. d) All of the above

Explanation: Social penetration theory, developed by Irwin Altman and Dalmas Taylor, posits that self-disclosure, the process of revealing personal information to others, progresses through stages as relationships develop. The degree of self-disclosure is influenced by several factors:

Trust: Trust is fundamental for deeper self-disclosure. Individuals are more likely to share personal and intimate details with those they trust.

Gender: Gender can influence self-disclosure patterns, as societal norms and expectations about communication and emotional expression often differ between men and women.

The quality of the relationship: Higher quality relationships, characterized by mutual respect, understanding, and support, tend to facilitate more open and extensive self-disclosure.

42. b) People disclose more when others disclose more

Explanation: The reciprocity principle in self-disclosure indicates that individuals tend to match the level of personal information disclosed by others. When one person shares personal information, it often prompts the other person to reciprocate by revealing similar levels of personal information. This mutual exchange helps to build trust and intimacy in relationships. The tendency to reciprocate self-disclosure is a fundamental aspect of social interaction and helps to foster deeper connections between people.

43. d) Appropriate person.

Explanation: In the context of romantic love, the second condition for experiencing loving feelings is often considered to be d) Appropriate person. This refers to the idea that love

typically arises when one encounters a person who is suitable or “appropriate” in some way, such as being attractive, available, and fitting one’s ideal of a romantic partner. However, it’s important to note that the conditions for love can vary greatly depending on cultural, personal, and situational factors. The other options listed, such as reciprocal liking, trust, and cultural expectation, can also play significant roles in the experience of love.

44. d) (A) is false, but (R) is true.

Explanation: Assertion (A) is false because need complementarity does not suggest that individuals with similar needs are more likely to have a successful and compatible partnership. In fact, it suggests the opposite: that individuals with complementary, or differing, needs are more likely to have a successful relationship because they can satisfy each other’s requirements.

Reason (R) is true because couples with complementary needs often find it easier to fulfill each other’s requirements in a relationship. For example, if one partner has a need to care for someone and the other has a need to be cared for, their needs complement each other and can lead to a more harmonious relationship.

45. b) The impact of group pressure on conformity.

Explanation: Solomon Asch’s conformity experiment primarily examined how individuals’ opinions and decisions are influenced by group pressure. In his classic study, participants were asked to match the length of a line to one of three comparison lines. When confederates (actors who were part of the experiment) gave incorrect answers, many participants conformed to the group’s wrong choice despite the correct answer being obvious. This demonstrated the powerful effect of group pressure on individuals’ conformity behavior.

46. c) Electric shock

Explanation: In Stanley Milgram’s obedience experiments, participants were instructed to administer electric shocks to a learner each time the learner made a mistake on a memory test. The shocks were fake, but the participants believed they were real. The purpose of the experiment was to investigate how far people would go in obeying an authority figure when asked to perform actions conflicting with their personal conscience. The results showed that a significant number of participants were willing to administer potentially lethal electric shocks when instructed by an authority figure, highlighting the powerful influence of authority on obedience.

Answer Key

47. c) They infer their attitudes and traits from their freely chosen behavior.

Explanation According to self-perception theory, people come to understand their own attitudes and traits by observing their behavior and the context in which this behavior occurs. In the “foot-in-the-door” technique, when people agree to a small request, they begin to see themselves as the kind of person who supports that cause or behavior. This self-perception then makes them more likely to agree to a larger, related request later on, because they infer that their initial compliance indicates a genuine attitude or commitment towards the cause. This mechanism explains why initial small commitments can lead to larger subsequent commitments.

48. c) Creating a sense of equity and fairness.

Explanation: The lowball technique is a persuasion and sales tactic in which an initial commitment is obtained by offering an attractive deal, and then unfavorable details are introduced after the commitment is made. Key aspects of the lowball technique include:

- a) Changing the agreement after an initial commitment: The technique relies on altering the deal once the person has already committed to it.
- b) Presenting the unfavorable details immediately after the commitment: This involves revealing additional costs or less favorable terms after the person has agreed to the initial offer.
- d) Ensuring that the same person presents both the initial commitment and unfavorable details: Consistency in the person presenting the information helps maintain trust and commitment.

49. a) Cognitive dissonance

Explanation: The success of the lowball technique can be attributed to the psychological principle of cognitive dissonance. Cognitive dissonance refers to the discomfort experienced when individuals hold contradictory beliefs, attitudes, or behaviors. In the context of the lowball technique, once individuals have committed to an initial agreement or decision, they may experience cognitive dissonance if unfavorable details are later revealed. To reduce this discomfort, they may rationalize their decision by convincing themselves that the initial commitment was justified, even if the terms have changed. This rationalization helps maintain consistency between their actions and beliefs, thereby increasing the likelihood of compliance with the altered agreement.

50. c) Individuals experience frustration.

Explanation: The frustration-aggression hypothesis proposes that frustration, which occurs when individuals are blocked from achieving their goals, increases the likelihood of

aggressive behavior. When people encounter obstacles that prevent them from reaching desired outcomes, they may experience feelings of anger, annoyance, or resentment. These negative emotions can trigger aggressive responses as individuals seek to alleviate their frustration or restore their sense of control. While mood and rest may influence behavior in various ways, they are not directly linked to the frustration-aggression hypothesis. Similarly, although rewards can affect behavior, the frustration-aggression hypothesis specifically emphasizes the role of frustration in promoting aggression.

51. c) Excitation transfer theory

Explanation: The Excitation Transfer Theory posits that arousal generated in one situation can intensify emotional experiences and subsequent behavior in another situation. According to this theory, residual arousal from one event can carry over and enhance the intensity of emotional responses to a different, unrelated event. In the context of aggression, it suggests that arousal experienced in one situation, such as during a competitive sports match or a heated argument, can be transferred to another situation, potentially increasing the likelihood of aggressive behavior. This theory highlights the role of arousal as a factor contributing to emotional responses and behaviors across different contexts.

52. c) Observational studies.

Explanation: Observational studies have shown that children who watch more televised violence are more likely to behave aggressively. These studies involve observing and recording the behavior of children in natural settings without manipulating any variables. By comparing the behavior of children with varying levels of exposure to televised violence, researchers can identify patterns and correlations that suggest a link between media consumption and aggressive behavior.

53. c) Arousal becomes more unpleasant as it continues.

Explanation: According to arousal theory, in an emergency situation, arousal increases and can become more unpleasant as it continues. This theory posits that arousal levels can affect performance and emotional states. In emergencies, the heightened state of arousal can initially enhance alertness and readiness to respond, but if the arousal persists, it can lead to stress and discomfort, making the situation feel more unpleasant. This increase in unpleasant arousal can impact decision-making and behavior during emergencies.

54. a) Diffusion of responsibility within the group.

Explanation: The risky shift phenomenon refers to the tendency for groups to make riskier

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decisions than individuals would make alone. This shift occurs primarily due to the diffusion of responsibility within the group. When individuals are part of a group decision-making process, they may feel less personally accountable for the outcome compared to when they make decisions alone. This diffusion of responsibility can lead to a willingness to take greater risks because individuals may believe that any negative consequences will be shared among the group rather than falling solely on themselves.

55. d) Challenge group decisions and consider alternative viewpoints.

Explanation: Groupthink can be prevented by encouraging an environment where challenging group decisions and considering alternative viewpoints are welcomed and valued. When group members are encouraged to critically evaluate all ideas and express dissenting opinions, it helps to prevent the unanimity and conformity pressures that lead to groupthink. This process ensures that a broader range of perspectives is considered, reducing the likelihood of poor decision-making that can result from a lack of critical analysis. Additionally, having a designated “devil’s advocate” to question assumptions and exploring the risks and benefits of all options can further mitigate the effects of groupthink.

56. d) Groupthink leading to poor decisions.

Explanation: The Bay of Pigs disaster is a classic example of groupthink leading to poor decisions. Groupthink is a psychological phenomenon that occurs within a group of people when the desire for harmony and conformity results in irrational or dysfunctional decision-making outcomes. In the case of the Bay of Pigs, the U.S. government’s decision to proceed with the invasion plan despite its flaws was influenced by the group’s cohesiveness and a lack of critical evaluation of alternative strategies. The pressure to conform and maintain group unanimity stifled dissent and led to a poorly executed operation.

57. c) playing “devil’s advocate” and challenging decisions.

Explanation: President John F. Kennedy, having learned from the Bay of Pigs fiasco, took deliberate steps to prevent groupthink during the Cuban missile crisis. He invited outside experts to share their views and allowed group members to question them thoroughly. He also encouraged group members to discuss possible solutions with trusted members within their separate departments, and even divided the group into various sub-groups to break down group cohesion. Additionally, Kennedy was deliberately absent from the meetings to avoid pressing his own opinion.

58. c) Verbal fluency.

Explanation: According to the trait theory of leadership, certain traits are associated

with effective leadership. Verbal fluency, the ability to communicate effectively and articulate ideas clearly, is one such trait often associated with leaders. Leaders who can express themselves clearly and persuasively are often perceived as more competent and influential. Other traits associated with leadership in trait theory include intelligence, integrity, decisiveness, and emotional stability.

59. b) Initiating structure and showing consideration.

Explanation: Initiating structure involves structuring the roles of subordinates, providing instructions, and behaving in ways that enhance group performance, while showing consideration includes demonstrating concern for employee feelings and treating employees with respect. These two categories of leader behavior have been recognized as significant in understanding effective leadership and its impact on organizational outcomes.

60. c) Directive leadership.

Explanation: Directive leadership involves setting clear goals, planning tasks, and providing specific instructions to group members on how to achieve those goals. Leaders exhibiting directive leadership behavior tend to be task-oriented and focus on structuring the work environment to ensure that tasks are completed efficiently and effectively. They provide guidance, clarify roles and responsibilities, and closely monitor progress towards the established objectives. This style is particularly effective in situations where tasks are complex or ambiguous, and clear direction is needed to keep the group on track.

61. c) Its increased compliance with the large request.

Explanation: In the experiment conducted by Freedman and Fraser, the “foot-in-the-door” technique resulted in increased compliance with the large request. The participants who had agreed to a small initial request (placing a small sign in their yard or window) were more likely to comply with a larger request (putting up a larger, more intrusive sign) compared to participants who were not initially approached with the small request. This finding supported the effectiveness of the foot-in-the-door technique in influencing behavior by starting with a small request before making a larger one.

62. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A) is True: Group polarization is a well-documented phenomenon in social psychology. When people discuss an issue in a group, their initial opinions tend to become more extreme in the direction of the group’s leaning. For example, if a group is somewhat cautious about a decision initially, after discussion, they might become even

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more cautious. Conversely, if the group leans towards risk-taking, the discussion might push them to favor even riskier options.

Reason (R) Explains Why (A) Happens: Social comparison and value-related arguments are key factors contributing to group polarization. Social Comparison during group discussions, individuals compare their opinions with others. This can lead them to adjust their own views to conform to the perceived majority opinion or to outdo others by taking a more extreme stance in the same direction. Predominance of Value-Related Arguments discussions often focus on arguments that reinforce the dominant values within the group. This can lead to a one-sided perspective and a neglect of opposing viewpoints.

63. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A) is true: Many subjects followed through with administering the shocks despite the learner's apparent suffering. This demonstrated the willingness of participants to obey authority figures even when it conflicted with their personal morals or caused harm to others.

Reason (R) is also true: The learner's apparent suffering was real, and subjects in the experiments believed they were causing harm. Milgram's setup was designed to make the situation seem realistic, and participants were led to believe that they were genuinely inflicting pain on another person. Both assertion reason are true and reason (R) provide the correct explanation of assertion.

64. b) The study of social interaction

Explanation: Social psychology primarily focuses on understanding how individuals think, feel, and behave in social contexts, including how they perceive others, influence and are influenced by others, and navigate various social situations. It examines the impact of social factors, such as group dynamics, social norms, interpersonal relationships, and cultural influences, on individual behavior and psychological processes. Therefore, the central concern of social psychology is the study of social interaction rather than individual behavior or genetic influences.

65. b) Attitudes toward racial minorities

Explanation: Social psychology focuses on understanding how individuals' thoughts, feelings, and behaviors are influenced by social factors, including attitudes, stereotypes, prejudice, group dynamics, and interpersonal relationships. Research topics in social psychology often include studies on attitudes toward various social groups, such as racial

minorities, gender, age, and other demographic factors. These studies aim to explore the formation, maintenance, and consequences of attitudes in social contexts.

66. a) Explaining the causes of people's behavior

Explanation: Attribution involves understanding and interpreting the reasons or causes behind individuals' behavior, actions, or outcomes. It seeks to answer questions such as why someone acted in a particular way or why a specific event occurred. This process helps individuals make sense of the social world by attributing behaviors to either internal factors (personal dispositions, traits, or motives) or external factors (situational or environmental influences). Understanding attribution is crucial in comprehending how individuals perceive and interpret social situations and interactions.

67. b) How unusual or unique a response is compared to past responses

Explanation: Distinctiveness in attribution relates to the uniqueness or unusualness of a person's response in a particular situation compared to their typical behavior or responses in other situations. When behavior is highly distinctive, it suggests that the behavior is specific to the current situation and may be influenced more by external factors rather than internal traits or dispositions. This aspect of attribution helps individuals determine whether a behavior is caused by factors specific to the situation or by enduring characteristics of the individual.

68. b) People tend to attribute the behavior to an external cause

Explanation: Kelley's discounting principle suggests that when multiple potential causes exist for a behavior, individuals are inclined to attribute the behavior to external factors rather than internal ones. This is because the presence of multiple potential causes diminishes the perceived influence of any single cause, leading individuals to discount internal attributions and prioritize external ones. In essence, when there are competing explanations for behavior, people often attribute it to factors outside of the individual's personal characteristics or disposition.

69. b) An external cause (that the dog is frightening)

Explanation: Kelley's covariation model suggests that people make attributions based on three types of information: consensus, distinctiveness, and consistency. In this scenario, if Sue is the only one afraid of the dog (low consensus), only afraid of this specific dog (high distinctiveness), and consistently afraid of this dog in different situations (high consistency), then the attribution would lean toward an external cause the dog being frightening rather than an internal cause related to Sue's personality or disposition.

Answer Key

70. c) Beliefs involve liking or disliking, while attitudes deal with what is true or false.

Explanation: Beliefs typically involve convictions or acceptances about the truth or existence of something, such as believing in democracy or in the existence of ghosts. On the other hand, attitudes are evaluations or feelings toward something, often involving likes or dislikes, such as having a positive or negative attitude toward a political candidate or a particular food. While beliefs can include factual perceptions, attitudes are primarily concerned with the emotional or evaluative aspect of a person's response to objects, people, or events.

71. b) Social, cognitive, and behavioral influences

Explanation: Attitudes can be shaped by social factors such as the influence of peers, family, and cultural norms (social influences). Cognitive factors, including our beliefs, perceptions, and interpretations of events, also play a role (cognitive influences). Additionally, our behaviors and experiences, such as direct interactions with an object or person, can influence our attitudes (behavioral influences). These three factors often interact in complex ways to shape and reinforce attitudes.

72. c) Parental party preference

Explanation: Children often adopt the political party preferences of their parents through social learning processes, such as observation and modeling. Parental party preference can shape a child's political attitudes, values, and beliefs from an early age, influencing their eventual political party affiliation as adults. Other factors, such as social class, occupation, and exposure to media and school teachers, may also play a role but parental influence tends to be the primary source during childhood.

73. d) Cognitive dissonance theory

Explanation: Cognitive dissonance theory, proposed by Leon Festinger, suggests that when individuals experience inconsistency between their beliefs or attitudes and their behavior, they experience psychological discomfort, known as cognitive dissonance. To reduce this discomfort, they may change their attitudes or beliefs to align with their behavior. This theory highlights the role of internal inconsistencies in shaping attitudes and behaviors.

74. c) By revealing that children's attitudes change when they have external justifications for their behavior

Explanation: Jonathan Freedman's experiment involved asking children to refrain from playing with an attractive toy, providing some with a mild justification (such as "It's not good for you"), and others with a severe justification (such as "It will ruin the toy for other

children”). Later, when given the chance to play with the toy again, those who had the severe justification showed less interest, suggesting that they had internalized the reason and adjusted their attitudes to align with their behavior. This demonstrates how external justifications can lead to attitude change through cognitive dissonance reduction.

75. b) People infer their attitudes from their own behavior.

Explanation: Self-perception theory suggests that people come to understand their own attitudes and beliefs by observing their own behavior and the context in which it occurs. When individuals are uncertain about their attitudes, they may look to their own behavior to infer what they believe or how they feel about a particular issue or situation. This theory contrasts with cognitive dissonance theory, which proposes that attitudes guide behavior and that inconsistencies between attitudes and behavior lead to discomfort.

76. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A) is True: Cognitive dissonance theory is indeed a widely accepted theory in social psychology. Developed by Leon Festinger, it proposes that people experience discomfort (dissonance) when holding conflicting beliefs, attitudes, or behaviors.

Reason (R) is True: The theory suggests that to reduce this dissonance and achieve a state of psychological consistency, individuals may change their attitudes, beliefs, or behaviors. For example, someone who smokes but knows it’s unhealthy (dissonance) might downplay the risks (changing an attitude) to maintain a sense of balance. Both Assertion (A) and Reason (R) are true, and Reason (R) accurately explains why cognitive dissonance theory is a significant concept in social psychology.

77. c) (A) is true, but (R) is false.

Explanation: Assertion (A) states that social influences on attitudes are most pronounced during early childhood, which is true. Early childhood is a crucial period for the development of attitudes as children begin to absorb values, beliefs, and norms from their social environment, including parents, peers, and caregivers.

Reason (R) states that parents and peers have a minimal impact on the formation of attitudes, which is false. Parents and peers play significant roles in shaping attitudes during childhood and adolescence through socialization processes, modeling behavior, and providing reinforcement for certain attitudes or behaviors. Their influence can be substantial and enduring throughout an individual’s life.

Answer Key

78. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) is true. Impression management theory suggests that individuals change their attitudes primarily to create a desired impression in the minds of others, not to reduce cognitive dissonance. The goal of impression management is to influence how others perceive us in order to achieve our objectives.

Reason (R) is true. While consistency in attitudes can be important for maintaining credibility in relationships, it is not the primary explanation for why individuals change their attitudes according to impression management theory. Impression management focuses on the conscious or unconscious process of regulating information to control the perceptions of others. Therefore, while Assertion (A) accurately reflects the core idea of impression management theory, Reason (R) does not provide the correct explanation for it. Impression management is more about strategically managing others' perceptions than about reducing cognitive dissonance or maintaining consistency.

79. a) A strong interest in power and authority.

Explanation: In the Authoritarian Personality study, "authoritarianism" refers to a psychological disposition characterized by a strong preference for obedience to authority, a rigid adherence to conventional norms and values, and a tendency towards hostility and aggression towards those perceived as different or inferior. Authoritarians typically prioritize power and authority, favoring hierarchical social structures and strict enforcement of rules and norms. They are less likely to be open-minded or tolerant of diversity, and they may exhibit tendencies towards prejudice and discrimination.

80. a) Prejudice is primarily driven by authoritarianism.

Explanation: Thomas Pettigrew's study suggests that there is a strong association between authoritarianism and prejudice. Authoritarian individuals tend to exhibit more prejudiced attitudes, as they adhere strongly to conventional norms and authority figures, which can lead to hostility and discrimination towards groups perceived as different or inferior. However, it's essential to recognize that prejudice can also stem from other factors, such as cultural beliefs and socialization processes, but authoritarianism is a significant contributor to prejudiced attitudes.

81. b) They perceive members of other groups as more diverse.

Explanation: According to the social cognition approach, people tend to perceive members of their own group as more similar to each other (less diverse) and members of other groups as more diverse. This phenomenon is known as the out-group homogeneity effect.

It arises because individuals typically have more direct and varied interactions with members of their own group, leading to a nuanced understanding of individual differences within their group. Conversely, they may have limited exposure to members of other groups, leading to a tendency to perceive them as more homogeneous or uniform in their characteristics.

82. a) Someone who holds a position of authority

Explanation: A leader is someone who holds a position of authority or influence within a group or organization. This individual often guides, directs, and motivates others toward achieving common goals or objectives. While leadership can manifest in various forms and styles, it typically involves providing direction, making decisions, and facilitating collaboration among group members. The other options, such as being tall, old, or talkative, do not necessarily define a leader, as leadership is more about influence and guidance than physical characteristics or personality traits.

83. c) Initiating structure and showing consideration

Explanation: Initiating structure refers to a leader's behavior that organizes and defines the roles of group members, sets goals, and establishes methods to achieve those goals. On the other hand, showing consideration involves a leader's behavior that demonstrates concern for the welfare, needs, and feelings of group members. These two categories encompass different aspects of leadership behavior, with initiating structure focusing on task-oriented aspects and showing consideration focusing on socioemotional aspects. The other options do not accurately represent the major categories of leader behavior.

84. d) The effectiveness of leadership styles depends on the situation.

Explanation: Lewin, Lippitt, and White's experiment demonstrated that the effectiveness of leadership styles varies depending on the situation. They found that different leadership styles (autocratic, democratic, laissez-faire) were more effective in different situations. For example, autocratic leadership might be more effective in situations requiring quick decision-making or in times of crisis, while democratic leadership might be more effective in situations where group input and consensus are important. This study highlighted the importance of considering situational factors when determining the most appropriate leadership style.

85. c) Leader-follower relations, task clarity, and leader's authority

Explanation: Fred Fiedler's contingency theory suggests that the favorability of a group situation for leadership depends on three factors: leader-follower relations (the degree of

Answer Key

trust and respect between leader and followers), task structure (the clarity of the goals and procedures), and leader's position power (the amount of authority the leader possesses). These factors determine the effectiveness of different leadership styles in a given situation.

86. c) Verbal fluency.

Explanation: Leaders are often characterized by their ability to communicate effectively, persuade others, and articulate their vision. Verbal fluency enables them to express ideas clearly, inspire confidence, and foster collaboration within their teams. While other traits such as age or sociability may vary among leaders, the consistent theme across leadership contexts is the importance of strong communication skills in guiding and motivating others towards common goals.

87. b) unstructured groups.

Explanation: Specifically, Bales and Slater conducted their research on small, temporary groups that were formed for experimental purposes, such as groups of psychology students and Air Force officer candidates. These groups were not pre-existing, natural groups, but rather were assembled for the purposes of the study. The search results indicate that Bales and Slater found that in these experimentally-formed groups, there was a clear distinction between task-oriented leaders (who were focused on accomplishing the group's objectives) and socio-emotional leaders (who were focused on maintaining group harmony and cohesion). The task leaders tended to be the most verbally active members, while the socio-emotional leaders were often the second or third most talkative and were the "best liked" members.

88. c) They can be challenging for one person to manifest simultaneously.

Explanation: Initiating structure and showing consideration are two key dimensions of leader behavior identified in leadership research. Initiating structure involves organizing work, defining roles, and setting clear goals and expectations. Showing consideration involves being supportive, approachable, and concerned for the well-being of team members. While these behaviors are not mutually exclusive and can both be present in a leader, balancing them can be challenging. A leader who focuses too much on structure might neglect the interpersonal aspects, while one who emphasizes consideration might struggle to maintain discipline and clarity. Thus, effectively combining these behaviors requires a nuanced approach to leadership.

89. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

90. d) (A) is false, but (R) is false.

Explanation: Assertion (A) is False: Stanley Schachter’s study on emotion actually focused on affiliation and affiliation seeking behavior, not how people treat those with different viewpoints. There’s no evidence to suggest the participants specifically treated deviant individuals with respect and acceptance.

Reason (R) is Unrelated to the Study: The validity of the deviant individuals’ arguments wasn’t a factor in Schachter’s experiment. The study design didn’t involve participants evaluating arguments or engaging in debates.

91. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A): Conformity tends to decrease when the majority opinion is not unanimous.

This statement is true. Research, such as Asch’s conformity experiments, has shown that when the majority opinion is not unanimous, individuals are less likely to conform to the group.

Reason (R): People are more likely to conform when they are confident in their own judgments.

This statement is also true. When individuals are uncertain about their own judgments or lack confidence in their own abilities, they are more likely to conform to the opinions of others to reduce uncertainty and gain social approval.

Both statements are true, and Reason (R) explains why Assertion (A) is true.

92. d) (A) is false, but (R) is true.

Explanation: Assertion (A) is False: Compliance and conformity are related but distinct social influence concepts. Compliance: Involves changing your behavior in response to a direct request or pressure from someone in authority (real or imagined). It’s often about fulfilling an expectation or avoiding negative consequences. The pressure to conform can be more subtle and indirect, arising from a desire to fit in and be accepted by the group.

Reason (R) is True: The reason accurately describes compliance. People may comply with a request due to real pressure fear of punishment, losing a job, or social disapproval. Imagined pressure: A perceived expectation to comply, even if not explicitly stated.

93. c) A confederate of the experimenter

Explanation: In Stanley Milgram’s famous obedience experiments, the “learner” was

Answer Key

actually a confederate of the experimenter. The experiments were designed to study how far individuals would go in obeying an authority figure when instructed to perform actions conflicting with their personal conscience. Participants, who were assigned the role of “teacher,” believed they were administering electric shocks to the “learner” whenever the learner made a mistake on a memory task. The “learner,” however, was an actor working with Milgram and was not actually receiving shocks. This setup was crucial for creating the experimental conditions that tested the limits of obedience to authority.

94. b) They believed others must be correct even if they were unsure.

Explanation: Subjects often relied on the judgments and actions of others to guide their own behavior because of the psychological phenomenon known as informational social influence. This occurs when individuals conform to the behavior of others under the assumption that those others possess more accurate information or a better understanding of the situation. In ambiguous or uncertain situations, people tend to look to the actions and judgments of others as a source of guidance. They assume that others, especially if they appear confident or are perceived as authority figures, must know the correct course of action. This tendency to conform can be particularly strong when individuals doubt their own knowledge or are unsure about what to do. Thus, even if subjects were unsure, they deferred to others’ judgments, believing them to be correct.

95. c) People are more likely to agree to a smaller request after rejecting a larger one.

Explanation: The “Door-in-the-Face Technique” is a compliance strategy where an individual begins by making a large request that is likely to be turned down, and then follows it up with a more modest request, which is the actual goal. The idea is that after refusing the initial large request, people feel more inclined to agree to the smaller request in order to reciprocate the concession made by the requester. This technique leverages the psychological principle of reciprocity, where people feel obliged to return a favor or concession after receiving one. It exploits the human tendency to maintain social harmony and reciprocate concessions, making individuals more likely to comply with the smaller request after rejecting the larger one.

96. b) The number and quality of arguments

Explanation: According to the Elaboration Likelihood Model (ELM) proposed by Petty and Cacioppo (1984), the persuasiveness of a message depends on the route of information processing individuals engage in. In the central route, individuals carefully scrutinize and evaluate the arguments presented in a message. In this case, the number and quality of arguments become crucial factors in determining persuasion. If the arguments are

strong and convincing, individuals are more likely to be persuaded. On the other hand, in the peripheral route, individuals rely on cues such as the attractiveness or credibility of the source rather than the content of the message itself. However, in the context of the question, Petty and Cacioppo's focus on the number and quality of arguments highlights the importance of substantive content in persuasive communication.

97. d) Two-sided communications acknowledge arguments on both sides of an issue.

Explanation: One-sided communication: Presents arguments supporting only one side of an issue while ignoring or downplaying opposing viewpoints. Two-sided communication: Acknowledges arguments on both sides of an issue. It presents not only the arguments in favor of a particular position but also addresses potential counterarguments or criticisms. This approach tends to be more persuasive because it demonstrates fairness, credibility, and a willingness to engage with opposing viewpoints, which can enhance the persuasiveness of the message.

98. b) Soldiers with more than a high school education

Explanation: The experiment with American soldiers during World War II, conducted by Carl Hovland and his colleagues, found that soldiers with more than a high school education were more persuaded by a two-sided communication. This is because individuals with higher education levels tend to appreciate balanced arguments and are more likely to find two-sided messages credible and convincing compared to those with less education.

99. c) By highlighting potential consequences of not voting for Reagan

Explanation: In the 1984 presidential election, the Reagan campaign effectively used fear in its communication by emphasizing the potential negative consequences of not voting for Reagan. This strategy aimed to create a sense of urgency and anxiety among voters, compelling them to support Reagan out of fear of the perceived consequences of electing the opposing candidate. By highlighting the risks and dangers associated with alternative choices, the campaign sought to sway voters towards Reagan's candidacy.

100. c) Distraction increases attitude change.

Explanation: According to Petty, Wells, & Brock (1976), distraction can actually increase attitude change. Their research found that when people are distracted, they are less likely to scrutinize the persuasive arguments critically. This reduced ability to counter-argue makes them more susceptible to persuasion, leading to a greater change in their attitudes. Therefore, under conditions of distraction, individuals may accept persuasive messages more readily.

Answer Key

101. c) Pleasant surroundings increased attitude change.

Explanation: The study by Janis, Kaye, & Kirschner (1965) demonstrated that pleasant surroundings can increase attitude change. They found that when individuals are in a comfortable and pleasant environment, they are more receptive to persuasive messages. This is because the positive emotions elicited by the surroundings can lower resistance to the message and enhance the overall persuasiveness of the communication, leading to a greater likelihood of attitude change.

102. b) New attitudes persist when there is continuing support for them.

Explanation: Newcomb's studies of Bennington students revealed that the persistence of changed attitudes is largely influenced by the continued support for those attitudes. The students who adopted more liberal attitudes during their time at Bennington College tended to maintain these new attitudes after graduation if they remained in environments that supported and reinforced those attitudes. This highlights the importance of ongoing social and environmental support in maintaining attitude changes over time.

103. b) They remembered their attitudes being consistent over time.

Explanation: In the study by Goethals & Reckman (1973), high-school students tended to inaccurately remember their past attitudes as being more consistent with their current attitudes than they actually were. This phenomenon is known as "attitude consistency bias" or "retrospective bias," where individuals misremember their previous attitudes in a way that aligns with their current attitudes, thereby perceiving a false sense of consistency over time. This illustrates how memory can be distorted to create a coherent self-narrative.

104. c) People may hold new attitudes because they forget their old ones.

Explanation: Neisser (1982) suggested that people may hold new attitudes because they forget their old ones. This implies that attitude change can sometimes be facilitated by forgetting previous attitudes rather than through a conscious and deliberate process of persuasion or cognitive restructuring. It highlights the role of memory in shaping attitudes and suggests that forgetting can contribute to changes in beliefs or opinions over time.

105. c) Stereotypes encompass generalized beliefs about a group, while prejudice involves negative attitudes toward individuals based on group membership.

Explanation: Stereotypes are generalizations or beliefs about the characteristics, attributes, or behaviors of a group of people. They are often oversimplified and may not accurately represent the diversity within the group. Prejudice, on the other hand, involves negative attitudes, feelings, or judgments directed toward individuals or groups based on their

membership in a particular social category. While stereotypes are cognitive in nature, prejudice involves an affective or emotional component, often leading to discriminatory behaviors or actions. Therefore, stereotypes pertain to generalized beliefs about groups, whereas prejudice involves negative evaluations or attitudes toward individuals based on those stereotypes.

106. b) Discrimination refers to negative attitudes expressed through behavior. Explanation: Discrimination involves the unjust or prejudicial treatment of individuals or groups based on their membership in a certain category or social group. Unlike prejudice, which refers to negative attitudes or feelings toward a group, discrimination involves actions or behaviors that result in the unequal or unfair treatment of individuals based on their perceived group membership. Discrimination can manifest in various forms, such as denial of opportunities, unequal treatment in social, economic, or legal contexts, or acts of hostility or violence directed at individuals or groups. Therefore, discrimination involves the expression of prejudice through actions or behaviors rather than just attitudes or beliefs.

107. b) Authoritarianism, cultural attitudes, and cognitive factors Explanation: The psychological factors contributing to prejudice and stereotypes that are commonly discussed include authoritarianism, cultural attitudes, and cognitive factors. These factors encapsulate the broader categories of how certain personality traits, societal norms, and mental processes can influence prejudiced attitudes and stereotyping behavior.

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