

# **Course Companion for Edexcel Psychology**

Topic 1: Social Psychology

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# **Teacher's Introduction**

This course companion is designed to support the AS and A Level Edexcel Psychology Topic 1: Social Psychology unit. Within the companion Social Psychology has been divided into six chapters, with each one covering a single bullet point of the specification. These chapters follow the order of the specification so that knowledge of the topic can be built on and developed as the companion progresses.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

The course companion provides a detailed set of notes on the specification content and is designed to be used in class by your students. Opportunities to put their learning into practice are found throughout the chapters in the form of tasks and questions.

Tasks have been created to strengthen students' learning by providing ways to test and think about the information they have covered. You may notice 'Try it!' boxes where memory principles and short experiments can be carried out by the students. This allows them to gain a better understanding of the principle itself and how it was researched.

You may also come across 'Think!' or 'Consider' boxes during chapters. These boxes are designed to encourage students to look beyond the information in front of them and consider wider implications such as how studies relate to one another, the significance of findings and how the findings relate to real life. Suggested answers or points that could be raised are provided for these boxes.

At the end of each chapter will be two sets of questions to reinforce your students' learning. The first set is 'Check your understanding' questions which focus on testing students' knowledge of the content they have learnt through the companion. Following these is 'Exam-style' questions which test the ability to translate this information into exam-style answers. Model answers have been provided for all questions, and also tasks when appropriate.

At the end of the entire set of six chapters there is a set of five AS exam-style questions aimed at those taking both the AS course. Each question corresponds to each of the chapters in chronological order, i.e. A Level question 1 is based on: 'Chapter 1: Theories of obedience', question 2 is based on 'Chapter 2: Research into obedience', and so on. These questions are marked by an asterisk (\*). The mark schemes are provided at the end of the answers section of the resource.

May 2018

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\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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# Chapter 1: Theories of obedie

# **Overview**

In this chapter we look at theories for why people obey and the factors that affect obedience. We look at agency theory, which focuses on an internal shift of responsibility when following orders, and social impact theory, which looks at the factors which produce the greatest obedience. We evaluate both of these theories and then compare them.

# Learning ou

After studying this characteristics

- Outline and evalua
- Outline and evalua
  - Discuss explanat

# **Key Terms**

Agentic shift



Autonomous state

Division of impact

Moral strain

Obedience

infiting from a state whereby an individual sees acting on their own to one where the individual as acting on behalf of another

A state where the person views themselves as a than of their own volition

A state where the person believes they are in care responsible for the consequences of those people exist in

The finding that social impact is divided between

Distress caused by the conflict between following conscience

Obeying a command from an authority order w

behaviour

Psychosocial law The finding that social force is increased only n

influence



# **Scene-setting Questions**

- What is obedience?
- Are we responsible for our actions if we are following orders?
- What factors of a situation encourage obedience?





# What is obedience?

Obedience is when an individual follows an order or rule given by another personan authority figure. They may act in a way that they would not have without the example, they may commit an act of violence under an order when they would not be shocked by the idea.

Throughout our lives, there will be many times that obedience will be expected. If young age and into adolescence our parents will be one of our most significant as figures, and teachers also become dominant forces in our obedience. As we get have to follow our employer's orders and also the law.

Psychologists are especially interested in learning is at whether a person will can an extreme or immoral action if ordered to a commanth ority figure. One imported the study of obedience was an interest of was responsible for the atrocities of Holocaust. Some of thos was a contributed for crimes against humanity argued that just been parallely seems. The question was: are German people uniquely susceptible social influence of authority figures or is obedience something all susceptibles.



**EXAM TIP**: As you read the two theories, think about whether or not they can explain normal everyday obedience and also if they can explain more extreme examples, such as the Holocaus

# **Agency theory**

Agency theory (Milgram, 1973, 1974) argues that obedience can be explained by and our behaviour. When in a social situation, we can exist in two different states

**Autonomous state**: The person believes that they have control over their own acresponsible for their behaviour.

**Agentic state**: The person believes that they are acting on behalf of another person responsibility for their actions is attributed to the authority figure.

In most typical situations a person believes they have control over their own actions and that their actions are the result of their own decisions. In an agentic state, however, a person sees themselves as acting on someone else's behalf. A shift, called the **agentic shift**, can cur between the autonomous state people are usually to a pagentic state where a person believes they are acting as a cone else.

The agentic state allows of the property of the agentic state allows of the property of the pr

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# Requirements of agency theory

Milgram argues that the agentic shift can only be achieved if the person believes in the legitimacy of the authority. The person must believe that the authority figure is competent enough to make the decisions and give out orders. In reality, perception of legitimacy does not always translate to actual legitimacy. For example, people are more likely to obey a person wearing a uniform than the same person wearing plain clothes. In addition, the person should believe that the authority figure will take responsibility for his or her actions.



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# Moral strain

When an order conflicts with our ideas about the infinit and wrong then we experience moral strain. Manufacture can be experienced as a feeling of distress that occide we want to obey the authority figure but also los science.

To reduce metrain, Milgram argued that people use defence mechanisms, particularly denial. For example, if ordered to hurt someone they may try to deny that they are causing any actual harm. This may explain why many German citizens did not believe the rumours and information about the death camps.

Once the individual has shifted to the agentic state, their experience of moral strain is greatly reduced because the individual no longer sees their actions as being their own and shifts the responsibility to the authority figure. This makes obedience attractive because it reduces the feeling of conflict and of moral strain.

# Agentic state has evolutionary advantages

Milgram argued that the agentic state had evolutionary roots and brought survival advantages. Our ancestors were likely to live in a hierarchal system with leaders in charge. Those who obeyed the system would be more likely to survive because acting for the group could bring benefits, whereas acting alone might make them more susceptible to predators and less likely to survive.

# Agentic state is beneficial for a stable society

Milgram arguer that the heavy is socialised from a young age s wety. Young children quickly learn that they are expected to authority figures, such as their parents and teachers. Learning this prepares them for future situations that involve authority figures, such as their boss. Since society follows a hierarchy with leaders at different levels, it means that society runs more smoothly when people obey. By acting on behalf of another person, it allows the individual to do actions that benefit society rather than those they want to do.



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Page 4 c

# **Evaluating the agency theory explanation**

# Does agency theory explain obedience well?

YES	Supporting evidence comes from research by Milgram (1963) who for administer fatal shocks (not real) to another participant (an actor) if experimenter. Shocks increased by 15V for each incorrect answer the were ordered to give a shock of 450V. Sixty-five per cent of participal level.
	Milgram argued that participants would not normally give such harm instead, they had seen themselves as acting on half of the experime agentic state.
NO	Some of the participants in I may a study showed extreme distress shocks. Participant novel mervous laughter, shaking and sweating seizures.  es against the idea that moral strain is reduced when in the against participants should not have shown such distress because they their responsibility.
NO	A study conducted in Jordan by Shanab and Yahya (1978) used Milgrontrol group who were given the choice of administering the shock Of the participants, 12.5% chose to deliver the maximum shock voltage.  This suggests that their behaviour is the product of their disposition state where they are no longer responsible for their actions.

# Does agency theory have good ecological validity?

YES	Agency theory can explain real-life situations of obedience such as the would not ordinarily carry out the actions of the Holocaust in their authemselves as acting on another person's orders they rid themselves their actions and this allows them to carry out immoral actions.
NO	People do not show equal levels of obedience. If agency theory is trusimilar levels of obedience in different situations as these situations agentic state.  This suggests that there must be a dispositional factor such as person obedience.
YES	Hofling et al. (1966) conducted a field expendent obedience in a call from a doctor telling her to additional unfamiliar drug to a part to take orders over the additional time dosage was twice the safe quanturses attempted additional the drug before they were stopped.

# 





# Is agency theory ethical?

Agency theory has been criticise people are not responsible for storders. In addition, people countaints when in reality they are as

After the Holocaust, surviving rethey were simply following ord whether members of the Nazis own beliefs or in an agentic sta

# Commentary

Overall, there is limited evidence and is solvests that people actually shift to an age to do amoral behaviour control over their actions. This suggest behaviour is the property of the property and that they have control over their actions. In received strong ticism because it suggests that people are not responsible when orders. It sets a dangerous precedent to suggest a person has no responsibility is way. Our society and legal system are built on the idea that people must take restake.

# Social impact theory

Social impact theory (Latané, 1981) looks at the factors important for determining situation produces. This helps to explain why there are differences in how people obedience is encouraged.

Latané argued that we are influenced by other people and that people can alter a called this social impact, because of the impact other people have on us.

This theory argues that there are three main important social forces:

- The number of sources: the greater number of people the more influence to have
- The strength of the source: the more important the person is the more influence they will have
- The immediacy of the source: the closeness of the person/group when attempting to influence, in terms of physical proximity and how recent the attempt was

Note that social impact theory is a general theory and influence and, therefore areas of social influence, such as conformation

# Video link

In this clip the rise of encourage their friend to develop disordered eating be are acting cene is filmed to see how witnesses react:

zzed.uk/8066-video-eatingdisorder

Think about the three factors above. How much social force do the two girls exabout the witnesses: what factors influence their decision to step in?



# **Social forces**

These three social forces together make up social impact. The three forces interathat the greater the number, strength and immediacy of sources, the greater the obedience, this suggests that more authoritative figures, of a higher status or impose to the person will be more likely to produce obedience.

In real terms, if a group of your teachers is standing in front of you and giving you obey. If, however, a supply teacher sent you an order via email then you would

Latané created an equation for social impact:

i = f(SIN)

where i is the impact, S is the strength of the aut' on  $V^+$  gare, I the immediacy a

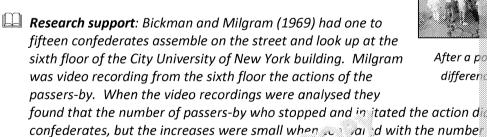
He believed that if you knew the are \$ 11, immediacy and number of sources you whether someone would be a solution to social pressures.

Issues and tes: Psychology as a science

The use of an equation to predict behaviour is a highly objective method. Object scientific approach to understanding behaviour; however, can we represent the social behaviour this way? Although the equation identifies a number of important to predict why people behave differently in the same situation.

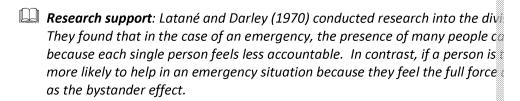
# **Psychosocial law**

Latané argued that the first source was the most influential and generated the most social force. However, while additional sources do add a small amount of social force, they do not greatly change it. After a point, additional numbers of sources do not change the amount of social impact felt. Therefore, obedience does not greatly increase if 10 people give you an order, in comparison to five people.



# **Division of impact**

When the individual is along the person receives the full force of social impact one person the product is divided between everyone. This means that in a multiple person are being influenced, the amount of social impact decreases spread across veryone. Therefore, a person would be less likely to be obedient they would be if they were alone.







# **Evaluating the social impact theory explanation**

# Does social impact theory explain obedience well?

YES	Social impact theory can explain why obedience varies across differe number of sources, the strength of the source and the immediacy of that result in altered levels of obedience.
YES	The theory can explain research findings into obedience. For example experiment found that when the participant was given two peers when the participants were obedient compared to 65% who were on their division of impact – as the participant experienced less social force the experimenter.
NO	Social Impact theory ignores is a calispositional factors such as passive receivers of sacrational, nowever, if two people are in the sa differently. The capacita individuals may receive the same amount ocal addifferently. Social impact theory ignores these differently erson receives sufficient social force then they will obey.

# Issues and debates: Reductionism

Social impact theory can be considered reductionist because it reduces complex to a mathematical formula. It fails to acknowledge how the individual interacts the moderating effect of dispositional factors on social influence, and as such it account of obedience.

# Does social impact theory have good ecological validity?

YES	Social impact theory can be applied to any social situation which main addition to obedience it can also explain conformity to the majorit there are a large number of real-life applications where the theory w behaviour.
NO	It is unlikely that an equation can fully predict people's behaviour in people may readily obey authority figures, whereas others might onlagainst their personal moral code.
YES	Social impact theory can explain real-life effects such as bystander apperson is hurt or in distress, groups tend to diffuse responsibility. Last conducted an experiment where a person was speaking to a confeder confederate appeared to have a heart attack. When alone, the partitime, but when the participant believed there we four other people the time.

# Issues and debates a nuerstanding of how psychological understand over time.

One criticity social impact theory is that it views people as passive receivers to the development of dynamic social impact theory (Latané et al., 1996), which relationship between the individual and the group. It proposes that people tended individuals who are similar to them. Additionally, as individuals spend more ting converge and become more similar.

# 



# **Commentary**

money.

Social impact theory has successfully explained many real-life effects and research for example, the bystander effect. It can explain under what situations a person behaviour. Using a mathematical equation allows the researcher to predict behaviour, the explanation does ignore the role of personality factors and also how the sources of influence. Not every individual responds the same way and some forms of social influence.

## Issues and debates: Issues of social control

Social impact theory could be used to inform decisions about social situations that involve influence.

A person may be more willing to donate money to charity if there is a group of people asking a heat are single individual. In addition, there are a first more likely to donate if the person is a first carefore, social impact theory control used to determine how to best raise



An alternative situation may be that a company is looking to hire someone for needs to ensure that the person's orders will be followed. In choosing the person that the person is of high strength; for example, has the age and experience need addition, they could be instructed to give orders in person as opposed to over the closer proximity would increase the likelihood of the order being followed.

Using social impact theory in situations like this can be considered social control influence another individual's behaviour without their knowledge and encourage conform to chosen norms or values.





# Task chapter 1.1: Comparing theories of obedience

Use this page to summarise and compare the two theories. Complete the points.

	Agency theory	Sc
Key features		
One advantage		
One disadvantage		
Difference 1		
Difference 2		

# 



# **Chapter 1 Activities**

# **Check your understanding!**

- Q1. Briefly outline the agency theory of obedience. (3 marks)
- Q2. Identify and explain one difference between agency theory and social (3 marks)
- Q3. Outline one piece of research that supports social impact theory. (3 m
- Q4. Identify and explain a weakness of social meant theory. (3 marks)
- Q5. Briefly discuss how theory accounts for everyday obedien

# Exam-style aestions

- Q1. Define the term 'autonomous state' as it is used in agency theory. (2 m
- Q2. Assess how far social impact theory can be used to explain obedience

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# Chapter 2: Research into obedi

# **Overview**

In this chapter we will look at research conducted into obedience, particularly the work of Stanley Milgram. Milgram's famous obedience experiment showed that the majority of people will obey orders to physically harm another participant. Three variations of Milgram's study will be examined to see how situational factors alter obedience levels. Finally, we will look at Burger (2009), who conducted his replication of the original study 45 years later.

# Learning

After studying this able to:

- Outline and including ex
- Outline and contempora

# **Key Terms**

Cost-bene 4 Process
Ecological v Informed consent

Obedience Protection from harm

Right to withdraw

Weighing up the potential costs and benefits of conduction of the extent to which the findings can be generalised to the participant knows exactly what is going to happen take part. Differs from just consent when the person

exact experiment but agrees to take part.

Obeying a command from an authority order which management should be protected from psychological and made aware of anything that may present a risk to the

It should be made clear to participants that they have to point and that any data from the study can be destroyed.

# 2

# **Scene-setting Questions**

- How could you measure obedience?
- Would you hurt someone if you were ordered to?
- What situational factors might make you more or less obedie





# Stanley Milgram's (1963) experiment into obe

	Milgram (1963)
Aim	Milgram wanted to investigate the extent to which individ
	an authority figure if it was apparent that the actions wou
	operationalised as how high a voltage a participant would
	ordered to by an authority figure.
Procedures	Forty adult males replied to a paid advertised study on the
	learning. On arrival at Yale University the participant met
	middle-aged accountant but in reality was a confederate a
	confederate drew lots to see who would be the 'learner'
	in this scenario and this was rigged hat the participant
	The teacher watc' learner being strapped to a chair
	attacheರ ಗಾಗು ಪ್ರಾಪ್ಲಿಕಾ taken to another room where they
	'ു പ ്ര where the generator was kept. The teacher w
a a	್ರಾರ್ಮಿ that the generator worked and was instructed to giv
<b>7.5</b>	high voltage whenever an incorrect response was given (s
	45 V, etc.). On the dial was a danger rating from 15–60 be
	being 'XXX'.
	At 120 V the learner yelled out that it was becoming pain
	increasingly evident as the study went on. At 300 V the lea
	from 330 V and onwards the learner gave no answer and
	point the teacher questioned the experiment, the experim
	in order:
	'Please continue.'
	'The experiment requires that you continue.'
	'It is absolutely essential that you continue.'
Finally as	'You have no other choice, you must go on.'
Findings	Prior to the experiment Milgram asked psychologists to p
	they predicted that less than 1% would give the top voltage
	Milgram found that every participant gave a shock of 300
	participants gave a 'fatal' voltage of 450 V. Note that a lat
Conclusions	same level of compliance in females – 65%.
Conclusions	It can be concluded that individuals are very susceptible to
	authority figure and that they will undertake actions that

# Situational factors: Three variations of Milgra

Milgram conducted a number of variations challes the five formula funding that 65% of his notice because the maximum shock level. M situational factors in his original supplement had created such a high level of obed would produce the carrier of unobedience.

# Rundown Tice Block (Experiment 10)

Instead of the prestigious Yale University, the study was carried out in a run-dow. The previous prestigious university setting had given the research a sense of impowas moved to run-down offices the belief in this dropped.

Milgram found that 47.5% of participants in this variation gave the maximum shouthan his original study and Milgram attributed this to the reduced belief in the creations.

# 



# **Telephonic instructions (Experiment 7)**

In this variation of the experiment, the experimenter gave instructions face-to-face gave the rest of the instructions over the telephone. This investigated whether the experimenter influenced the level of obedience.

In this variation, only 20.5% of participants gave the maximum shock voltage. We being actively supervised by the experimenter they often tried to undermine authorises while others gave a lower voltage. To these participants their sense of rigin important than the sanctity of science.

In a modification of experiment 7, the experimenter gave instructions over the tellonger effective and then he returned back to the laboratory. Now under close subscame more obedient, which suggests close phy we product increases obedients.

# Ordinary man gives order (5.5) periment 13)

Milgram investigated in a sexperimenter wearing a lab coat. In this variation, one real confederate and learner, and the real participant was given the role of teachers.

The experimenter was given instructions, strapped the learner to the electric shophone call and left the room. The experimenter did not tell the teacher which level leaving, he told the teacher to carry on until the learner knew the word pairs per that increasing the shock level each time he made a mistake would be a good met The learner repeated this idea throughout the study.

Milgram found that 20% of the participants continued on to the maximum shock learner to convince the teacher to carry on.

# Evaluations in terms of ethics - Was Milgram's study ethical?

# **Protection from harm**

The majority of participants showed signs of nervousness and stress in response pain. This included sweating, stuttering, biting their nails, groaning, nervous lauging participants. In the post-interview the participants made it clear that the laughten enjoying administering the shocks.

But was the degree of stress experienced relative to the importance of the resear psychologists must carry out a cost—benefit analysis to determine whether resear however, people are likely to disagree about relative importance.

Every participant was debriefed following the expanse of which involved explain experiment. Additionally, participants we should about their behaviour after a normal response to the situation of the situation of the participants with a sample of the participants interviewed as a sample of the participants of the participants

# The right to Mondraw

Did the participant understand that they could leave the study? Although the particle physical power to leave the study, the point of the study was to convince the Prompts such as 'You have no other choice, you must go on.' seriously undermine that the participant could leave the study. This is particularly important given the participants experienced extreme distress. Additionally, although the participant being paid the same amount regardless of if they continued with the study, the father had accepted payment may have made them feel obligated to complete the

# 



## Informed consent

The study involved deception as the participants were unaware of the true nature responses were being measured rather than the learners'. Deception may have such as helping to foster the belief that psychologists cannot be trusted.

## On the road to evil

Darley (1992) argued that the process of giving shocks may result in moral corruption from the acts themselves. In Lipton's (1986) interviews with Nazi death camp physicians he remarks that they were initially normal individuals but through the process of terrible acts their sense of right and wrong altered.

## Another reason for criticism

Milgram's study is highly controversial for the ignoments of stress that the paramother reason for the strong critical for the



**EXAM TIP**: You can link this point to the importance of Milgram's experiment. In so questionnaires and have participants imagine themselves in a particular situation. Mexperimental design was completely necessary as it provided findings contrary to we

# Issues and debates: Ethics

One ethical problem is that it can be impossible to accurately predict how particles study. In Milgram's case, although he expected participants to feel some distress participants would reach such high shock levels and experience the stress associated in the stress as a stress

Researchers must now assess the risks to the participant, the researcher(s) and conducting a study. Steps should be taken to manage any predicted risks, and researchial part of conducting research in psychology.

# Milgram's study: A cost-benefit analysis

To decide whether research should be conducted researchers should weigh up the possible negative effects of doing the study. This is known as making a cost-

Simply put, if the benefits outweigh the costs, that is, there are more good things study than bad things, the study should go ahead. If, on the costs study should not go ahead or should be modified.



**Benefits** 



Costs



The benefits are greater than the costs



# What were the benefits of Milgram's study?

Milgram's research brought new insight into the area of obedience. Prior to this that people would be as readily obedient to authority as Milgram illustrated. At a belief that only bad people did bad things. However, Milgram brought to light the producing high rates of obedience and that bad things could be done by normal

These findings also help us be more aware of the power of authority figures and obeying and resist when needed. Therefore, there may be real-life benefits to the

Milgram's findings were so shocking that it encouraged many replications of the as it helps to check the reliability of the study, which is good scientific practice.

# What were the costs of Milgram's study? Ethical is essive costly...

As discussed above, Milgram's study was his in unimal. It is likely participants result of the study. Participants' with draw from an unpleasant situation prompts that the experimental section response to the participants trying to end if

# The concluse the analysis

There are clearly both benefits and drawbacks to Milgram's study and it is not east can argue either way on this issue but it is important to remember that Milgram extent of the obedience. One argument that could be made is that the costs of the modifying the study so that the lower voltages are used. Therefore, the study is extreme extents such as faking the death of the actor.

# The problem with cost-benefit analysis

Researchers make this analysis before embarking on the study. However, there and costs are only potential and not always predictable; Milgram did not expect great extent. Additionally, the analysis is subjective. Researchers may intention greater emphasis on the benefits so that they can carry out their study.

# Task 2.1. True or False

# Statement

Milgram's study illustrates that Germans are different

The experimenter said whatever he could to get the participant to obey

Psychologists thought very few people would obey

The participants experienced a real shock from the generator

The participants may have thought they could rate the study

Participants asked to be the teacher after in ing out about the electric sh

Few participants showed sign and during the study

Participants were paid a pating in the study

Some participal and laughing out of sadistic joy at shocking other participal

Fourteen participants refused to give the maximum voltage

# 



# Evaluations in terms of experimental validity: Did they believe

Experimental validity is the degree to which the results are genuine. A few of the same signs of stress as other participants but remained mostly unaffected by the that the calm demeanour of the experimenter led the participants to the conclusicoming to the learner.

Did they believe that the experiment was real or did they believe the shocks were experiment the participants were asked how painful they thought the shocks were painful) to 14 (extremely painful), the mean answer was 13.42. This suggests that the experiment was real.

Sheridan and King (1972) created a similar study where is a dof a person who could fake their responses they used a puppy and authir shered real shocks to it. Thirteen males and thirteen females too is an experiment that involved take a puppy through discrimination that is the floor. As with Milgram's study the voltage started at 1 and domain in increments of 15 V until the maximum voltage of 450 V (how he puppy actually experienced different voltages than this). If participants wanted to stop they were given the same four prompts as in Milgram study. Participants again experienced signs of stress including pacing back and for and crying. Some tried to go against the experiment without confronting the experimenter, i.e. by trying to guide the puppy to the right position or trying to shorten the duration of the shocks even though shock level was predetermined

The study found that all 13 females applied the maximum shock whereas 7 males applied the maximum shock (54%). They found that the difference between Milgram's findings and their own findings was not significant.

This suggests that there is no difference between actually applying shocks to a puppy and applying fake shocks to a person; the participants in Milgram's study believed they were giving real shocks.

## Issues and debates: Gender

A common expectation is that women will be more obedient than men. This expectation is that women are less confrontational and more compliant than men research has not supported this. For example, Milgram later found men and wo

One factor may be whether the authority figure is male or female. In Milgram's was a male and this may influence the obedience levels of the participant. For exless likely to obey another female.

# Ecological validity (mundar and size): Can the findings be applications?

Milgram's standard and to have low mundane realism, that is, the study is scenarios so of be applicable to them.

Hofling et al. (1966) examined the role of obedience in a hospital environment. alone at her station would receive a call directing her to administer 20 milligrams not aware of, to a patient. Doing so would break several hospital rules; for example take orders over the phone and the dose was twice the safe dosage. Despite this administer the drug (actually a placebo) before being stopped.



Rank and Jacobsen (1975) argued that Hofling et al.'s study was not representation nurses would be able to ask other nurses and would be aware of the drug in questout this time participants were not alone and were asked to administer a drug the three times the normal dose. In contrast to Hofling et al.'s study, only 2 out of 18 drug.

Overall, this suggests that while people may be obedient by nature, in real life the request is low.

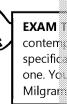
# **Everyday obedience**

	Bickman (1974): The power of uniform
Aim	To investigate whether in everyday the a person was more order came from someon is un some.
Procedure	On the street a rose the messed either in plain clothes guard's rome in a passers-by to pick up a bag, give some in the bus stop.
Find	in plain clothes or a milkman.
	In a follow-up study where the researcher walked away f the order, the person was still more likely to continue to had given it.
Conclusions	This suggests that people respond to the type of uniform A guard's uniform suggests legitimate authority to punis complete orders.
Evaluation	This study supports Milgram's findings about the power important situational factor in obedience.
	The sample size is unlikely to be representative of the poare likely to be on the street; for example, working adults on the street. This means we cannot apply the findings
	The researchers were all male. This may have influenced they may not have responded in the same way to female
	Additionally, the tasks were fairly simple and easy to folk explain how people might have been convinced to do ter
	There are also ethical problems in that members of the participate and were deceived. However, this level of distinct the range encountered in real life, especially as this study real life.

# Contemporary study: Replicating Milgram: Wobey today? (Talkar, 2009)

Burger (200 tea to replicate Milgram's original 1963 study into obedience would still be obedient today. At that time, some psychologists believed that obedient due to a greater awareness of the power of authority figures and knowledge that they may be held accountable for their actions. However, Burger believed that people would be just as obedient as before.

Burger decided to replicate Milgram's study but with a number of modifications to ameliorate some of the ethical problems that the original study experienced.



# 



# Aim

To discover if obedience rates have changed since Milgram's (1963) study.

# **Screening procedures**

**Recruitment:** The study was advertised in a local newspaper, flyers in the local lib local businesses, and online. The advertisements offered the participants \$50 for expressed an interest were contacted by a research assistant and then began the screening procedure.

Stage 1: Participants were asked if they had attended Psychology classes at college, in order to reject those that might be familiar with Milgram's study. Those who answered no were then asked six question about their psychological and physical health, and if the matter excluded any traumatic incidents in childhood. Participants were considered unsuitable were then excluded a participants were excluded in Stage 1.

Cors How scre imp

**Stage 2**: The participants were invited to a second screening at the San Participants asked for basic demographic information on age, education, occ

They then completed a series of four questionnaires.



The Interpersonal Reactivity Index

28-item scale Rates statements to assess empathy in different situations The Beck Anxiety Inventory

21-item scale Rates how much different anxiety symptoms bother the person The Desirability of Control Scale

20-item scale
Rates statements
about the amount of
control the person
prefers in day-to-day
situations

Once participants had completed the questionnaires, they were interviewed by a clinical psychologist. The interview was structured using the Mini International Neuropsychiatric Interview (MINI) procedure. The MINI procedure looks at 22 categories of psychological disorders. The purpose of this interview was to exclude anyone who may suffer negative consequence as a sult of their participation in the study. Each interview latter and 30 minutes, but the psychologist had as long a long needed to make a decision.

Approximate % Approximates who took part in Stage 2 were excluded. Approximate who took part in Stage 2 were paid even if they were excluded.



Altho particip still ha

# **Participants**

Of those who applied, 76 participants were invited to take part in the study. Of these six dropped out.

This leaves 70 participants (29 men and 41 women). The participants' ages rangemean age was 42.9 years. Burger's participants were more ethnically diverse that



# **Experiment 1: Base condition**

Participants were randomly allocated to one of two conditions, but they tried to each group.

Participants assigned to the base condition were escorted into the laboratory and met the experimenter. About a minute later, the confederate entered the room. Both the experimenter and confederate were selected to be similar to those used in Milgram's research. Both participants were given their \$50 and told that they could keep the money even if they left the study and that they could leave at any time.

The experimenter used a script similar to Milgram's and told the participants that the effect of punishment on learning. One participant with the participant was performed to decide who would the one currole, but as in Milgram's confederate was always the learner of the participant was the teacher.

The participage gradient consent forms agreeing to take part in the study and a rming them that they could leave at any time and still receive the \$50.

Both of the participants were taken to the room next door. Here, the confederate was strapped to a chair and they were told this was to prevent the confederate moving too much during the study. An electrode was attached to the confederate's wrist and paste applied. They were told this was to prevent blisters or burns from the shocks.



Although not truly

The confederate was given and read a list of 25 word pairs. He was informed that for every pair of words he got wrong he receive a shock and the shanswers he got wrong. The experiment would continue until he had learnt the

At this point, the confederate mentioned a heart condition:

'I think I should say this. When I was in Kaiser Hospital a few years ago, they detected a slight heart condition. Nothing serious. But as long as I'm getting these shocks—how strong are they? How dangerous are they?' The experimenter answered, 'While the shocks may be painful, they're not dangerous.'

Cor Hores par

The experimenter showed the participant how to operate the shock machine and shock of 15 V if they agreed. They were told to give the learner a shock for each answer and to increase this by 15 V each time.

The experiment began and for each shock the properties or a grunt which go level was increased. At 150 V the particle said:

'Ugh. That's al' Ge of nere. I told you I had heart trouble. My heart's so of here, ple y Leart's starting to bother me. I refuse to go on. Let me out.

Burger called this the 150-volt solution. It is the moment when nearly every parexperimenter that they are reluctant to administer the shock. When people was Milgram studies, almost no one believes that the participants would continue to participants continued to obey then this could be used as a reasonable measure than needing to go up to the original 450 volts in Milgram's study.



The experiment ended if the participant refused to go on after hearing all four of participants decided to continue after 150 V. At this point, the experimenter important the shock generator was not real and that the confederate was an actor. The confederate entered the room and told the participant that he was fine. A debriefing was then conducted.

# What were Burger's findings in experiment 1?

In experiment 1, 70% of participants wanted to continue after 150 V. This was lower than Milgram's variation finding of 82.5%. Women were slightly more obedient than men (72.7% vs 66.7%) but this difference was not statistically significant.

# Experiment 2: Modelled range, condition

A similar procedure was a second same gendered by a same gendered by a same gendered by a same given the role same given the r

Teacher 1 initially administered the shocks up to 75 volts. As they were about to Teacher 1 expressed their hesitation and was prompted by the experimenter to pushed their chair away from the table. The experimenter then asked the real padministering the shocks.

# What were Burger's findings in experiment 2?

In experiment 2, 63.3% continued until 150 V, which was similar to the original study. This was contrary to what Burger expected as with the presence of a dissenter he thought that obedience would drop significantly. Again, the women were slightly more obedient but this did not meet statistical significance.

In this experiment Burger also investigated two personality traits: empathetic concern and desire for control. He did not find a large difference between those who stopped early and those who carried on. However, participants who stopped earlier were more likely to have scored higher in their desire for control.

## **Conclusions**

Burger's findings suggest that people are still very obedient today. In addition, he differences, which confirms what Milgram found. Interestingly, Burger's modelle much higher rates of obedience than would be expected. This may be because per a single person to inform their behaviour. In A ilg and a variation there were two powerful effect in reducing obedience.





# **Evaluation**

# How similar was this study to Milgram's original?

Burger wanted to investigate whether people would have obeyed 45 years after the original study was as possible to the original study – the only difference should be that the study ws -conducted many yea ways. Examples include that the researcher used a very similar script to "الماريس" original, used the sa ooking confederate and experimenter, and had the experimente' ್ರಾಬ್ a 🚶 ್ರಂat.'

However, there were a number of differences トクストルタン wastudies...

# Task chapter 2.2: Difference at the Configuration of Study

iffer succes between Burger's study and Milgram's study, and explain wh be results. gone on to int Identify two

INSPECTION

Why was there a difference? instead of 450 V. Once the participant The highest voltage used was 150~VWhat was the difference? had decided to carry on after this voltage, the study was stopped.

In Milgram's study a large number of extreme distress after this voltage. By participants started to show signs of Why was there a difference? lowering the maximum voltage, the amount of distress was reduced.

What was the difference?

Si

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Why was there a difference?

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Page

Burger made a number of modifications to try to counter the ethical criticisms of Milgram's study. But

# Task chapter 2.3: Was Burger's study ethical?

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Complete the table

What did Burger chang	Burger reduced the maximum volution 150 V because participants in Milleseemed to become more distressenthe voltage got.			
What was the problem with Mile v. study?	Milgram's study care participants even participants even to the high let the high l			Land Control C
	Example	-	2	3

# How ethical was Burger's study?

Although Burger modified Milgram's original study to make his replication more participants to a stressful situation. Participants believed that they were actually and this may have made participants feel distress or guilt. As in the original study because they were told they were taking in an experiment on the effect of punish

# How useful was Burger's study?

Given that Burger's study also faces some ethical criticism, it is important to considerings.

Burger's study was a replication of Milgram's study with the aim of learning when obedient 45 years later. Some psychologists had argued that people would behave more aware of the dangers of following orders from an experimental situation.

This increases our knowledge because two the opposite of what was expected further education about the description of rollowing orders and also suggests that obsocial changes. However, the saddy does not tell us about obedience in a non-arrobedience of the statement of the saddy does not tell us about obedience of the saddy does not tell us a

# How valid was Burger's study?

One difference between Burger's study and Milgram's original was that the maximum 450 V. This means that it is difficult to know whether people were as obediency of knowing if they would have continued to the maximum shock voltage.

Additionally, as in the original it is possible that participants did not believe they therefore, the study may not have measured obedience but the tendency to simply 2009, Milgram's study is widely known, is taught about in classrooms and has although Burger screened out those who had received psychology classes, some aware of the original study.

# **Chapter 2 Activities**

# **Check your understanding!**

- Q1. Outline one conclusion that can be drawn from Milgram's research.
- Q2. Discuss one ethical criticism of Milgram's study. (3 marks)
- Q3. Milgram's studies were conducted over 50 years ago. Discuss whether today. (4 marks)
- Q4. Do you think Milgram's study was worth the policy all harm to particular
- Q5. Explain how situational factors in the Medience levels. (4 marks)

# **Exam-style questions**

- Q1. In sociation of the following studies are classified about one of the following studies.
  - Burger (2009)
  - Reicher and Haslam (2006)
  - Cohrs et al. (2012)

Describe the findings and/or conclusions of one study from this list.

Q2. Milgram (1963) conducted an experiment into obedience.

Evaluate Milgram's research into obedience. (8 marks)

# 



# Chapter 3: Factors affecting obedience

# **Overview**

In this chapter we will look at factors that are thought to alter the levels of obedience and resistance to obedience (dissent). These factors include the individual's personality and gender, situational factors and the role of culture.

# Learning outcom

After studying this chapter yo

Outline and evaluate factorized personality, gender, situate are believed to alter obed

# **Key Terms**

Authoritarian personality

Collectivis

Individualistic culture

 $\lambda$  type of personality thought to be particularly prejudice and obedience

A culture that places the value of the whole groundividual

A culture that prioritises individual interests are



# **Scene-setting Questions**

- How might personality influence obedience?
- Are women more obedient than men?
- Are some cultures more obedient than others?

# Factors affecting obedience and dissent

Milgram's original study shocked fellow researchers with the finding that 65% of maximum shock voltage, a fatal 450 V. The main conclusion from Milgram's study obedient.

However, perhaps equally as important is the question: 'Why did some participal

Although 65% of the participants obeyed, a less impressive 35% of participants smakes some participants obey and others resist?

The study of individual differences looks at the work cipants differ within a six For example, people may behave different person

Another important and the situat Milgram's findings is: 'What about the situat's obedient?'

Milgram's finding of 65% obedience does not apply to every situation. In some sobedient and in other situations more obedient. What factors in Milgram's study rate?



# **Individual differences: Personality**

# Authoritarian personality (Adorno et al., 1950)

Adorno et al. (1950) argued that those with an authoritarian personality are part and are more likely to be submissive towards authority figures.

They created the F-Scale (F for fascism), a questionnaire that examined the role of personality traits in the tendency to be prejudiced.

Try You zze

Those with authoritarian traits (measured by the F-scale) showed:

- a respect for legitimate authority
- a high regard for status
- belief in a black and white view of right and wrow
- conventional values

People with these particles at traits were found to be more prejudiced than those scored low the straits.

It was thought that the strong respect for authority would lead individuals with the personality to be more obedient than others.

## **Evaluation:**

Adorno et al.'s idea of the authoritarian personality was based on the work of Freud. Freud argued that our behaviour and personality as an adult was formed by childhood experiences. Adorno argued that harsh parenting produced a fear of parents which led to the need to obey authority figures later in life. He also argued that this upbringing led to a hatred of their parents which was displaced onto more acceptable targets (such as ethnic minorities). However, it is likely that many people who have had this type of upbringing do not go on to be highly obedient or prejudiced (or have other F-scale traits). We now do not believe that our childhood has such a deterministic effect on our adult life but that it plays some role.

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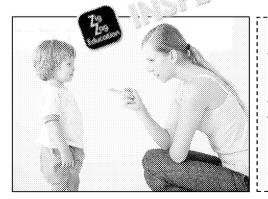
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Evidence is mixed on whether the authoritarian personality does relate to obedience. Elms and Milgram (1963) found that those who were most likely to show resistance scored lower on the F-scale. However, Miller (1986) cites unpublished work that did not manage to replicate their findings.

Hyman and Sheatsley (1954) made a very strong case at the authoritarian perconcentrating on the sampling and methodology of the authors. They found that unrepresentative and that the author of discount for the role of education, methodology was favourable for the cushors.



Developmental psychology: Authorital Adorno et al. argue that the authorital in childhood as a response to the child parents. Parents who are controlling, the child strict rules encourage the development the child feels toward instead the child learns a strong respersentment is projected onto weaker who do not align with conventional value.

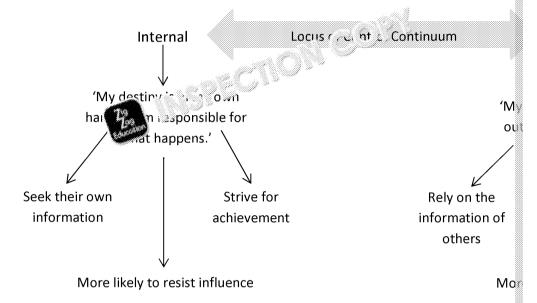


# Locus of control

Rotter (1966) developed the concept of a locus of cdontrol, which is the extent to responsible for their own successes and failures. He distinguished between two

**High internal locus of control** – believe they are responsible for what happens to **High external locus of control** – believe that what happens to them is out of the chance, fate, or uncontrollable circumstances

He developed a 23-item forced-choice questionnaire to measure locus of control been created since.



# **Support for locus of control**

- Holland (1967) conducted variations on Milgram's experiment and found no and obedience. However, Blass (1991) reanalysed these findings using more participants with an internal locus of control showed more resistance, especiating coerced by the experimenter
- In Schurz's (1985) Austrian study a modified form of Milgram's was used when ultrasound stimulation to a learner and were told that the highest level cause whereas 20% assumed responsibility for their actions, suggesting an internal
- Oliner and Oliner (1988) interviewed Germans who sheltered Jews during the that they tended to have an internal locus of control and scored highly on so

# **Evaluation**

- Twenge et al.'s (2004) meta-analysis found t' at accis of control scores in American students as a library had become progressively more extensioner a period of 42 years, and argued the easily view themselves as victims and black here excess for bad events or performance
- EXAM contro
- After S 1985), stricter ethical guidelines were enforced which preventer replicated again in its original form
- Jerry (1965) found that those with an internal locus of control are not only mare more likely to be able to influence others



# Individual differences: Explaining obedience

Milgram's study found that 65% of participants would give a fatal 450 V shock if figure. He explained these findings in terms of obedience being a product of the he modified the situation and found that obedience changed accordingly. Howevexplain why 35% of the participants did not continue to the highest level of shockarefully controlled so that each participant experienced the same situation, are equally obedient. This suggests that there may be individual differences, such as that encourage obedience or resistance to authority. The role of individual differences acknowledged by Milgram.

# Individual differences: Gender

# Are women more obedient?

Stereotypes about women being om ham, quiet, and even meek, suggest that with than men. But are the state of sindings consistent with this?

The majorit earch does not support this stereotype:

- Milgram conducted his study again with a sample of 40 women (variation 8) equally as obedient as men: 65% of them gave the maximum shock voltage
- Burger (2009) replicated Milgram's study 45 years after the original and four between men and women
- Kilham and Mann (1974) replicated the study using Australian students and and 40% of men

However, some research did support the stereotype. A study by Sheridan and K (1972) followed a similar procedure to Milgram's shock experiment. Instead of a actor, the learner was a puppy. Each time the puppy made a mistake it received shock and participants believed the shocks were getting more powerful each time. Just as in Milgram's study, resistance was met with a series of four prompts. Of participants, 54% of the men continued to the maximum shock level, but every female continued to the maximum shock level.

Interestingly, the researchers asked a separate group of people to predict the maximum shock level they thought men and women would go to. Of these, 86% participants believed that the average woman would not administer a shock high than 150 V.



Developmental psychology at ture and gender
Are the differences pet in a males and females bis
formed by so and pemales are formed from societal beliefs.

a put males and females and these become stored
influence their own behaviour. Some of our societal
are that they are more compliant and less aggress
might expect that females would be more obedient
experiment. However, so far experimental findings
stereotype. This suggests that our beliefs about material developed in childhood are not true reflections
similarities.

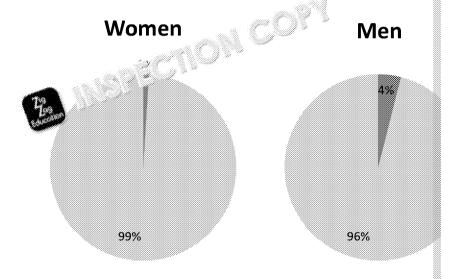


# Are men more disobedient?

Although previous research suggests that women are not more obedient than me in *dis*obedience?

Behr and Belarmino (2012) investigated this question. They placed a blow-up do cafeteria and put 'Do not touch' signs on both sides. For two days they recorded passed by the doll and the number who interacted with the doll.

A total of 252 men and 197 women saw the doll. Of these 1% of women and 4% the doll. This suggests that men are more disobedient than women; however, it finding would hold true for more serious acts of disobedience.



# **Situation**

If a police officer gave you an order, this would be quite different from your murry your teacher emailed you telling you to do something, this would be different from tof you. How does the situation affect our obedience?

# Issues and debates: Nature-nurture

Prior to Milgram the consensus was that bad things were done by bad people (nather than the product of situational factors (nurture). He found that possible psychologically normal would follow orders, even when the order meant hurting findings caused a shift in social psychology research and generated interest in social psychology.





# IN



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Situational factor	Research	Conclusions
Proximity of the authority figure	In a variation of Milgram's study, the authority figure gave the initial instructions and then left the room and gave the remaining orders over the telephone. Obedience dropped from 65% to 20.5% and the participants often lied and said they were giving the shock when they did not.	Some people will obey even if the not physically next to them. Howe appears to act as a buffer and reduced to the state of the same for the same of th
	an unianiliar doctor gave orders via telephione vere not supposed to follow orders over the teli ter an unfamiliar drug at unsafe levels. Of the i he drug.	reopie are less liker. To follow an o
Presence of other dissenters	In a variation of Milgram's study, initially two other participants were told to administer the shocks but rebelled. After this, the participant was told to administer the shock. Only 10% continue to the maximum shock level.	The presence of dissenters reduces. This may be because the participal pressure to obey with others presemight also act as role models and looks to them for how to behave in
Authority figure is wearing uniform	Bickman (1974) had a researcher dressed either in plain clothes, in a milkman's uniform or in a guard's uniform. The researcher gave members of the public orders to do simple tasks. More people obeyed the researcher in the guard's uniform compared to the one in the milkman's uniform or plain clothes.	Certain types of uniform make pecobey; for example, a police officer uniforms legitimise the authority $lpha$
	Sedikides and Jackson (1990) had a confederate dressed either as a zookeeper or in plain clothes and told visitors not to lean on the railings at a bird house at a zoo. Obedience was much higher with the zookeeper.	which makes people more likely to
Gradual escalation	In Milgram's study, participants were asked to increase the voltage by 15 V each time the confederate gave an incorrect answer. By the end of the original study, 65% of the participants had given the maximum shock level of 450 V. It is very unlikely that any participants would give a 450 V shock by itself if ordered to.	People are likely to refuse orders f However, if the المرابع is broken do tasks المرابع المرابع
vs all at once	Schwarzald, Bizman and Raz (1983) investigated how gradual escalation might affect door-to-door fundraising. They asked some participants to sign a petition. They asked to make a donation. Those who had signed the tition were more likely to donate than those who were simply asked for the donation.	المام الانتخاب ويرمن المان ال

# **Culture**

In Milgram's original study the research was conducted in the USA and the particle obedience levels be the same in other cultures?

# Individualism vs collectivism

America is an individualistic society where there is an emphasis placed on the individual rather than the whole group. In this type of society, independence and personal goals are valued above the interests of the group. Other countries that are individualistic include the UK, Australia and Canada.

In contrast, some countries are collectivist and the increases of the individual are seen as less important and ose of the whole group. A person's group identify a very important to them and they try to work towards the large group goals rather than personal group and its of collectivist cultures include Japan, China and In



Individualis traditional

Given that America is an individualistic society, we might expect that obedience levels in Milgram's study might be lower than those of participant Americans should, in theory, be more likely to place their own desires above those needs of the experimenter.

# **Cross-cultural replications**

Milgram's study has been replicated outside the USA with the aim of discovering cultures would be just as obedient.

Milgram found 65% of participants obeyed to the highest shock level. How do o

Researcher(s)	Country	Obedience lev
Shanab and Yahya (1978)	Jordan	62.5%
Ancona and Pareyson (1968)	Italy	85%
Miranda et al. (1981)	Spain	62.5% 85% >90% 80% 50% 28%
Schurz (1985)	Austria	80%
Burley and McGuinness (1977)	UK	50%
Kilham and Mann (1974)	Australia	28%

## Issues and debates: Culture

There have been a number of replications of Milrami's paidy in different culture different methodology used most of the die are not truly comparable. Most to determine whether culture afraca being an area and values would expect research fraca after across time if culture is an important factor.



Looking at the findings it seems that America is on the lower end of the obedience given that it's a strongly individualistic society. The UK and Australia had lower of strongly individualistic societies. The vast majority of replications have been conswhich makes it difficult to assess differences between cultures that are very differences between the construction of the obedience of the obedi

The findings also confirm the idea that obedience is a universal behaviour which could be interpreted as support for Milgram's agency theory, which states that a and this goes on to influence the way we respond to obedience situations in late.



However, it is worth noting that it may not be sensible to generalise the findings findings represent only a very small number of people, and to generalise the find culture would be a mistake. Additionally, many studies use students, who are like general population because educational environments encourage obedience.



Does Milgram's study measure obedienc

One criticism of Milgram's research is that represent obedience. Rather, the research people have aggressive urges and that the opportunity to act on them. Shanab and Yauniversity students, added a control condin which produces were given the choice in each angly, 12.5% of students (1 in 8) choock voltage of 450 V without any orders dispositional explanation of behaviour.

# **Chapter 3 Activities**

# **Check your understanding!**

- Q1. Briefly describe the authoritarian personality. (3 marks)
- Q2. Outline one finding into gender and obedience. (3 marks)
- Q3. Explain how any two situational factors influence obedience. (4 mark
- Q4. Briefly discuss how the obedience levels of Milgram's participants' coobedience levels in other cultures. (4 marks)
- Q5. Briefly discuss whether gender affects obedience. (4 marks)

# **Exam-style questions**

- Q1. A student, Jessica, was giving a presentation to a class. During the presental students were talking loudly. Jessica told them to be quiet but they carried on
  - a) Using your knowledge of obedience, and a one situational factor two students carried on talking in the students carried on talking in the students carried on talking in the students of th
  - b) Using your ker is a ge of obedience, explain **one dispositional far** to de 15 carried on talking. (2 marks)
- Q2. Emilia's boss sent her an email message telling her to clear out the storage roll tiring work, so she decides to ignore the message. However, when her boss con again, she rushes into the storage room and begins clearing it out.

Explain, using knowledge of factors that affect obedience, why Emilia her boss was in the office. (3 marks)

# 



# Chapter 4: Explanations and research in

# **Overview**

In this chapter we will look at two explanations of prejudice: social identity theory and realistic conflict theory. These two theories differ in their emphasis on competition for resources leading to prejudice and discrimination. The two theories will be evaluated and compared.

# Learning outco

After studying this chapter

- Understand and evaluation of a theory explanation of a contract of a
- ☐ Understand and evalue theory of prejudice

# **Key Terms**

Treating some in a " rently because they belong to Discrimination 🎅 مرد 🖰 🚽 🖟 ac c 💮 المرد discrimination towards people who Homophobia In-group favouritism ் பாating members of your own group as better than treating them preferentially Minimal gr A technique used to investigate intergroup discrimina behave when they have been created arbitrarily Negative out-group bias Negative feelings, beliefs and behaviour towards men Prejudice Strong feelings towards another person or group, par Racism Prejudice and/or discrimination based on a person's r Sexism Prejudice and/or discrimination based on a person's g A belief about a particular group that is an overgener Stereotype



# **Scene-setting Questions**

- What is prejudice?
- How does group membership influence prejudice?
- Why do you think prejudice occurs?

# What is prejudice?

Prejudice is when you have negative (or positive) attitudes about someone based group.

There are three important related concepts:

Concept	Definition	
Prejudice	Affective: Feelings about a person or group	Elderly
	(often negative, but they car ் ுsi ve)	frustra
Stereotyping	Cognitive: Holding haveful about a group that	Elderly
	are general: " i no	roads.
Discrimination	Ret 1 2 anging your behaviour towards	Elderly
Discrimination	son based on their group membership	to driv

All of these connected, but a person does not necessarily need you could discriminate without harbouring negative feelings about a group (prejudical)

**Note**: Prejudice does not have to be negative. You can have positive attitudes their group membership. This often occurs when it is a member of your own gramight discriminate by giving them preferential treatment. For example, in negour own family rather than hiring based on who would do the job best. Howefocus on the negative forms of prejudice.



# Types of prejudice

## Racism

Racism is when you have hostile attitudes towards someone of a different race and discriminate against them because of their race. One example of racial discrimination was the system of apartheid in South Africa. This was an enforced separation of black and white South Africans and included legislation that was discriminatory against black South Africans.

For example, the Bantu Education Act (1953) denied black South Africans the same education as white South Africans and instead they received an education designed to teach black South Africans that their role was to serve the interests of whites. Schools for black South Africans were neglected and received far less funding than schools for whites. They experienced overcrowded classrooms from attendal resources and teachers with minimal training



This video shows prejudice and discrimination in action. In a social experiment, bike in broad daylight. One is a white male, one is a black male and one is a pre-

Watch what happens...

zzed.uk/8066-video-bike-theft

# Homophobia / sexual prejudice

Homophobia is a term to describe negative attitudes towards non-heterosexuals (particularly homosexuals, but the term is also used for members of the LGBT groups) and treating someone differently based on their sexual orientation. Homophobic bullying is common in schools and members of the LGBT groups are less likely to be employed by companies than heterosexual candidates. In its most extreme forms, homophobia can result in physical violence, and even murder.



Homosexuality is sometimes related to concepts of masculinity and femininity, sometimes may be called 'gay' as a taunt to suggest that they are less masculine. Researgued that male homosexuality is seen as a threat to ideas of masculinity and the protect a sense of masculinity.

# Issues and debates: Issues related to socially social soc

Research into prejudice has important implications and those individuals and gragainst. Early psychological research and legitimised practices that we

For example, home a be year recorded as a diagnosable mental illness according to the latest which the was shown sexual images and then given painful electric shown order to associate their sexual desires with punishment. As the result and the research finding that homosexuals were typically happy with their sexual discriminatory practices against homosexuals have become outlawed.



### Sexism

Sexism is when you have prejudiced attitudes towards a person based on their godiscriminating against a person based on their gender.

An important factor in sexism is the stereotypes we hold about genders. Commo women can foster discrimination. For example, a woman may be less likely to be than a similarly skilled man due to the stereotypes about women's abilities in ST

### Stereotypes as a self-fulfilling prophecy

Although stereotypes are overgeneralisations and often simply not true, awareness of stereotypes about your group can have an effect on your behaviour. For example, knowledge of the stereotype t' pur group is not very athletic means you might not try as har an at latic events.

Watch this video to learn more zzed.uk/8066-video-s\* ∈ ∆, \*>:

### Task chapter 4.1: Stereotypes in sexism

Think about the stereotypes you know about men and women, and add the below. You can include positive stereotypes too, such as women being can good at practical tasks.



### Social identity theory (Tajfel and Turner, 1979

Tajfel and Turner (1979, 1986) argued that the mere prosect of another group that group. A group a person is a member of is consider at the 'in-group' and a group an 'out-group'. Conflict arises between in-groups and out-groups ('us' vs 'them').

### Interper 4 vs intergroup behaviour

Tajfel and Tu distinguish between two types of behaviour found in social situations. Interpersonal behaviour is behaviour that is determined by individual characteristics and interpersonal relationships. In contrast, intergroup behaviour is determined by group memberships. Neither type exists in a 'pure' for rather each situation is a continuum that goes from one extreme to the other.

There are some situations that approach the extreme end of the continuum; for opposing armies are on the extreme end of the intergroup behaviour side.



### Social identification

We categorise people into different groups based on certain traits. For example, race, gender and sexual orientation are categories that have well-documented cases of prejudice and discrimination. However, they can also be much smaller groups such as which school you go to, the football team you support or your friendship group.

If you identify yourself as being a member of a group then that group is the 'in-group'. Group membership is tied to your self-esteem and, therefore, it's important that you evaluate your own group positively.

### **Social comparison**

We have a tendency to compare ourselves to the end us. Tajfel and Turner argue that group comparison is a subjudice and discrimination.

Individuals seek to have a sitive social identity and this is based on making favourable parisons. It is necessary for the in-group to be seen as a positively discrepance from the out-groups. If their social identity is unfavourable, then the individual will try to make their group more positive or leave for a better group.

Tajfel and Turner argue that this need for people to evaluate their own group in a positive light leads to the need to differentiate from other groups. The aim of such the superior group; that is, groups are socially competing.

### In-group favouritism and negative out-group bias

Individuals favour and give preferential treatment to members of their own group positively and see their group as better than any out-groups. The in-group is more the out-groups are all very similar. The out-group is evaluated unfavourably and and emphasise their negative qualities. This boosts self-esteem because comparabetter.

### Application: Football teams

Sarah supports Aston Villa and watches all their games. Every time Aston Villa are due to play a game she feels certain of their victory. After all, no other team shows anywhere near the amount of skill or has such talented players! The other teams are all so terrible and she has no idea why anyone would waste their time supporting them.

When Aston Villa lose, the other team must have to lacky and the referee clearly didn't know what have had it in for her team. Same eels a loc better when she remembers all the tip and all the stupid roll are silvey have made. At least her team isn't that bad!

However, ston Villa continue to lose matches, Sarah stops watching ever gets less and less. Sarah feels a bit embarrassed to admit that she supports Asfinds herself supporting another team that seems much better than Aston Villa

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### Minimal group research into social identity theory

Tajfel et al. (1970) conducted two experiments to investigate intergroup discriminal group studies. Both studies use the 'minimal group paradigm' in which way and as such there is 'minimal' reason to support one's own group.

### **Experiment 1**

Sixty-four boys aged 14–15 from a school in Bristol were asked to estimate the number on a screen. In the neutral condition, four groups of eight boys were told that so others underestimate the number, but these estimates did not say how accurate condition, four groups of eight boys were told that some were highly accurate and

The groups were then assigned to groups at random, but the were told they we overestimator/underestimator or highly/poorly a cut to capending on the conditions.

The boys were then told to give r wa a country the other boys in the experiment. The real money. Before revertile other boys they were told whether the member them (in-graph rich cookers in another group (out-group). The boys were give matrix of parameters. The top number represented the money being allocated bottom number to the other group.

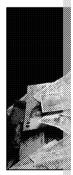
15	14	13	12	11	10	9	8	7	6 20
2	4	6	8	10	12	14	16	18	20

For both conditions, the researchers found that participants favoured their own members of their own group. They found no significant difference between the to

### **Experiment 2**

Forty-eight boys from the same school were split into three groups of 16 boys. The boys were shown paintings and told that some of the paintings were by an artist called Kandinsky and the others by an artist called Klee. They were not told which was which. They were asked which painting they preferred. The boys were then randomly assigned to either the Kandinsky or Klee conditions irrespective of what they said their preference was.

Similar to Experiment 1 the boys completed booklets with matrixes to give rewards. Tajfel was interested if the boys would choose to give the maximum rewards to both groups, the maximum reward to the in-group or the maximum difference between the groups.



Creatir was more

Tajfel found that the boys tried to maximise the differ who ween themselves they could have given their own group more nor with ey had chosen to give the groups.

### Conclusions

In both expects the part of that group. The experiments also showed that out-group produced once groups had been established. The participants acted on behalf of single student.

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### **Evaluation of social identity theory**

- Real-life applications: Social identity theory can explain why prejudice occur though there is little reason for conflict between them
- Artificial evidence: The minimal group studies have been used as support for artificialness makes it questionable whether they reflect discrimination in reboys saw it as a competitive game
- Serious implications: Participants in the minimal group studies discriminated does this tell us about what will happen when there are more divisive issues
- Personality: Social identity theory does not take into account the personality group; people are not equally likely to discriminate

### Realistic conflict theory (Shelic, 1906)

Sherif (1966) argued that prejudice is the first of group conflict. When there are seen as competitors for in the presource and this creates intergroup conflict when migrant are reported to the cused of 'stealing' jobs.

**Note**: It is *erception* of competition that is important. In reality migrant we jobs that British people do not want.

### **Competition vs cooperation**

Sherif argues that this competition leads to feelings of hostility towards the other group and discrimination. When resources are very scarce, this intensifies feelings of conflict.

Intergroup conflict was most likely when the groups shared mutually exclusive goals. This type of goal means that only one group can be successful and this leads to competition between the groups.

Cooperation within a group can lead to group solidarity, whereas competition between two groups can lead to intergroup harmony. Thus, when intergroup conflict occurs, the best solution is to encourage cooperation between the groups.



There is members of the real

Intergroup competition

Intergroup conflict

Intergroup cooperation

Intergrou

Jerusale important holy city for the religions of Judaism, Islam and Christianity. Both Israelis (the majority are Jewish) and Palestinians (the majority are Muslim) claim that Jerusalem is their capital. The status of Jerusalem has created significant conflict, with both groups wanting to claim the city as their capital.

According to realistic conflict theory, the Israeli–Palestinian conflict is in part of to competition for the same resources. Both Israelis and Palestinians see Jerus territory that they wish to possess. This differs from social identity theory, who existence of another group causes conflict.



Sherif conducted a field experiment called the Robbers Cave experiment in which between two groups to see if it resulted in hostility and prejudice...

### Classic study: Sherif et al. (1954/1961) Intergroup conflict and Robbers Cave experiment

Sherif and colleagues conducted a field experiment at Robbers Cave summer camp in Oklahoma to investigate intergroup behaviour. The boys at the camp were unaware that they were being studied.



### Aim

To learn about intergroup conflict, in particular what make the groups hostile towards one another and how hostility can be cauced. In particular, they competition.

**Sampling** 

Twenty-four range of 11 were used, and were selected using an opportunity saw white, middless and from Protestant families in Oklahoma. The boys were sporting ability and they called themselves the Rattlers and the Eagles. Two boys during Stage 1.

### The three stages

### Stage 1: Formation

Initially, for the first five or six days, the boys were kept separate from one another designed to foster group cohesiveness. The researchers (believed to be camp starcorded information about the group dynamics.

**Findings**: The boys in each groups strongly identified with their own developed its own norms and culture. The boys chose names for the Rattlers and the Eagles.

### Stage 2: Friction

In the next four to six days, the two groups met one another to take part in a campart in the competitions and points were earned for each group. There were prize winners but nothing was given to the losers. A trophy would be given to the over researchers also fabricated situations designed to encourage frustration with the



Findings: The boys started to be hostile towards members of the other hosts called each other names but this is a ed to more serious burned the Rattlers' flag and the flat lers anded the Eagles' cabin an property. The research is and cophysically separate the boys when physically against the host caphysically against the end of stage 2, 6.4% of friendship choice for the Eagles group and 7.5% of the Eagles choices were from

Stage 3: Into ....on

In the final six or seven days, the researchers tried to reduce conflict between the researchers wanted to see if bringing the groups into contact with one another ware brought together in the recreation room for dinners and films together. However the hostile towards one another. The researchers encouraged the groups to do cooperate a vested interest (working towards superordinate goals).

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### Superordinate goals included:

- Fixing the water tank that supplied water to the whole of the camp
- Securing a film by both contributing towards the cost
- Helping move a stuck lorry
- Preparing a meal together
- Trading parts needed to pitch tents



Findings: Contact alone did not reduce the hostility between the grocalled each other names and had food fights. However, when fixing the boys began to interact with each other without signs of name-call by the evening the boys returned to showing g s of prejudice. When the entered for a meal first, the Rattlers leers had less first. During the other without signs of name-call by the evening the boys returned to showing g s of prejudice. When the left of a meal first, the Rattlers leers had less than a other group. However, as the grown or and more and more and manage of a manage goals, cooperation eventually became get a friendship choices for the Rattlers were from the other gles' choices were for the out-group.

### **Conclusions**

Group identities were quickly formed and competitions promoted positive evaluations have been supported by the contact between the groups was not engineering the contact between the groups were contact the contact between the groups were contact to the contact between the groups were contact the groups were

This study was interpreted as support for realistic conflict theory.

### Issues and debates: The use of psychological knowledge in society

Sherif's research suggests that if we want to reduce conflict then people from need to work together towards a superordinate goal. This contrasts with the simply having contact with another group was enough to reduce prejudice. Contrasts with another group was enough to reduce prejudice. Contrasts with another group was enough to reduce prejudice. Contrasts with another group was enough to reduce prejudice. Contrasts with another group was enough to reduce prejudice. Contrasts with the groups and also encouraging students together towards a common interest. For example, students from different beautiful and entire groups could work together to fundraise for a class trip.



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### **Evaluating the Robbers Cave experiment**

### Strengths

- The Robbers Cave experiment acts as good support for realistic conflict theory by illustrating how competition is central to prejudice and discrimination
- This study is similar to many real-life situations, such as the greater prejudice and discrimination between races when unemployment is higher for one group when they compete for limited numbers of jobs
- The study was conducted in a reagine setting, which has greate to again validity than a more artification. The study was conducted in a reagine setting,
- Supports the idea that working together is a method that can be used to reduce prejudice and discrimination, which has positive implications for society

### Weaknesses

- There was no continuous created but were not this reduces the extended competition was the co
- The competition an artificially and, the the study may not
- The sample consist which limits the get the usefulness as me examples of prejuding adults
- Participants in the did not consent are harm
- It cannot explain will discriminates again as they already have

### **Evaluation of realistic conflict theory**

- Real-life applications: Realistic conflict theory can explain why numerous gradiscrimination; for example, fans of football clubs competing to have the best
- Positive implications: The finding that working towards superordinate goals
  discrimination could be used in schools as a prevention method against development discriminatory behaviour
- Personality: Realistic conflict theory does not account for the personalities of group; some people are more likely to discriminate than others

### Issues and debates: Comparisons between ways of explaining behavious themes

One similarity between the two theories of prejudice is that both implicate coninciting prejudice and discrimination. Realistic conflict theory argues that two gor mutually exclusive goals. For example, two sports to go any compete to win a trophy. Only one team can win and thus the goal of accusally exclusive. In contargues that people socially compete to any are competing for a positive social identity theory, the two sports eany are competing for a positive social identity boosts the team's solidated the group cohesiveness. Hostility towards the other team is one esteem. The impetition is implicated in both theories, but in different ways



### **Ethical issues**

### Task chapter 4.2: Ethical issues in the Robbers Cave experiment

Identify three more ethical issues from the Robbers Cave experiment, proving from the study and, where possible, suggest an improvement the research to minimise this ethical issue.

<b>Ethical issue</b>	Example from study	Suggested
Informed consent	The participants did not know they were taking part in a study and did not consent to take part in the research	The research group of chaif they had and if they

### Individual differences: Explaining prejudice

Initial explanations for the prejudice and discrimination against Jews in the Holo There was a strong belief that the German people must be evil to commit such dispositional explanations cannot account for the behaviour of a whole culture throughout history, often at times of economic uncertainty due to an association power. More recent explanations for this prejudice arguing at the environment prejudice. Social identity theory and realistic cormic theory poots moved away was influenced by individual difference associated focused on intergroup confidence.



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### Key question: How can knowledge of social psychology be us in situations such as crowd behaviour or rioting?

### Describing the issue

Crowd behaviour looks at how the behaviour of crowds differs from the behaviour behaviour is when a group attacks people, authority figures, property or building to frustration or anger towards a particular situation.

One type of riot is a **race riot**, which is when rioting behaviour occurs between different rioting is less common today, but still occurs, particularly action to the event between white police officers and African Americans.

### Example: The Ferguson unrech

The Ferguson unrest in the sponse to the fatal shooting 8-33 and black man called Michael Brown. The person record le for the shooting was a white police officer named Darren Wilson. Officer Wilson went to attend to the scene of a robbery when he saw Brown, who matched the description of the suspect, and attempted to question him. A struggle broke out between the two and Brown was fatally shot and died on the street.

Initially, the response was peaceful, but as more details emerged riots got increasingly violent. Police officers imposed a nightly curfew, made arrests and used tear gas to disperse the rioters. These tactics were heavily criticised. Rioting lasted for over two weeks and then reoccurred when the police officer was not indicted on the anniversary of the shooting.



Riot

### Other types of riot include:

- Urban riot: Rioting in urban areas often due to poor housing conditions, po
- **Prison riot**: Rioting by prisoners against prison officers
- Sports riot: Rioting often between fans of opposing teams after a particular

### Applying social psychology theory/concepts to the issue

**Social identity theory** can explain the 'us' vs 'them' mentality shown by crowds. the crowd and see themselves as different from the out-group. This allows them group by damaging their property.

An alternative explanation is **realistic** (2) in **eo.y**, which argues that the confirmation resources. This might explain that the confirmation of the conditions and the other real case higher employment and better housing.

Within a crown are often authority figures that direct the crowd in their action an agentic state and shift responsibility to those authority figures.

Difficulties in crowd control can be attributed to **social impact theory's** division officers are authority figures, the large sizes of the crowd mean that their authority



### Applying social psychology theory/concepts to the Ferguson U

According to **social identity theory**, the African-American community will see the police officers as the out-group. In social comparison, the in-group will interpret the negative way due to negative out-group bias. For example, they will interpret the manage the crowds as too controlling when the group have a right to protest.

Similarly, the police officers will view the rioters as the out-group. They will interviolence rather than peaceful protests. They will see the African-American communicated of differentiated) rather than seeing that there are peaceful protesters amore people were peaceful.

Alternatively, **realistic conflict theory** can explain the ring of terms of competite American community was poorer and experience was conditions than the whole suggest that riots will continue to happe to the differences between the two attempts to work together.



### **Chapter 4 Activities**

### **Check your understanding!**

- Q1. Briefly describe one example of prejudice/discrimination. (2 marks)
- Q2. Outline the social identity theory explanation of prejudice and discrin
- Q3. Describe how intergroup conflict was reduced in the Robbers Cave ex (4 marks)
- Q4. Identify and explain one ethical issue affecting the Robbers Cave expension
- Q5. Identify and explain one strength and one limitation of realistic confliction (6 marks)

### **Exam-style questions**

- Q1. Tajfel and Turner (1979, 1986) argue the mere presence of another group prejudice. The two groups engage in social comparison.
  - a) Explain the meaning of 'social comparison' in 1 is theory. (3 mark
  - b) Explain one strength and one way or social identity theory.
- Q2. Assess how far reas a family theory can be used to explain prejudic



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### Chapter 5: Factors affecting prejudice and

### **Overview**

In this chapter we will examine the factors that affect prejudice and discrimination. These include dispositional factors such as personality, situational factors and the role of culture. We will look at the supporting research and conflicting evidence for the role of these factors in prejudice and discrimination.

### Learning ©

After studying this (

Outline and evaluation prejudice and personality, site

### **Key Terms**

Authoritarian personali:

Ethnocentr Ethnographic fieldwork

Linguistic discrimination

A type of personality thought to be particularly prejudice and obedience

Evaluating another culture based on your own a Fully immersing yourself in another culture with culture without being influenced by your own conscrimination based on use of language and/conscrimination and use of language and use o



### Scene-setting Questions

- Are some people more likely to be prejudiced?
- What types of situation encourage discrimination?
- How does culture affect prejudice?

### Factors affecting prejudice and discrimination

Although discrimination was central to the Nazi Party during the later parts of the time in power, there were also plenty of examples where people defied orders a assisted minorities. One notable example is Oskar Schindler, who inspired the file Schindler's List.

Schindler was a member of the Nazi Party with eraplyed large numbers of Jews a factory in order to save them from the number and influence Nazi officials at great personal the German weeks of the sallowed him to save over a thousand Jewish lives.

Although Sciencer was a member of the Nazi Party he was not prejudice towards. Thus, there must be factors such as personality or situation involved in prejudice.

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Zig Zag Education

### **Individual differences: Personality**

Early theories of prejudice focused on dispositional factors, such as personality. After World War II, people were keen to blame the atrocities of the Holocaust on a select number of malevolent individuals rather than examine society as a whole. It was much easier to see the Holocaust as some kind of 'collective madness' than to see the Nazis as normal people.

### **Authoritarian personality**

Adorno et al. (1950) developed the idea of the authoritarian rersonality and believed that those with this personality were more ally to be prejudiced towards minorities. Those with an authorization personality were receptive to ideas that were all as it is society at the time, such as racism.



Adorno and colleagues attributed the authoritarian personality to experiences as a child. These individuals had experienced a parenting style which was particularly concerned with correct behaviour, strict rules and harsh punishments. Children's aggression towards their parents was displaced to those who they saw as weaker or inferior, such as minority groups.

The individual develops a black and white view of the world around them and does not tolerate ambiguity. This thinking style encourages the adoptions of stereotypes about groups and they are hostile towards anyone who belongs to out-groups.

### Measuring the authoritarian personality

The F-scale consists of 30 questions that have been designed to measure components of the authoritarian personality such as conventionalism, submission towards authorities and aggression towards those who do not hold conventional values.

None of the questions specifically mentioned minority groups, but the question established measures of out-group prejudice. Small numbers of people with very took part in clinical interviews. The researchers found that high scorers deeply recalled experiencing a strict childhood where obedience was important and transhly. This supported the researchers' beliefs about the person of the person

### Research evidence

- Hites and Kellogg (1964) stylined it college students from the Deep South and found a styline of 0.55 between the F-scale and the two-item makes prejudice. Authoritarian participants were more likely to see segregation than non-authoritarians.
- Pettigrew (1960) found correlations from 0.34 to 0.46 between authoritarianism and non-white prejudice in a sample of white South Africans.
- Siegman (1961) found that in a sample of Israeli students the F-scale predicted prejudice towards Arab immigrants from North Africa but not the prejudice held against Jewish immigrants. He concluded that not all types of prejudice are related to the authoritarian personality.



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### Methodological problems with the F-scale

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Critics have identified a number of issues with the design of the F-scale:

- The original sample used to create and refine the F-scale, although large, is population. The majority were from traditional middle-class backgrounds, we good base for their theory.
- All the questions are worded such that agreeing with the statement suggests
  personality. Brown (1965) argued that participants might simply have a ten
  that sound authoritative.
- In the clinical interviews of high and low scorers, the interviewer knew of the interview. This could have altered the way the interview was approached an

### Issues and debates: An understanding of how psycle object understand over time

The authoritarian personality fell out concentration with researchers until Altemeye theory with his **right-wing** and **rifts junism** (RWA) scale.

Altemeye 36, 19, A scale has 30 items which assess authoritarianism. To a criticisms, of the questions have been written such that agreeing with the authoritarianism and others such that agreeing shows the opposite of authoritarianism.

Questions were written around three components that Altemeyer believed we personality:

- 1. Submission: Submits to legitimate authority figures
- 2. Aggression: Aggresses against out-groups and minorities
- 3. Conventionalism: Follows social norms and traditions

Additionally, Altemeyer removed the psychodynamic elements from his scale a broader social learning, especially around the time approaching adolescence.

Positive correlations of 0.4 to 0.6 have been found between RWA and prejudice prejudice is accounted for by RWA, but there is much variation that cannot be

### The Big Five

Rather than seeing prejudice as the result of a specific personality, the Big Five is that looks at five factors.

The five factors are:

- Openness to experience: Curious and adventurous vs cautious and consiste
- Conscientiousness: Self-disciplined and dependable vs easy-going and carel
- Extraversion: Outgoing and assertive vs reflective are converted.
- Agreeableness: Friendly and cooperativenes is applications and detached
- **Neuroticism**: Sensitive and unstable v. . . . fident and secure

Research support for arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by arrangers have examined the extent to which these factorized by a factori

Within agreeableness, Ekehammar and Akrami (2007) found that the facet to related to prejudice. Tender-mindedness is a facet measuring the tendency welfare of others. Tender-mindedness was strongly negatively correlated we makes it a good predictor of prejudice.

## 



Underlying openness, the facet values was also a strong predictor of prejudice. Openness to values is a facet that measures the willingness to re-examine values of a social, religious or political nature. Openness to values was strongly negatively (-0.55) correlated with prejudice.

However, no facet was able to perfectly predict prejudice, suggesting that other factors such as the situation may influence prejudice.



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Issues and debates: The use in p. y more or knowledge in society

Research into prejudice and as Sen to the desirable goal of reducing prejudice in prejudice in prejudice in prejudice in the constant of prejudice in the constant of present of

### Situation

To what extent is prejudice and discrimination due to the individual's disposition

### Competition

Realistic conflict theory argues that competition for resources is an important siturcian prejudice and discrimination. This is supported by Sherif's (1954/1961) Robbers that the introduction of competition led to friction between the two groups which theft of the other team's property and physical aggression.

### **Application: Anti-Semitism and competition**

Economic stereotypes about Jewish people include that they have a large financial influence over international business, are wealthy and look only to benefit other Jews. The Nazis rose to power during a time of great economic troubles and Hitler blamed the Jews for the problems the country faced. In 1933 there was a boycott against Jewish shops, do the discountry faced in a discountry faced. In a stere was a boycott against Jewish shops, do the discountry faced in 1936 the Jews were banned from being employed the discountry faced in 1936 the Jews were banned from being employed the discountry faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the Jews were banned from being employed to the lower faced in 1936 the 1936 the 1936 the lower faced in 1936 the 19

Hitler perpetuated the conformal stereotypes that placed Jewish individuals as competition or the probability of the probabilit

However, Tajfel's (1970) minimal group studies suggest competition is less important an out-group. Participants would be more likely to allocate points to an in-group out-group.



### Charismatic leaders

Throughout history there have been examples of charismatic leaders who seem to manage to sway public opinion. Adolf Hitler gave powerful speeches which incited prejudice and discrimination against the Jews and other minority groups. However, speakers such as Martin Luther King Jr gave great speeches emphasising the equality of all people and groups and admonishing discriminatory practices such as segregation.

Becker (1975) makes an interesting point: strong, charismatic leaders often promise safety from threats and the idea that life will be better after tackling causes of 'evil', but in following these strong leaders people often do great amounts of harm.

Research by Kosloff et al. (2010) found that a number in missituations when they are believed to be under threat, prome a sound drawn to leaders who encapsulate their views. A person has a great views will be drawn towards a liberal charismatic and calculate with conservative views will be drawn to a conservative matic leader. This suggests that there needs to be a degree of overlap in their existing attitudes.

### **Culture**

Culture can influence prejudice when cultural practices endorse or oppose prejudice towards others. Some cultures have a strong religious component and there may be prejudice between religions, or between religion and atheism. For example, in Pakistan there is strong prejudice towards atheists and atheism can even be punished by execution.

The laws of a culture typically reflect a culture's prejudices or opposition towards prejudice. In the UK, the Equality Act 2010 makes certain types of discrimination unlawful; for example, paying men and women different amounts for exactly the same work. However, in reality a gender pay gap still exists, which suggests that prejudices still exist. Some forms of discrimination are more subtle and more difficult to police.

### Ma dis

### Constructivism and identity

Social constructivism is the idea that we construct our identities through our interour sense of self. This occurs through many different facets of culture, such as lar result of these constructions, we are in a constant state of constructions we recultured identity and other people. Other cultures we visited as inferior.

Linguistic discrimination is when when when she active judgements about a person by Within the UK, some regions are discriminated against. An experiment dating websit and accipants listen to recordings of 19 accents. The accents hen rated for their attractiveness. The most attractive active was received pronunciation (the Queen's English or a 'posh' English accent), while Geordie was thought to be the most humorous, and people with an Irish accent were thought to be charming.

The Queen's English is perceived to be intelligent and educated; however, this is socially constructed. There is no reason why someone with one accent would have a higher IQ than someone with another accent.

Consist Some of pronullikely than searce of the searce of





### Developmental psychology: Pre

During our development and the strongly influenced by our culturules for what is right and wrong in different situations. Therefore would influence prejudice. Our identity, and when we compare we are doing so with the belief this is just one way that culture. More research is needed on the

### Task chapter 5.1: Accent 5 300 000 225

Find classry or 's cases who have a different accent to you. Use your pleach perso ing out the same passage of text from a book. Alternative videos to find examples of different accents.

Ask other people to listen to the recordings and choose three adjectives to accent. What were the differences between the accents? Do you think people stereotypes about accents?

Write up your findings in the box below:

### Stereotyping other cultures

Stereotypes are generalisations about a person or group, which often do not according or group. People who rely on these stereotypes have often had minimal contact we result do not have accurate information. Negative stereotypes can lead to discript someone differently based on the stereotype.

The presence of cultural sterenty ies a sen investigated by researchers. A study by a discretization of 1933) investigated racial stereotyping arc and 200 American university students. They employed a connaire design and gave the students a list of 10 different ethic groups and a list of personality traits. They were asked to choose five traits that they thought represented the group. There were high levels of agreement between the traits chosen to represent each ethnic group.

However, although the researchers found that people shared similar prejudices, they had no way to measure whether these prejudices were acted on. It may be that many people hold prejudices but do not actively discriminate against other ethnic groups.

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Issues and debates: Practical issues in the design and implementation of Later research has encountered difficulties in detecting stereotypes, likely because that holding certain stereotypes reflects negatively on them. Researchers have methods to detect subtle prejudice. In Plous and Williams (1997) study, they were they simply focused on whether differences existed between white Americans are avoiding the impression that there was a 'correct' answer, they found that a large reported having at least one stereotype about physical and/or inborn abilities.

### Ethnocentrism: Prejudice in research

Ethnocentrism is when you view another culture through the lens of your own culture in research as the majority of psychology research. are from Western prejudiced opinions of non-Western cultures. The lead and another culture are viewed normal, and differences in behaviour and the lens of your own of the lens of your own of the lens of your own of the lens of your own own is such as the lens of your own own is such as the lens of your own own culture.

For example, Escobing an examined a recurring finding that psychiatrists schizor is a incompanion. He found that there was a tendency to symptome discrepance of psychotic symptoms, while affective symptoms. He attributed this to stereotypes about disorder rates psychiatrists connecting with black patients.

When studying other cultures, researchers often try to minimise the effect of ether ethnographic fieldwork. This is where the researcher spends time fully immersing their research participants and tries to observe and understand them within their never be possible to view another culture completely objectively without being in background.

### **Chapter 5 Activities**

### **Check your understanding!**

- Q1. Give one example of how culture can influence prejudice and/or discrition (1 mark)
- Q2. Outline one research finding into the effect of personality on prejudice discrimination. (3 marks)
- Q3. Describe how any one situational factor affects prejudice/discrimination
- Q4. Discuss the role of personality and/or situational factors in the Holocal

### **Exam-style questions**

- Q1. Define or an 'authoritarian personality' as a factor affecting (2 mai
- Q2. Harrison and Elliot are from two different youth rugby clubs. Last motournament against Elliot's club. Another tournament is coming up, out practising, Elliot sneaks into their locker room and messes it up.

Using your knowledge of prejudice and discrimination, explain one falliot's behaviour. (2 marks)

## 



### Chapter 6: Social psychology research method investigation

### **Overview**

In this chapter we will learn and develop our understanding of the research methods used in social psychology. The focus of this chapter will be designing and conducting a practical investigation in the form of a questionnaire study. After conducting the study, we will analyse the results, evaluate the study and write it up as a report. This will give you a good taste of what it's like to conduct research in psychology.

### Learning

After studying this able to:

Understand research m€ conduct a p a social psy

### Kev Terms Alternative

A prediction made about what the findings wil on past research

BPS Code of Ethics and Conduct (2009)

Ethical guidelines are suggestions for how an e conducted issued by the British Psychological S

**Closed question** 

A question with a fixed response, e.g. 'yes', 'nc how a person can respond to the question

Confidentiality

Experimenters are not to disclose confidential stored in such a way that the participant is not example, participant names are replaced by nu

Deception

Deception is the act of deliberately misleading an experiment. Participants should not be dec experiment without good cause. Deception sha would have objected had they known about the deception is to be used then the experimenter sometimes individuals of a similar background

**Directional hypothesis** 

Informed consent

The participant knows exactly what is going to take part. Differs from just consent when the the exact experiment but agrees to take part.

The researcher predicts the direction of the eff

Interviewer bias

Likert scale

Sources of bias in which the style of the intervi

A type of closed question where a person resp

continuum scale

Mean

An average that is calculated by adding togeth 

Median

An average that is concluded by ordering the day

mid ''د ue ا

Mode

4 arage that is calculated by ordering the d occurs most often

Non-direct

The researcher predicts that there will be an e which direction the effects will be

Open question

A question that allows the person to respond w

qualitative data

Opportunity sampling

A sample drawn from whoever is available at t

required criteria for participation

Population

The people who are relevant to your research

Protection from harm

Participants should be protected from psychol be made aware of anything that may present a



### **Key Terms**

Sampling

Qualitative data

Data of a more in-depth nature which provides

detail but is more difficult to analyse

Quantitative data Data of a numerical nature which can be easily

Questionnaire A series of written questions with the aim of fi

interest

Random sampling A sample that is drawn so that members of the

being selected

Range A measure of spread that is calculated by subtra

greatest value

Right to withdraw It should be made clear to participants that the

at any point and that y lata from the study  $\epsilon$ 

The method of schooling participants from the

Mount of

Semi-structured interview

A. Interview that has a mixture of fixed and not format of using fixed questions and then follows:

extra information

Standard d A measure of spread that uses every point of da Stratified sampling In a population with several groups, the number

In a population with several groups, the number proportion to the size of each group; the corrections of the size of each group; the corrections of the size of each group; the corrections of the size of each groups.

selected randomly

Structured interview An interview with a set of ordered questions the

interview

Thematic analysis A type of analysis conducted on qualitative data

Unstructured interview An interview that does not have a specific set

but is more comparable to an everyday converseration topics or questions that they wish to converse

beforehand.

Volunteer sampling Participants self-select; they choose to particip



### **Scene-setting Questions**

- What factors need to be considered when designing a question
- How do you analyse qualitative data?
- How do researchers minimise the impact of ethical issues?

### The practical investigation

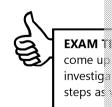
perceived to be more obedient.

A course requirement is that you apply your psychologic knowledge to the task practical investigation. For this chapter would be investigating a topic relevant to

To design and conduct this in the particular standing of scales to longy research methods, in particular standing of scales to longy research methods. This chapter will improve your knowled these research methods and help you apply them to an investigation.

apply them to an investigation.

In this chapter, we will use the example of using a questionnaire to investigate whether males or females are





### Alternative hypotheses in self-report research

A researcher usually begins by deciding what topic they want to investigate and extensively. Their goal is to develop a good understanding of the topic and learn researcher forms an aim about what they want to learn from the research.

The next step is to develop an alternative hypothesis. An alternative hypothesis of your practical investigation. This prediction should be based on what previous

We want to find out if there is a difference between how obedient males and ferm

We can have two types of hypothesis:

**Directional hypothesis**: States that the difference will be in a particular direction

Non-directional hypothesis: States of hand there will be a difference but does note: If we are the direction will be

Which shou ose? You should only choose to have a directional hypothesis if previous research strongly suggests that your findings will be in this direction. If previous findings are unclear then you should choose a non-directional hypothesis.



If previo∷ findin



Practical investigation: Who is perceived to be more obedient: male For our investigation we can have three different hypotheses...

### Our possible hypotheses:

- Males will be perceived to be more obedient than females (directional)
- Females will be perceived to be more obedient than males (directional)
- There will be a difference in how obedient males and females are perce

For our investigation we are going to choose the non-directional hypothesis

Most previous experimental research has found no difference between how are. However, there are certain qualities associated with females, such as be that people may perceive them to be more obedient. Females are also perceithan males, which suggests they may be less obedient when the order involved

Given that previous research has not provided a clear expectation of the direshould choose a non-directional hypothesis.







### Designing and conducting questionnaires and

Much of social psychology is concerned with learning about thoughts, attitudes a beliefs and how they influence behaviour. As such, self-report methods such as questionnaires and interviews are a good way of accessing this information becauthis information is difficult to directly observe. Experimental methods are comparatively rare in social psychology and often fraught with ethical problems.

### What are questionnaires?

A questionnaire, or survey, is a written list of fixed questions for the participant to answer. The questions may be answered while the research of is present, received through the mail or accessed on a website.

The purpose of a questionnaire is to the particular topic. All this inference is provided by the participant, although they the study's air

General eva on of questionnaires

Advantages	Disac
Large amounts of data in short amount of time: Once the questionnaire has been designed, the researchers can send it to a very large number of people with little additional effort. As such, questionnaires can fairly easily collect large amounts of data.	Low response rates: If sending questionnaires to a group of that some of the people will problematic, if the people will representative of the sample
Cost-effective: Researchers can send a large number of people questionnaires and the cost per questionnaire is relatively small compared to methods that require more of the researchers' time such as interviews.	boubt over honesty: Participals is no way of checking the level their answers and as such feet truth. When answers may revaluation, there is an even will alter their answers to be desirability bias).
Standardised: Questionnaires all have exactly the same questions in exactly the same order, which may not occur in interviews. This ensures that the experience of the responders is identical.	Open to interpretation: Whe may not be the same to every the question was 'What kind range was 'very poor / poor participants may respond differentiations of 'good' and 'poor very care 'ul in designing the research of meaning

One provide the use of self-report measures such as questionnaires is to affected cial desirability bias. When participants exaggerate or lie in order this invalidates the results and the conclusions made.

How can researchers minimise the risk of social desirability bias? One method that the researcher is interested in among unimportant questions. Additional worded carefully so as not to suggest that some answers are better than other than their findings are anonymous might also improve honesty if they believe back to them.

# 



### What are interviews?

Interviews, like questionnaires, involve asking a person a list of questions, and the Unlike questionnaires, which involve fixed questions, some styles of interview all questions as the interview progresses.

### General evaluation of interviews

Advantages	Di
Obtain the information you want to know: Interviewing directly asks questions to provide the information desired. As it often concerns experiences, thoughts and beliefs, it is useful when the interview allows the researcher to ask follov	Social desirability bias concerned about what them and may adjust the itively evaluated. The typically face-to-face
questions.  Does not require complex equiremental practice in a property of not require a complex so and less end less e	Careful phrasing: While indicate the desired less of space they are given questions need to be careful or brief answers.
<b>Limited planning:</b> Unlike other methods, interviewing usually only requires the development of a set of questions or themes of discussion, which reduces the time and cost of development.	Complex analysis: The generally means that it results of the data. An amount of time and results to compare with
<b>Extra cues:</b> Unlike questionnaires, interviews provide information about body language and voice tone. This can be useful in interpreting the person's answers.	Effortful: Interviews and questionnaires and reconstruction present and then a long

### Structured interview

Structured interviews use an ordered list of questions that have been predeterm carried out. Using the same interview questions and in the same order, means the repeated on other interviewees. The style is often fairly direct and objective, and boundaries between the interviewer and interviewee.

### Example: Structured interview on smoking and guitting smoking

- I: Why did you first start smoking?
- P: I started when I was about 14 or 15 T wess. At the lot of my friends had already hos a lot on a wheespecially the older ones. A never peer-pressult or anything, but or a when they offered I declacept. No real so why that day was different, that smoking a caite a 'normal' part of my life the Pret of everyone was doing it, so I did too.
- I: Why do you continue to smoke?
- P: Hard to say really, habit I guess. It's part of my the moment. I'll have two smoking breaks at work and light up if I'm waiting around at the bus stop or if walking to somewhere. I like having something to do little empty spaces of time when you're not doing munever tried to quit before, never had a big enough respectively.

# 



- I: What positive experiences have you had with smoking
- P: I enjoy the social aspect of it. Sometimes if I'm people I don't really know and it's a bit awkward, start a conversation by asking if they have a light can talk to anyone when you're out there and it's nameet people... Also, sometimes it's just nice to have Whether you're stressed from a work assignment, or one of those really busy days, it can be nice just step back and have a break.
- I: What negative experiences have you had with smoking
- P: Um, well apart from smoking in the lift weather, to been a couple times where it as all and it didn't he had a really bad couple of and every time I smoked set it off.
- I: Have ever thought about quitting or tried to qui
- P: I think every smoker has probably 'thought' about question but no, I've never tried. I'm sure one day, I will when I've got kids or something.
- I: What do you think would motivate you to quit?
- P: Um, lots of things probably. Like I say, if I have probably wouldn't want to smoke around them. I nevit when I see parents smoking into their kids' face money would probably like cause me to stop or cut be Cigarettes are expensive enough as it is, I know man who wouldn't be able to keep up their smoking habit were more expensive.

### **Evaluation of structured interviews**

Advantages	Di
Standardised: As all the questions are standardised and presented in a specific order, this allows for the exact replication of the interview to be carried out. Interviews that are exactly the same in format are easy to compare and draw conclusions on.	Inflexible: Structured follow-up questions, we gained from the interv
Desired information: Structured interviews get exactly the information they desire and reduce the amount of irrelevant information provided	No true expression: In and unable to get acrosmited questions. Similar neglect the bigger pict aspects.
Reduced interviewer birs questions are fixed this reduces the of questions which may bias interviewer ards certain responses. Additionally, rapport is a developed between the interviewee and interviewer and this encourages interviewer objectivity.	Quality of questions: structured interviews about the quality of the need to be designed we maximum relevant info
<b>Generalisation possible:</b> Given that the interview is standardised, the findings of a group of interviews may be generalised within the sample they were drawn from.	Does not develop rap encourage honesty an an interviewee feels the empathetic towards the give away details that

# 



### **Unstructured interview**

An unstructured interview is similar to a purposeful conversation in that the interpolar spontaneously as the interview progresses. The interviewer may have a general but there is no strict order of questions. The tone may be chattier than a structure interviewer may try to develop a sense of rapport, an understanding relationship.

### Example: Unstructured interview on health and attitudes to change

- I: So I wanted to ask you first of all about what you
   to be 'healthy'?
- P: Um, well, I guess it's to do with not getting ill. healthy then you are less likely to get sick, you'r to die from diseases in the long run you try hard
- I: OK, so being healthy is clearl periods. In what think a person can try to healthy?
- P: Well, exercise is are the main ones everyone
  They y is all try to do half an hour of exercise to extra of fruits and vegetables each day... Also drink are not good for you, so sometimes healthy giving up bad things.
- I: So with your idea of healthiness in mind, how easy healthy?
- P: Um, I think it's hard; I find it hard. Sometimes as just want a takeaway but you know you shouldn't becar a few days ago. After work it's difficult to convision exercise. It's too dark at the moment for jogging so you head to the gym, but... your heart isn't in it front of the TV next to a pizza with extra cheese. hard; a nice idea but hard.
- I: Yes, sometimes life can make it difficult to fit evand healthy behaviours get pushed to the bottom of Can you think of any ways that might help you stick intentions?
- P: Well, I can only really think of one. My friend Ma a run at 6am on the dot every morning and she is fi routine really helps her. She knows that even if it will convince herself to go. So I think routine mig not so sure if it would work for me.
- I: Why might it not work for you?
- P: Well my schedule is really call a goode; I don't go to a fixed time and I've to by split from my husband custody of our do to the sext. So I find that my schedule different from the week to the next.
- I: Have thought about scheduling? Rather than doing the same time every day like your friend you schedule in exercise and meals on a week-to-week baseweek before, you might decide you want to go for a on Tuesday and go to the gym Thursday and Saturday work. Do you think that might work for you?
- P: Err, yes that might work actually, with my schedule
- I: Would you like to find out more about it?
- P: Yeah, that would be great. Thanks.

## 



### **Evaluation of unstructured interviews**

Advantages	Di
Rich and detailed information: Unstructured	Cannot be replicated:
interviews create detailed information and follow-up	unique and as such int
questions and allow for the development of further	This makes it more dif
detail in a particular area of interested.	draw conclusions abo
Flexible: Interviewers are able to respond to the discussion as it develops and this allows them to go down avenues of conversation as they are discovered. This encourages viewing the bigger picture rather than discrete topics.	Needs trained interview an unstructured intervolution of the interviewer. The trained interviewer and
Relaxed and conversational style: The relaxed style of the interview encourages giving informatic nurse reduces worry that the interview of the style of the styl	Difficult to generalise different, it is difficult one interview to anot
Avoids ov lification: Many of the topics discussed using interviews are complex and cannot be simplified down to a few questions while maintaining accuracy. The unstructured interview allows for a more complete view of the topic.	Interviewer bias: Unstance carefully selected questions that predispersponse. Furthermormay be less objective developed between the interviewee.

### Semi-structured interview

Many interviews will use neither extreme and instead will use a semi-structured researcher will begin with one or more predetermined questions and then ask for respondent's answers. This allows the researcher to explore new areas while also interest.

Factors to consider when designing self-report methods: Queston interviews and questionnaires can be written with two different question type questions.

### Open question

An open question gives the responder the opportunity to give their own answer options provided for them. These types of question encourage full and description can gain a true understanding of what the participant thinks.

Examples of open questions:

- Why do you think women are more obedient?
- What would happen if your boss told you to stay the when you had other plant
- In what ways do you think men a will be are different?

Should I was not be a cons? Open questions require the participant to think constructions are participant to think constructions and the participants reliable to the construction of the

Open questions typically produce qualitative data, which can be difficult and time to analyse. This means that, again, researchers may not want to include too may However, open questions do provide deep insight into a topic and can be very use



### **Closed question**

A closed question asks the participant to choose from a number of fixed respons

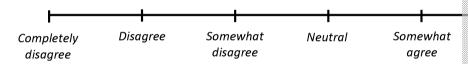
Example closed questions and their responses:

- Are men more obedient than women?
  - o 'Yes' or 'No'
- What makes someone obedient to an authority figure? (Tick one box)
  - o The authority figure seems to know what to do
  - There does not seem to be any other choice
  - The desire not to cause difficulties or 'trouble'
  - The person does not know what to do
  - The person is obedient by nature

### Ranked scale questions

Closed questions can also be series scales. One common type is a Likert scale statement and seke the series which they agree or align with that view.

Example: To extent do you agree with the statement 'It is brave to resist au



Likert scales can be scored and ranked, with each option being given a number: © = 2, and so on. In this case, a higher score would indicate that the person aligns than obeying authority.

Closed questions produce quantitative data; for example, researchers count the responded 'yes' and see if it differs from the number of people who responded 'n

**Should I use closed questions?** Quantitative data is easier to analyse for resear statistical tests to determine whether their findings are statistically significant. Tresearchers as they can then easily compare their findings to other findings on

Closed questions are quick and easy to answer for the respondents, but it can be options do not accurately match the participant's views. In that situation, the perchase the closest option, and this will affect the validity of the data collected. Should provide a range of answers that cover the full breadth of options.







Practical investigation: Who is perceived to be more obedient: males SECTION A: The first part of the questionnaire involves a series of 10 closes

**INSTRUCTIONS**: Please read each statement accurately and then tick **one** optional likely you think each of the statements is.

	how likely each of the wing events are:	Very unlikely	Unlikely	Neutral
1	If told to by a stranger, a man would pick up the litter he had dropped.	0	0	0
2	If a train conductor told a woman to move seat she would comply.	C //	0	0
3	If a boy was told ' mile to tick him he would a tentrum.	0	0	0
4	If was told by a teacher to come back after school, she would ignore the teacher and go home with her friends.	0	0	0
5	If the driver told a man to stop speaking on his phone during the bus ride, the man would end his phone call.	0	0	0
6	If a woman was told to work late by her boss, she would cancel her plans and stay behind.	0	0	0
7	If a boy was talking in class to his friend, he would carry on talking when the teacher told him to be quiet.	0	0	0
8	If a stranger told a girl to be quieter in the library she would lower the volume of her voice.	0	0	0
9	If a boy was splashing his friends in the pool, he would stop when the lifeguard told him to do so.	0		0
10	If a girl was told by her was that she could act a thouse a file of the she was all at the she at him and later try to sneak out.	0	0	0





Practical investigation: Who is perceived to be more obedient: males SECTION B: One open question written in the style of a conversation. Student's response to the teacher.

Half of the participants were given the question using the name 'Michael'. The were given the exact same question with 'Jessica' instead. This split will be supparticipants will receive Michael and the other half Jessica, and the same for the same for

**INSTRUCTIONS:** A teacher and a student are having a conversation. Write Microtecher inside the empty speech bubble.

'Michael, I really now you we help now, who the supply closed unust stay behind after school and help me.'

Teacher

### Factors to consider when conducting self-report methods: Res

Researchers can unintentionally influence the findings of a study. For example, a female participant may be less comfortable talking about certain issues with a male interviewer. Alternatively, an older adult may not be able to develop rapport with a teenager.

Where possible, the researcher should acknowledge and of old for these effects. During an interview, these effects may be more plient than in a postal questionnaire, but the latter is not a like the problems.





### Sampling selection and techniques

Your **sample** is the people chosen to take part in your study. You should select these participants so th Your **population** is all the people you want your results to apply to. Tecua sample that repres guestionnaire to every female. You should instead try to المراكبية والمراكبية size that includes females الإ For example, if you are interested in females (your population) yo' 📑 🌂 🕻 👵

You can choose from a number of different ചന്നു പുപതിരുലുടെ to select your participants. Each of the disadvantages.

### Random s Ton What is rando Education Ing?

Participants selected to give each person an equal chance of taking part.

### How can this be achieved?

Lottery method: put the names of all the population in a hat and draw out the number of names required.

### What are the benefits?

- Sample is representative of the population
- Findings are generalisable to the population

### What are the drawhacks?

Sometime To a uly random Los on Often imp to accessible too large or not accessible

### Volunteer sa

NSPECTI

What is voluntee Participants hear and volunteer to

Samples are selected so that they

What is stratified sampling?

**Stratified sampling** 

epresent the groups within the

opulation.

### How can this be

Use posters to ad in public places or your target group

Calculate the number of people you need from each group (see worked example on next page) and randomly select this many.

How can this be achieved?

### What are the be

/ Advertiseme targeted tove group

Sample is representative of the groups that make provided

What are the benefits?

Participants happy to tak

ner ansable to

Findi 😞 🐪

population

acon

There may be people who different to people who different to people who wolunteer

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### **What are the dr**ain — There may b

Difficult to achieve without

What are the drawbacks?

knowing precise group

**Fime-consuming** 

nformation

### 2

### Calculating a stratified sample: A worked example

A stratified sample is used when it is important that your sample represents the population.

**Example**: A teacher is thinking of running a revision club for the upcoming Psychology exams. She wants the club to be suitable for all abilities. She decides to do a survey to find out about what the students would want from the club. It is important that the findings represent the students using the revision club.

She uses data from the mocks to work out how many stude of from each grade she should include in her survey to ask 20 students to complete the survey



Your sample si

G)	A*/A	В	С	
Number	30	70	48	
Percentage of total population	15%	35%	24%	
Sample of 20	3	7	4.8 <del>→</del> 5	

A sample of 20 is required. The number of students selected from each group care what percentage the group is out of the whole. Then multiply the percentage by

The percentage:

$$\frac{30}{200}$$
 = 15%

For a sample of 20:

 $15\% \times 20 = 3$ 

**Note**: Most scientific calculators will have a percentage button. If your calculator does not, divide your percentage by 100 and then multiply by your required sample size.



Practical investigation: Who is perceived to be more obedient: males For our study we are going to choose an opportunity sample.

This design has been chosen because:

- it is quick and easy to recruit participants
- a random sampling method wov! → be assible as our population incl
- our population does not have the first criteria that are difficult to recruit

We will a stander of 12 participants from family and friends. Our sample and six the standard six the standa

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Zig Zag Education

### Quantitative data analysis

Quantitative data is numerical in nature.

### Raw data collection and scoring

Once participants have filled in the questionnaires you have your raw data. The collating it into a table so that you can see it all at once.

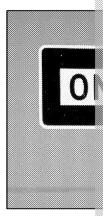
This section focuses on quantitative data and, as such, we will focus on the response

### **Scoring data**

How you score your data depends on the style of question

- For 'yes'/'no' questions, a response of ver usually cauals '1' and a response
- For Likert scales, the questions share as as or decrease by 1 each as you 'completely disagree' = 1 | 1 sagree' = 2, etc.)

Sometimes scale questions may need to be **reverse scored**. This essary when some questions have been phrased to suggest the opposite from other questions. For example, on one question a high score might indicate high levels of obedience and low levels of resistance. On the next question, a high score might indicate the opposite: high levels of resistance and low levels of obedience. You need to decide what a high score means and score all of your questions in this way so that they are comparable.



A high score



Practical investigation: Who is perceived to be more obedient: males

Looking at question 3, we need to alter the scoring because at the moment a level of obedience.

Rate how likely each of the following		Very	Unlikoly	No
eve	nts are:	unlikely	Omikely	ive
	If a boy was told by his mother to			
3	tidy his room he would refuse and	1 1	2	
	throw a tantrum.			

Reverse scored:

Rate how likely each of the following	Very	Unlikely	No
events are:	unlikely	Ullikely	ive
νν εσιd by his mother to			
3 room he would refuse and	5	4	
throw a tantrum.			

We need to do the same for Q4, Q7 and Q10. Then all of our questions will be indicate a high level of obedience.

# 





Practical investigation: Who is perceived to be more obedient: males of Here is a table of our raw data for Q1–10. Q11 has been excluded from produces qualitative data.

Participant	Gender	Q1	Q2	Q3*	Q4*	Q5	Q6	Q7*	Q8
1	М	4	5	3	4	4	3	3	5
2	F	1	4	2	3	5	2	4	4
3	F	3	5	2	2	4	2	5	4
4	F	4	4	4	4	3	4	4	5
5	М	4	4	4	5	2	5	3	2
6	М	3	3	2	4		4	5	3
7	F	5	5	3	3	4	3	4	5
8	М	3	7	<b>.</b>	5	5	4	3	4
9	F		1 3	2	4	3	4	3	3
10	۸,	4,	5	5	1	2	2	4	5
1	Ι	4	3	4	2	3	5	5	4
12	F	2	4	4	5	4	4	4	4

<sup>\*</sup> denotes questions that have been reverse scored

We want to work out whether males or females are perceived as more obed been added to help us do this:

**Male score** = The total of all the participant's scores on questions related to and 9)

**Female score** = The total of all the participant's scores on questions related to 8 and 10)

The minimum score is 5, which indicates low obedience, and the maximum so obedience.





### **Presenting data: Frequency tables**

Frequency tables are a good way to present quantitative data. Using a table can frequency information compared to if the data was in a list or in text.

When designing your tables you want to make sure that:

- there is enough information for a table smaller amounts of information ca
- there is not too much information for a single table this might be better disusing charts and graphs
- the columns and rows are clearly named
- your table has been labelled with what it shows
  - o e.g. *Table 1:* (or 2, or 3, etc.) followed by a brief description



Practical investigation: Who is errowed to be more obedient: males of One thing that might a socing to see is how often the participants our part is the would be difficult to see clearly and so a frequency is

The partic rated obedience on a scale of 1 to 5, whereby 5 is the most observersed scored four of the questions earlier so that the question scores were

Table 1. Table to show frequency of scores

Scores	Males frequency	Females frequency
1	2	1
2	10	9
3	19	11
4	22	20
5	7	19

Looking at our scores, we can see some clear differences:

- There are similar frequencies for the lower scores (1 and 2)
- Female scores are more skewed towards higher scores (4 and 5)
- Females were scored '5', suggesting high obedience, much more frequent

### **Presenting data: Bar charts**

We can convert frequency information (such a firm time table above) into bar chainformation more accessible as you are quickly see trends and make compare

When designing your to want to make sure that:

- frequε y on the y-axis
- x-axis a xis are labelled
- the bars are the same width as each other
- your bar chart is labelled
  - o Figure 1: (or 2, or 3, etc.) followed by a brief description

### 



### Single bar chart

Single bar charts show the frequency for just one group of people.



**Practical investigation: Who is perceived to be more obedient: males o** Using our data from our table, we can create two single bar charts.

Figure 1: Bar chart showing frequency of male obedience scores

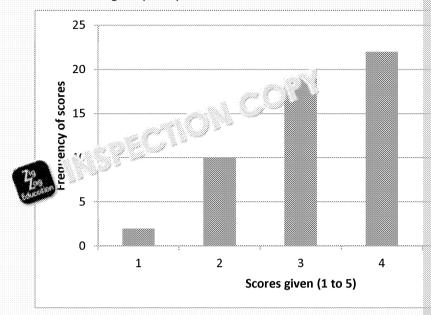
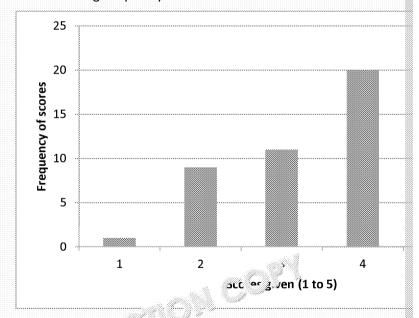


Figure 2: Bar chart showing frequency of female obedience scores



With these bar charts it is sompare the scores separately. For example, we can see that '4's such more frequent than '1's, which suggests that make obedient.

However, it is a little bit more effort to compare the male and female scores.



### **Double bar charts**

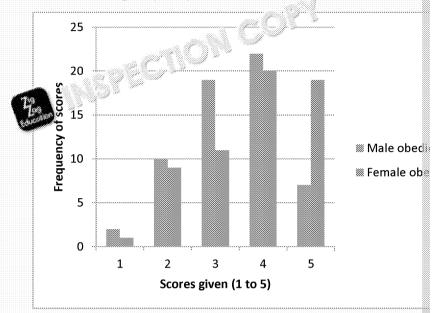
Double bar charts can be used to show the frequency of two groups of data. This want to compare the data between the groups.

You can also make multi-bar charts, which have more than two bars to show the



Practical investigation: Who is perceived to be more obedient: males of For our study it would probably be more appropriate to use a double batto easily compare the scores of males and females.

Figure 3: A bar chart showing frequency of male and female obedience scores



It is much easier to compare male and female obedience scores on this chart. For that females have a far higher number of '5's, indicating greater obedience.





### **Calculating measures of central tendency**

Measures of central tendency are used to determine what the 'average' or 'cent most commonly used type is the mean, but there are also situations where a resthe mode.

Mean – To calculate the mean, add up all of the numbers and then divide by how



Practical investigation: Who is perceived to be more obedient: males We want to calculate the mean average for the male and female scores

### Males

Our data for males: 17, 16, 17, 19, 16, 16, 18 16. 12 13, 18, 18

Mean average for male  $scor s = \frac{16 \times 12 + 19 + 16 + 18 + 16 + 13 + 18 + 18 + 1}{12}$ 

Female Our da

males: 21, 18, 17, 22, 21, 16, 21, 20, 17, 16, 16, 22

Mean average for female scores =  $\frac{21 + 18 + 17 + 22 + 21 + 16 + 21 + 20 + 17 + 16}{12}$ 

Note: Averages given to one decimal place where necessary.

**Median** – The median is the middle value when the data is in order. You need to all in order and then find the middle number. One way to do this is to write out your index fingers at both ends and move them inwards together until you reach

When there is an odd number of data points there will be a single middle point, then there will be two middle numbers. To calculate the median in this situation middle numbers. You can do this by adding the two numbers together and divide

The median is an appropriate choice when there are extremes in the data. This contains because extremes will influence the average.



Practical investigation: Who is perceived to be more obedient: males We want to calculate the median average for the male and female score

### Males

Our data for males: 17, 16, 17, 19, 16, 16, 18, 16, 13, 18, 18

Rearrange into order: 13, 16, 16, 16, 16, 17, 17, 13, 11, 18, 19

Our two middle numbers are Land our median = 17

**Female** 

Our da : males: 21, 18, 17, 22, 21, 16, 21, 20, 17, 16, 16, 22

Rearrange into order: 16, 16, 16, 17, 17, 18, 20, 21, 21, 21, 22, 22

Our two middle numbers are 18 and 20. The midpoint is 19, so our median =



**Mode** – The mode is the number that occurs most often. Look at your data and frequently seen.

In some data sets, all the numbers only appear once, and in this situation there is

In other data sets, you may have two numbers that occur more often than the res'bimodal'. If there are more than two modes, this is called 'multimodal'.



Practical investigation: Who is perceived to be more obedient: males We want to calculate the mode for the male and female scores.

### Males

Our data for males: 17, 16, 17, 19, 16, 16, 18, 16, 13, 18, 18

16 and 18 both occur for the

This mur are is bimodal: 16 and 18

### **Females**

Our data for females: 21, 18, 17, 22, 21, 16, 21, 20, 17, 16, 16, 22

16 and 21 both occur three times.

This means our data is bimodal: 16 and 21

The mode is seldom the preferred choice of central tendency because the most free necessarily tell us much about the data as a whole. The mode is sometimes used categories because it is useful to know which category is the most popular.

### Measures of dispersion

Measures of dispersion look at how dispersed or spread the data is. When the nudata is not very spread out. However, if there is a big difference between the nudata is more spread out.

**Range** – The range is a measure of dispersion that is calculated by subtracting the lowest number.



Practical investigation: Who is perceived to be mrife obedient: males We want to calculate the range for the mails of a fit male scores.

### Males

Our data for males: 17 16, 16, 16, 18, 16, 18, 18, 18, 18

Range 13 8

### **Females**

Our data for females: 21, 18, 17, 22, 21, 16, 21, 20, 17, 16, 16, 22

Range = 21 - 16 = 5

Sometimes it is not appropriate to use the range if the data contains extreme high the range so that it does not represent the spread of most of the data.



### **Standard deviation** – Standard deviation is an improved measure of dispersion that from the mean average. This is more useful because it is less affected by extreme the mean average is 6, and the person responded with 10, then the deviation of the has its own deviation, and the overall standard deviation of all the scores is calculated.

This is the formula:

$$S = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

- S = standard deviation
- $\Sigma = \text{sum of}$
- x =the scores
- $\bar{x}$  = the mean of the scores
- n = number of subjects/scores
- V = square root



Pra We

ກະ ກຸ່ວແກ່ວ່າ: **Who is perceived to be more obedient: males o** o calculate the standard deviation for the male and female sco

### Males

Our data for males: 17, 16, 17, 19, 16, 16, 18, 16, 13, 18, 18

$$\bar{x} = (17 + 16 + 17 + 19 + 16 + 16 + 18 + 16 + 13 + 18 + 18 + 18) \div 12$$

For each score subtract the mean and then square your answer:

$$(17 - 16.833)^2 = (0.167)^2 = 0.028$$

$$(16-16.833)^2 = (-0.833)^2 = 0.694$$

$$(17 - 16.833)^2 = (0.167)^2 = 0.028$$

$$(19 - 16.833)^2 = (2.167)^2 = 4.696$$

$$(16-16.833)^2 = (-0.833)^2 = 0.694$$

$$(16 - 16.833)^2 = (-0.833)^2 = 0.694$$

$$(18 - 16.833)^2 = (1.167)^2 = 1.362$$

$$(16 - 16.833)^2 = (-0.833)^2 = 0.694$$

$$(13 - 16.833)^2 = (-3.833)^2 = 14.692$$

$$(18 - 16.833)^2 = (1.167)^2 = 1.362$$

$$(18 - 16.833)^2 = (1.167)^2 = 1.362$$

$$(18 - 16.833)^2 = (1.167)^2 = 1.362$$

Calculate the sum of the answers (add them): Sum = 27.668

Divide by 
$$n-1$$
:  $12-1=11$ 

$$27.668 \div 11 = 2.515$$

Finally, square root your answer:  $\sqrt{2.515} = \pm 1.586$ 

Standard deviation for males =  $\pm 1.586$ 

Note that all calculations have been in wo so 3 decimal places.

### Females

Our data

na 🖖 🛴 18, 17, 22, 21, 16, 21, 20, 17, 16, 16, 22

$$\bar{x} = 18.91$$

For each score subtract the mean and then square your answer.

Calculate the sum of the answers (add them): Sum = 66.917

Divide by 
$$n - 1$$
:  $12 - 1 = 11$ 

$$66.917 \div 11 = 6.083$$

Finally, square root your answer:  $\sqrt{6.083} = \pm 2.467$ 

Standard deviation for females =  $\pm 2.467$ 

### 



### Qualitative data analysis

Qualitative data is descriptive in nature, which allows the researcher to gain new subject on a deeper level.



Practical investigation: Who is perceived to be more obedient: males Here is our qualitative data from question 11. It has been organised into the responses for 'Jessica'. This is our raw data as no analysis has been

\_\_\_\_\_\_

		Responses for 'Michael'		
Participant	Gender	Response		
1	М	This is not fair!! dc 1/t 🗸 🦟 to help! After school is		
3	F	I'll help two codone faster with the two of us.		
5	М	n'+ leap you organise because I have other thing		
7	F	I don't have time to organise <u>your</u> supply closet! Y		
9	F	No. Do it yourself, Sir.		
10	М	I don't want to help. I'm going home.		
Responses		Responses for 'Jessica'		
Participant	Gender	Response		
2	F	I think you should organise the supply closet yours		
4	F	Do I have to help, Sir? Why me? Couldn't you get \$		
6	М	I haven't done anything wrong so I shouldn't have		
8	М	I will help you organise the supply closet for a bit		
11	М	Why don't you ask someone having detention to h		
12	F	I guess I can help for a bit if you really need me to		

### Thematic analysis

Thematic analysis is one type of analysis that can be carried out on qualitative data an interview or open questions on a questionnaire. It involves organising the data indicate trends and meaning in the data.

There are a number of different stages to thematic analysis:

- Stage 1: Reread the transcript several times and look for themes
- Stage 2: Begin the 'coding' process where you identify passages of texts that
- Stage 3: Form overarching themes from the trends observed in the coding
- Stage 4: Examine whether the themes accurately describe the data
- Stage 5: Describe and define each theme
- Stage 6: Produce a detailed written description of the data based on the the



Practical investication is perceived to be more obedient: males or Loo! Out the week we have identified three themes.

ere we a \_\_\_\_e them:

Obedience: The student clearly agrees to tidy the supply closet.

**Protest**: The student protests against having to tidy the supply closet.

**Disobedience**: The student directly refuses to tidy the supply closet.





Practical investigation: Who is perceived to be more obedient: males or fellow the responses for 'Jessica'. This is our raw data as no analysis has been applied to the responses for 'Jessica'.

**Obedience** was split into two sub-themes: 'simple obedience' and 'reluctant obedience'

Protest was dividing into: 'angry protest' and 'shifting responsibility'

Disobedience only had one sub-theme: 'simple refusal'

Not all sub-themes were present for both Michael and Jessica responses.

Table 2: Table to show themes and sub-themes

		Resno ses *c /lichael'			
Theme	Sub-theme	Comments			
Obedience	Simple oh a	inelp. It will get done faster with the two of us			
Protest	Angry protest	This is not fair! I don't want to help! After school unfair, Sir. I don't have time to organise <u>your</u> supply closet			
	Shifting responsibility	You should do that yourself. Maybe, you should ask someone else to help.			
<b>Disobedience</b> Simple refusal		No. Do it yourself, Sir. I can't help you organise because I have other th I don't want to help. I'm going home.			
	Responses for 'Jessica'				
Theme	Subtheme	Comments			
Obedience	Reluctant obedience	I will help your organise the supply closet for a binome. I guess I can help for a bit if you really need me to			
Protest Shifting responsibilit		Do I have to help, Sir? Why me? Couldn't you get I haven't done anything wrong so I shouldn't have Why don't you ask someone having detention to I think you should organise the supply closet you messy.			

Looking at our thematic analysis we can see some differences between 'Michael'

### Participants thought that:

- Michael would either obey or refuse in a simple or straightforward manner
- Michael would protest angrily when given an unfair task.
- Jessica would be more likely to shift responsibility and no one thought she was
- Jessica would reluctantly agree to dr ... he was told
- Jessica would not directly fisecit organise the supply closet



### 



### Ethical guidelines

Many of psychology's early studies have come under fire due to the numerous empsychology research, we work with people and animals and it is essential that we our research. Due to the shortcomings of earlier research, many countries have show research should be conducted in order to keep ethical issues to a minimum

### British Psychological Society (BPS) Code of Ethics and Conduct

The BPS published their Code of Ethics and Conduct (2009) to help researchers nother countries have their own variations but they are often similar in content.

There are four main ethical principles:

Respect: Participants should be treated to pect regardless of their heritage orientation, etc.). Participants be rear suctor privacy and confidentiality, and the Psychologists should available from and try to gain informed consent by providinformation.

**Competence.** Researchers should maintain psychological standards and their resecode. Psychologists should recognise when they lack the necessary knowledge to and consult with their supervisors or other experts as needed.

**Responsibility**: Psychologists have a responsibility towards their participants and prevent harm to their participants and inform participants of potential harm that Participants should have the right to withdraw and researchers should avoid incerthe end of the study, the participants should be debriefed to help them understand minimise harm. Psychologists also have a responsibility to the psychology professits reputation.

**Integrity**: Psychologists should keep the interests of the participant in mind and should also consider how the public will react to the research and be honest in the They should never exploit participants.

### Issues and debates: Ethics

Ethical issues are not always straightforward, which is why the BPS published gurules of how to conduct studies. The psychologist is often faced with a choice be conduct the study for the researcher, and the best way to conduct the study for particularly true for deception, in that the behaviours that are most likely to be observed are also the ones that participants would find most distressing to be

These days, before studies are conducted by a causally reviewed by an ethic agree or make suggestions for implied by a before a study can be carried out unethical research was conducted before there was a formalised procedure for

It is also version and in mind that now we have a much deeper understanding could affect person and how long-lasting these effects can be, and this was no early days of psychology.



### **Ethical issues**

Some of the main ethical issues have been identified below:

**Deception:** Deception occurs when a participant has been misled about what the investigating. The most common reason for deception is that participants will che knew what was being studied which makes it difficult to accurately study the behavior.

**Protection from harm:** Participants should be protected from experiencing psycholasts beyond the confines of the study. Psychologists should take suitable prevention follow-up care if they believe harm may have been caused.

**Right to withdraw:** Participants should be offered the right to leave the study at findings removed from the results.

**Informed consent:** Participants show a large to participate in the study while having knowledge of the large participants components. In studies that use decertion large average participants agreeing to take part, the study only "consent" rather than informed consent.



**Confidentiality:** It is important for participants' results to remain anonymous, especially if the data is of a sensitive or unique nature. Failure to do so affects an individual's right to privacy.

### A more in-depth look at informed consent

Sometimes even when participants appear to be agreeing to take part in a studinformed consent.

**Informed**: Participants are given information on the true nature of the study and not withheld. Participants need to be in a good position to give consent, for excipint age.

**Consent**: Participants verbally or in writing agree that they understand what is study and are happy to take part.

### However...

Sometimes informed consent is not possible, either because it would be impractively large number of people) or because revealing this information would charge

For example, if researchers were interested in what characteristics predicted we to change a car tyre on a busy city street under natural circumstances, then getwould be extremely difficult and heavily confound the production findings.

**Presumed consent**: A random sample c' > t by pulation is given entire details information regarding deception and t and t and t and t and t are sample is happy to accept this a consent, the experiment t and t are sample on t and t are sample of t are sample of t and t are sample of t are sample of t are sample of t and t are sample of t are sample of t and t are s

**Prior gent:** Potential participants are told that sometimes participant the true nature of experiments and asked to give consent without knowing whe deceived.

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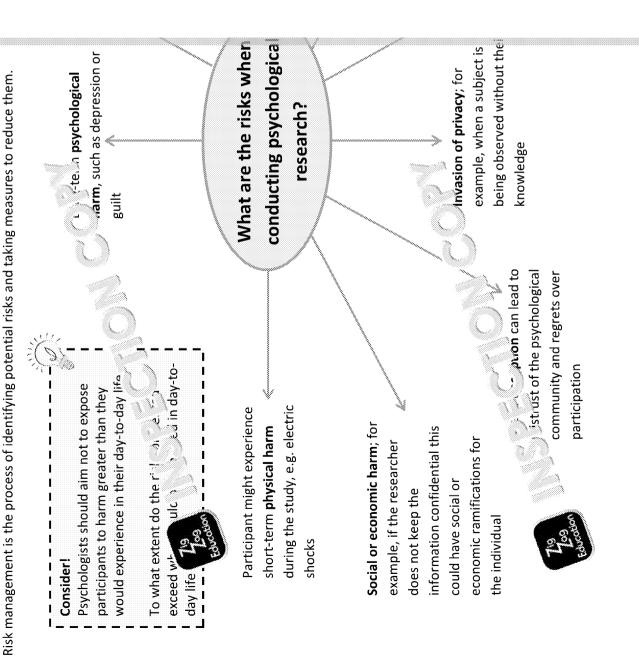
Ethical issue	Design and conduct in psychological studies	Dea
Etillear 135ac	besign and conduct in psychological studies	If possible, th
Deception	Deception is frequently a requirement when the participants may act differently if they know exactly what is being studied. Participants may agree to take part in the research without knowing what is really being studied or may not be aware of the research at all.	about the true not possible to should be app to be distress out the truth researchers co
Protection from harm	It cannot always be accurately predicted how people will react to the type in ental conditions. For every proposed one predicted that such the georgionity would show extra the conditions in Milgram's allow experiment. However, in most cases it is clear which studies may cause harm to an individual.	from the find If the study is psychological may be required well-being. It causing extres participants, responsibility that findings observer may whether the
Right to withdraw	Before the study the participant should be informed that they have the right to leave the study at any point. Participants also have the right to withdraw their data from the researcher's findings. Although told that they have the right to withdraw, participants often 'forget' this during the actual study. Additionally, although a paid study may encourage participant sign-ups, it may lead to the feeling that they are obligated to continue the study.	If the study is be wise to relieave if they should be clear of completing should not be be reminded data from the ask.
Informed consent	Before the study begins, participants should be provided with detailed information about the study's nature and consent to participate (informed consent). In cases where deception is used, only consent rather than informed consent is obtained as participants do not know exactly visa h y are agreeing to participate in	Not all individual consent as the understand with the last the last the last the last the details of to participate consent, after true nature of withdrawing should be marked.
Confidentiality	Researchers should take measures to ensure that the identity of the participant is not detectable from the findings. This becomes highly important if the nature of the study is sensitive.	This typically names with n Little Albert) information if findings. If id compromised participants s

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Risk management when carrying out research in psychology

### How do we reduce or manage risks?

Although researchers cannot always accurately predict the risks that they will enshould make every effort to reduce possible sources of risk.

Some common methods used to reduce risks are:

**Informing the participant:** Participants should be given information about the trawill be expected of them during their participation. This is typically done through which is read prior to participating. This should include information about potent such as psychological harm. Researchers may choose to exclude information from sheet if they believe it will go on to affect the findings.



Practical investigation: " > n received to be more obedient: males

What in tic a some include on our participant information sheet?

- That ipants will be required to answer a questionnaire
- The questionnaire will require the participant to answer questions about
- All information will be kept private and confidential
- No serious harm is anticipated but participants can leave the study at ar

**Keeping information confidential and anonymous**: Psychology research often demental illness, drug and alcohol use, sexual behaviour, or race. In addition, some context, might be interpreted negatively – would you want someone to know you 450 V shock? It is essential that no one other than the researcher can link the first



Practical investigation: Who is perceived to be more obedient: males of

How can we keep information confidential and anonymous?

- Our participants' results should be kept in a secure location, such as a lo
- Do not ask participants to put their names on the same sheet as their re
- If participants give any identifying information in their answers, this shows report is to be read by others (i.e. if it will be published)

Minimising the use of deception: Deception is when the researcher deceives the nature of the study and their role in it. In some situation, it is not as the nature of the study's aims would alter the finding of a mitentionally) to prevent the researcher.



in tigation: Who is perceived to be more obedient: males or

What can we do about deception?

- We have used minimal deception by not telling the participants that we
- We can reveal our deception after the study when we debrief participant



**Debriefing the participant:** After participating in the study the participant should providing information about the true nature of the study and the expected result should be told that their findings can be withdrawn if they do not want them to degree of psychological or physical harm is expected then follow-up care may be of the psychologists and care professionals should be provided.



### Practical investigation: Who is perceived to be more obedient: males of

What information should we include in the debrief?

- Our study was looking at whether males or females were perceived as b
- Previous research had been inconclusive about the gender would be probability.
- Give participants the option of windrawing their data
- Provide our cost that listin case participants have any further question

Note that the not an exhaustive list of methods by which researchers can minimactors.

### Task chapter 6.1: Risk management

Before beginning a study the researcher has to show that they have considered to manage potential risk factors. A method that is often used is a table.

For our practical investigation, complete the table for two more risk factors to guide you.

Risk	Likelihood	Potential impact	Ma
Participants may feel uncomfortable about the questions asked.	Medium	Mild psychological harm. Questions may cause participant to recall uncomfortable situations.	Questions generic site experience Participan leave studi

### 



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Each research method has its strengths and weaknesses and the researcher shou'd not suggest that th on acknowledging a few core weaknesses and also show that they are ماري و الماري و ماري و ماريده ما Create a spider diagram by jotting down and the seast weaknesses you can think of about i and mortant points and highlight them. These will be weaknesses of our Strengths and investigation Task chapter 6.2: Evaluating your practical invertiç ناما When you have finished, cons Gathers both qualitative and quantitative da to be acc different

A researcher needs to be aware of the strengths and weaknesses of his or her own research. In doing

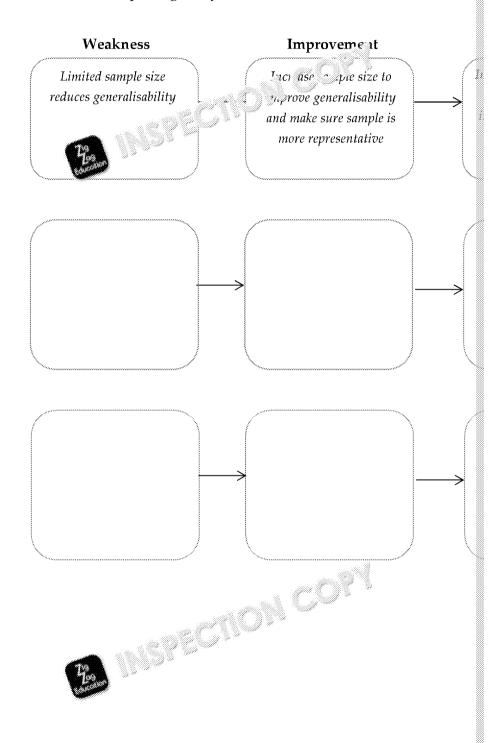
**Evaluating your practical investigation** 

### **Improvements**

Once you have identified your weaknesses, you have a better understanding of wimprove on. Not everything can be or should be changed, but there are often are

### Task chapter 6.3: Improving our practical investigation

Using the boxes, identify two more weaknesses and comment on how you them. Use the example to guide you.





### Writing up your practical investigation

Researchers carefully describe their research and try to get their findings published Publication not only recognises the researcher's achievements but also informs of been done previously and what is still unknown.

Research is reported in an organised and logical way. The following sections are

**Abstract**: A short summary of your research that includes why it was carried out findings.

**Introduction**: A review of past literature, what is still unknown and an introduction the aims and hypothesis of your research.

**Method**: A complete account of how your strick as conducted. This includes in in your study, materials and equipment as sell, your study design and your procedule.

Results: An objective and the findings of your study, including any statistic been made the last tive analysis findings.

**Discussion**: Considers whether your findings support your hypothesis and links paidentified in your introduction to the findings you have obtained from your research.

**References**: A list of all the other research you have referred to in your report to of these other researchers.

The exam specification requires you to be able to write the procedure, results are

### Method

Your method section needs to be carefully written so that another researcher coustudy.

Your method section is split into four sections:

### **Participants**

- How many participants did you recruit?
- How many were males and how many were females?
- How were they recruited?
- Were there any requirements to be a participant? Was there anyone who contains

### **Materials**

- Describe what information was included on the participant information she
- Was a consent form used?
- Describe your questionnaire in detail
  - o How many questions were there?
  - O Were questions in any particular (□ ) ∈ R?
  - o How were respons
  - O Wasthere (1996) nic το complete it?
- Was a fc.m used?

### Study design

- Non-experimental design
- Looking for a difference between perceptions of men and women

### **Procedure**

- Describe your procedure from the moment participants sit down
- Describe the procedure in order
- Don't forget to include any specific instructions

### 



### Task chapter 6.4: Method section

rusk enapter o. a. Method Section
Use the points above to guide you in writing a method section for our pra
Participants:
Materials:
Control of the second of the s
Study design:
Procedure:

### 



### **Results**

In the results section of a report you must try to write up your findings objective that you consider their real meaning and value, so save that for later!

In this section you need to describe your findings. Sometimes a table or graph is them.



Practical investigation: Who is perceived to be more obedient: males or

**Table 3**. Summary of results

	Perceived male obedience	Percei em le
Mean	16.8	18.9
Median		19
Mode	ن, 18	16, 21
Rang	6	5
Standar deviation	±1.59	±2.47

You should also briefly describe the findings, even when written in a table. Here not they support your alternative hypothesis. However, remember to keep this



Practical investigation: Who is perceived to be more obedient: males or

Results for SECTION A of the questionnaire:

Both the mean (18.9 vs 16.8) and median scores (19 vs 17) were higher for perthan perceived male obedience. Participants, on average, perceived females to males. This supports the hypothesis that there would be a difference between obedience. The standard deviation findings suggest that there was more variationally obedience than perceived male obedience ( $\pm$ 2.47 vs  $\pm$ 1.59).

When you have used open questions, you can produce two kinds of data: quantity Quantitative data can be produce by counting the frequencies.



Practical investigation: Who is perceived to be an abeliant: males or

Results for SECTION B of the question air

Of the responses to C1 A Ciparts given the role of Jessica clearly refused whereas are role agreed the role of Michael two participants clearly refused given the role agreed to organise the supply closet (33.3%), whereas or role agreed (16.7%). This supports the hypothesis that there would be a different and female obedience. It suggests that females are perceived as more obedience males.

If using thematic analysis then a common method for your results section is a cross and a discussion. Themes are discussed and quotes from the original text are used discussion the researcher tries to understand the meaning of the findings in an object of the data and the subjectivity in interpretation, the likelihood of achieving object

# 





### Practical investigation: Who is perceived to be more obedient: males or

An extract from SECTION B results:

In exploring the theme of protest we identified two sub-themes: 'Angry Protest Responsibility'. Angry protest captured the strong, negative emotional reaction unjust order. For example: 'This is not fair! I don't want to help!' Angry protest participants given the role of Michael, which suggests a belief that males would express their frustration. No similar finding was shown for participants given

The second sub-theme, shifting responsibility, reflects the attempts to defer a task onto someone else. In some cases, this was towards the teacher: 'You sho others it was towards another pupil: 'Why don't you was meone having determine and female roles showed incidences of similar responsibility, but the occurrences in the Jessica response of the perhaps suggests that people hold are more tactful in their was as a protesting an order.



### Discussion

The discussion section is where the researcher brings their findings to life. In this considers the meaning of their findings and evaluates their own study.

A discussion section is typically written in this order:

- 1. Restate the aims/hypothesis of the study and the main findings
  - No statistics should be mentioned here!
- 2. Discuss whether your findings are consistent with what you predicted
- 3. Compare your findings with previous research
  - If they conflict with previous research you need to discuss possible reas
- 4. Identify some (serious but not too serious!) weaknesses of your study
  - If necessary, you may need to justify your design choices
- 5. Suggest some areas where more research could be done
- 6. Summarise your main findings and their possible implications

Your discussion is usually the longest and most important section of your report. how your findings fit in with the findings that already exist.

### \*A Level exam-style questions

- Q1. Describe the agency theory of obedience. (4 max s)
- Q2. Evaluate whether research into Connected generalisable to real-life
- Q3. Assess how disposite a situational factors affect obedience. (8 m
- Q4. Dave everywhere. Recently, he has found himself especially from activity a pedestrians in his area. They always make sure he gets cause behind his car when he's trying to reverse. Dave deals with this by using jump and yelling insults out of his car window. However, Dave is always drivers.

Using social identity theory, explain why Dave might be behaving this

## 



### **Answers**

### **Chapter 1**

### Task 1.1: Comparing theories of obedience

Example answers:

	Agency theory			
Key features	<ul> <li>Person shifts from autonomous state to agentic state</li> <li>In this state they see themselves as acting on behalf of another person and responsibility is transferred</li> <li>The authority must be believed to be legitimate to allow the shift to trace laze</li> <li>Moral strain occurs w' en conflict between ober and a conscience</li> <li>Ober and a common autonomous state to agentic themselves as acting on behalf the second consideration.</li> </ul>	Three social strength of source  Use of math social behave  Division of social impace  Psychosocial influential, a amount of strength of strength social impaces.		
One advantage	orders to engage in extreme behaviour that they would not normally engage in – they do not believe that they are acting as themselves	Social impactions in variations in e.g. Milgram disobedien: 55%		
One disadvantage	<ul> <li>It is impossible to tell when someone has experience the agentic shift</li> <li>Therefore, it may be used as an excuse to get out of the negative consequences of their actions</li> </ul>	Does not exist differently, others resist Focuses on tindividuals		
Difference 1	producing obedience or other types of social inf	Social impact theory is a more complex explanation because it look producing obedience or other types of social influence, such as collin contrast, agency theory only looks at a mental state shift and no		
Difference 2	<ul> <li>Social impact theory is a more useful explanation because it can be situations such as explaining conformity and the bystander effect</li> <li>Agency theory is designed to explain obedience only</li> </ul>			

### Check your understanding!

**Q1.** Agency theory argues that people shift to an agentic state in which they see themse figure (1). In this state they no longer see themselves as responsible for their actions inhibited about following orders that may not align with their beliefs (1).

3 marks for outline of agency theory, which must include either the agentic state or

**Q2.** One difference is that agency theory is a more simplistic explanation (1). Social imparators, such as the strength and the immediacy of the authority figure, which can be obedience (1). In contrast, agency theory struggles to explain why people are more not in another (1).

1 mark for identification of a difference (a 'mark include complexity of explanation empirical support, social impactance of a multifactorial, agency acknowledges the copreferred behaviour — 30 (A \*\*) (a)

2 mark 🌎 th ு அம்மration/explanation

Q3. One piece of support comes from Latané and Darley (1970), who found that in emerother people causes a diffusion of responsibility (1). In contrast, when the individual help in an emergency situation (1). This supports social impact theory's concept of compact is divided among the number of people (1).

3 marks for brief outline of a study supporting social impact theory

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- Q4. One weakness of social impact theory is that it ignores individual differences in the Social impact theory does not account for the fact that people respond differently in that personality factors are also involved in determining whether a person obeys or
  - 1 mark for identification of a weakness (examples: personality is ignored, individual factors are involved, appropriateness of a mathematical formula for complex huma
  - 2 marks for further elaboration/explanation
- Q5. Agency theory could be used to explain why people obey police officers. Police offi authority because they can enforce the law (1). When a police officer gives an order officer wants before their own personal desires (1). The person may shift from the normal exist to an agentic state in which they act as the officer wishes (1). This sug good explanation for situations of everyday obedience (1)

4 marks for discussion about obedience in an ave year ofteng (e.g. work, school). agency theory as a good explanation for each and a good explanation for each against or a mixture of everyday obedience should have reson in the answer.

Exam-style	c: ns
	-46000

EXAIII-	style a
Q.	Answer
Q1.	AO1 (2 marks)  2 marks for a complete explanation  1 mark for an incomplete or limited explanation  Autonomous state  The normal state of mind in which a person believes they direct their own behave responsibility for their actions (1). In this state the individual is unlikely to be obeen themselves as responsible for their actions (1).  Credit other appropriate points
Q2.	AO1 (4 marks), AO3 (4 marks)  AO1  Three social forces – number of sources, strength of source and immediacy Use of mathematical equation to predict social behaviour  Division of impact – obedience is reduced if social impact is divided amongs Psychosocial law – the first source is the most influential, additional sources influence  AO3  Supporting research, e.g. Milgram's two peers' rebel variation (10% obedies) Ignores dispositional factors and individual differences in obedience Views people as passive
	<ul> <li>Comparison with alternative theories, e.g. agency theory as a mental state to reduce moral strain, personality factors such as the authoritarian person Credit other appropriate points</li> </ul>

Level	Mark	Descriptor			
	AO1 (4 ma - 4				
Candidat	es should focu	is equally on knowle ്ല discussion/conclusions.			
Level 0	0	No credi+y அள் பெளிவி			
Level 1	1–2 marks	് പ്രക്ടായം limited knowledge and understanding (AO1) neric conclusion may be present. There is a partial attemp			
Level 2	3 marks	Candidate shows largely accurate knowledge and understandin Argument uses statement rather than logical chains of reasoning argument using generally accurate factual details. A shallow con			
Level 3	5–6 marks	Candidate shows accurate knowledge and understanding (AO1) Arguments show mostly sound reasoning. Reasoning leads to answer shows knowledge of different arguments but the evaluations.			
Level 4	7–8 marks	Candidate shows accurate and comprehensive knowledge and The evaluation is logical and shows sound reasoning. The cand knowledge of different arguments and forms a balanced conclusion.			

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### **Chapter 2**

### Think!

Although this explanation is possible, it is unlikely given that participants were debriefed really giving electric shocks. In contrast, the Nazi physicians conducted inhumane experimental what they were doing, and this may have led to psychological problems later such as being

### Consider!

Burger was very careful not to include participants who might have reacted badly to the protect people from harm. In doing this, he also was able to rule out a dispositional explanation been detected.

### Consider!

Minimised these issues:

- Carefully screened participants to exclude participant which have a negative re
- Reminded participants that they were allow to victorial aw at any time
- Made it clear that participants got in application money if they left
- Reduced the maximum shall lite 3 no 150 V
- Participants were in a last the shocks were not real after 150 V

### Consider!

In being reassured that the teacher was not in any danger, the participant may have felt when the teacher complained it was just because the shocks were painful.

Task 2.1. True or False

· · · · · · · · · · · · · · · · · · ·
Statement
Milgram's study illustrates that Germans are different
The experimenter said whatever he could to get the participant to obey
Psychologists thought very few people would obey
The participants experienced a real shock from the generator
The participants may have thought they could not leave from the study
Participants asked to be the teacher after finding out about the electric shocks
Few participants showed signs of stress during the study
Participants were paid for participating in the study
Some participants started laughing out of sadistic joy at shocking other participants
Fourteen participants refused to give the maximum voltage

### Task chapter 2.2: Differences between Burger's and Milgram's study Example answers:

What was the difference? Participants were carefully screened before taking part in the Why was there a difference? To avoid some participants having a very severe reaction to of long-term psychological harm.

**How might it have affected the results?** Participants may have shown less distress and psychological harm.

What was the difference? Participants more ethnically diverse than Milgram's.

Why was there a difference? Those who applied to take provide nore ethnically divers How might it have affected the results? Some individe als and have a different cultural obedience rates.

Task chapter 2.3: Was Burgar an anical?

	Exa	mp	le	an	swe
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	What p. oblem with N. o's study?	What did Burger change?	Но
1	Participants were at risk of long-term psychological harm.	Participants were carefully screened for mental health issues or relevant past experiences.	Participants experience those in Mil
2	The incentive of money may have made people feel as though they could not leave the study.	Participants were reminded several times that if they left they could take the money.	Reduced the meant they maintain th
3	The test shock may have hurt the participants.	Participants reduced the test shock from 45 V to 15 V.	Reduced the



### Check your understanding!

**Q1.** One conclusion than can be drawn is that the majority of people are very obedient legitimate authority figure (1).

1 mark for conclusions of Milgram's research (e.g. high number of participants obeyobedience levels, obedience is not unanimous (35% resist), legitimacy of authority is

Q2. One ethical criticism of Milgram's experiment is that it may have violated their expectable.

(1). The experiment produced extreme distress in many of its participants which makes a sweating and seizures in some participants (1). Milgram should have finished with a that participants were highly obedient and that extreme distress was being caused.

1 mark for identification of ethical criticism

2 marks for elaboration, some of which should refer specificate to the study (context)

Q3. Milgram's studies, although outdated, have solved serul in explaining and giving in events (1). For example, Milgram's attractive participants felt that their obediens helping to improve science Sirplamy, in real life this is a good explanation for who buildings when crisis a because saving people's lives is a justifiable explanation of Additional life; and studies proved the importance of experimental design in solutionary at was expected, and provided a more accurate representation of a primagine in method of research (1).

4 marks of content that examines how the research findings can be applied to situal

Q4. The unexpected results of Milgram's study illustrate that this study was important as obedience (1). Additionally, it can be applied to areas of important social significant involving an authority figure (1). However, Milgram's study involved high degrees of participants (1). Nevertheless, Milgram found no evidence of long-term damage to study was of greater benefit than it was of cost (1).

4 marks allocated with at least 1 being an AO1 identification of its importance or un Preferably ends or begins with an answer to the question

Q5. Milgram found that when he varied the situation his participants experienced, their example, when instructions were given by telephone, obedience levels dropped (1) pressures to obey when the experimenter was not in the room and often lied about addition, when the study was conducted in a rundown office instead of Yale University giving the maximum shock (1). This may be because they felt that the setting reduces

4 marks for content that looks at the findings of situational factors compared to the be the rundown office block, telephonic instructions or ordinary man gives orders value.

Exam-style questions

Q.	Answer
Q1.	AO1 (5 marks)  Up to maximum of 5 marks for description of the finding of d/or procedure.  For example:  Burger (2009)  In experiment 1 (baseline condition by Milgram, 82.5% of the particular by Milgram, 82.5%

### 



Q.	Answer
	AO1 (4 marks), AO3 (4 marks)
	AO1
	Participants were 40 adult males
	Experimental study of obedience conducted at Yale University
	Participant believed they were part of a study on the effect of punishment
	Highly artificial measure of obedience – giving another participant (confede)
	Orders were given by an experimenter in a lab coat
	AO3
Q2.	Carefully controlled
	Artificial environment – poor ecological validity
	Originally used all adult males – poor generalisability later sample includes
	May have caused psychological harm – process of a subshowed high levels of definitions.
	Right to withdraw threatened — race participants which strought that the participants were participants with the participants were proportionally as a second participant with the participants were proportionally as a second participant with the participant
	• Deception as particles is seleved they were taking part in an experiment of
	show's variety in opelieved confederates were real participants
	Iding led to much research interest
l	Credit oner appropriate points

Level	Mark	Descriptor		
AO1 (4 marks), AO3 (4 marks)				
Candidate	s should focus	equally on knowledge and understanding and application to th		
Level 0	0	No creditworthy material		
Level 1	1–2 marks	Candidate shows limited knowledge and understanding (AO1) A generic conclusion may be present. Evidence supporting this a partial attempt to answer the question. (AO3)		
Level 2	3–4 marks	Candidate shows largely accurate knowledge and understand Argument uses statement rather than logical chains of reasoning argument using generally accurate factual details. A shallow co		
Level 3	5–6 marks	Candidate shows accurate knowledge and understanding (AC Arguments show mostly sound reasoning. Reasoning leads to The answer shows knowledge of different arguments but the (AO3)		
Level 4	7–8 marks	Candidate shows accurate and comprehensive knowledge and The evaluation is logical and shows sound reasoning. The can knowledge of different arguments and forms a balanced conditions.		

### **Chapter 3**

### Consider!

The reality is that a lot of people would have obeyed! The pressures to obey in Milgram's of the four prompts) and in addition people were to believe the series of the helping science. All difficult to disobey and it's doubtful that you would be any fife ant!

### Check your understanding!

Q1. Individuals with the authoritaring of the control of the particularly obedient Authoritarian traits included and legitimate authority figures, concern for state white view ariginal of and (1). This personality is thought to develop as a responsarior plant and rigorous rules (1).

3 marks in description of authoritarian personality (e.g. traits, more likely to be obdevelopment of personality)

**Q2.** Burger (2009) conducted a replication of Milgram's study and measured obedience participants would give a confederate a maximum shock of 150 V (fake shock) (1). In not differ in obedience levels and were equally likely to give the shock (1). This suggested between how likely men and women are to obey (1).

3 marks for outline of a finding into gender and obedience, including commentary or same, similar or different

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- Q3. One situational factor is the proximity of the authority figure to the person receiving participants who received an order by telephone were much less likely to obey that the same room as them (1). A second situational factor is who gives the order (1). A they believe the person giving the order has a legitimate authority rather than being
  - 4 marks for identification of two situational factors and explanation of how they alt
- Q4. Milgram's finding of 65% in his American study is comparatively low compared to so and Italy (>90%) (1). This may be due to the highly individualistic culture of America self-interest rather than obedience (1). Some individualistic cultures such as Austral (28%) than Milgram's 65% (1). Milgram's result of 65% is not universal, with replication different rates (1).
  - 4 marks for discussion that involves comparisons between \* ... ram and obedience
- Q5. The majority of research has found no difference of ween obedience levels in men and company of the experimenter (1). The company of the experimenter (1). The company of the experimenter (1). The company of the experiment of the more obedient than men (1). However, research by men we company of the more obedient than women, which suggests that gender stereotypes may

4 marks cussion about gender; this should include comparisons between obewhere possible this should be supported with research findings

### **Exam-style questions**

Q.	Answer
	AO2 (2 marks)  2 marks for a complete explanation  1 mark for an incomplete or limited explanation
Q1 a)	For example:  The other two students may feel that Jessica lacks legitimate authority (1) a believe they should obey her because she is just another student (1).
	Answers must be applied to the scenario.
	Credit other appropriate points.
	AO2 (2 marks)
	2 marks for a complete explanation 1 mark for an incomplete or limited explanation
b)	For example:  The other two students may have a high internal locus of control (1) and, the resist orders to obey (1).
	Answers must be applied to the scenario.
	Credit other appropriate points.
Q2.	AO2 (1 and s) 3 3 (2 marks)  1 mark for identification of the reason has the four changes (AO2)  2 marks for justification of the case of case her boss was in closer proximity to her  • for example:  • for

### **Chapter 4**

### Consider!

Groups might include: A Level student, male/female, religious group, British/other culturation friendship groups

# 



### Task chapter 4.1: Stereotypes in sexism

Suggested stereotypes for men:

- Powerful politicians and business leaders
- Obsessed with sports
- Cold and emotionally unavailable
- Physically strong
- **Providers**
- Will never ask for directions or help
- Talented at maths, science, engineering and IT
- Aggressive
- Tough
- Never cry

### Suggested stereotypes for women Caring and empathetic Maternal Overen

- Overen
- Needv
- Talk too much
- Physically weaker and vulnerable
- Gentle
- Sensitive / overly sensitive
- Tactful
- Supportive
- Nurses, teachers, receptionists and hairdressers
- Multitaskers





### Task chapter 4.2: Ethical issues in the Robbers Cave experiment

Ethical issue	Example from study	S⊌
Informed consent	The participants did not know they were taking part in a study and did not consent to take part in the research.	The researches children how so part in the resections consented.
Protection from harm	Intergroup conflict can be distressing and the participants may have been negatively affected by some aspects; for example, name-calling.	The researcher mentor to who experiencing a child can be re
Protection from harm		
Decepti	The and it were deceived throughout; for e, tricked into believing the truck had aroken down twice.	The researche

### Check your understanding!

- **Q1.** One example of discrimination is hiring someone from your own race instead of a barace (1). In this example, the employer sees group membership as more important against the person who belongs to another race (1).
  - 2 marks for description of one example of prejudice/discrimination
- Q2. Social identity theory argues that prejudice stems from the presence of another comperson belongs to is considered the 'in-group' and a group that a person does not be (1). The in-group compares itself to the out-group and tries to positively differential theory argues that the in-group will emphasise the negative qualities of the out-group order to improve their own group's social identity (1).
  - 4 marks for outline of social identity theory; could include in-group vs out-group mer with in-group, group comparison, need for positive social identity, group comparison favouritism
- Q3. Sherif and colleagues had the two groups work on superordinate goals to reduce congiven tasks for which cooperation was the easiest method of achieving the goal (1). watch together both groups had to contribute financially (1). They found that work both groups had a vested interest in achieving led to a reduction in hostility (1).
  - 4 marks for description of how Sherif et al. reduced conflict, focusing on the role of tasks
- Q4. One ethical issue in Sherif's study is that the boys never graph formed consent (1). informing the participants that they were part of the present, although their participants may have had a negative impact on the participants affected later group experiences to affected later group experiences to
  - 1 mark for identification of a sum of a sum of about the sum of th
- Q5. One stre an of realistic conflict theory is that it offers a suggestion on how to reduce conflict and prejudice can be reduced if groups work on cooperative tasks to achieve many real-life applications and could be implemented in schools to reduce bullying

One limitation of realistic conflict theory is that it cannot explain prejudice and discretion of the Jews affected by the Holocaust were poor and other Germans by having well-paid jobs (1). This goes against the theory that competition (1).

- 1 mark for each identification of a strength or limitation (maximum 2 marks)
- 2 marks for elaborating on each identified strength or limitation (maximum 4 marks)

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### **Exam-style questions**

Q.	Answer
	AO1 (3 marks)
Q1. a)	Up to a maximum of 3 marks for explaining the meaning of social comparison  For example: In social comparison, an in-group compares itself to a relevant out-group (1). The is to boost social identity by viewing their group as superior to the out-group (1) evaluated favourably and the out-group is evaluated negatively (1).  Credit other appropriate points
	AO1 (2 marks), AO3 (2 marks)
b)	1 mark for identification of a strength/weakness (AO1) 1 further mark for justifying that strength/weakness (AO1) 1 further mark for justifying that strength/weakness (AO1) For example: Strength  • ported by research using the minimal group paradigm (1). found that boys gave more money to their own group, which support Weakness  • This theory fails to acknowledge personality/dispositional factors that may Within a group, some individuals may be more or less prejudiced than other Credit other appropriate points
	AO1 (4 marks), AO3 (4 marks)
Q2.	<ul> <li>Conflict and prejudice are due to competition for mutually exclusive resource.</li> <li>Perception of competition, rather than actual competition, is key.</li> <li>Conflict and prejudice can be reduced by encouraging groups to work cooperasks.</li> <li>Applications, e.g. football teams for trophies, ethnicities over jobs and conditions.</li> </ul>
	<ul> <li>Supporting research, e.g. the Robbers Cave experiment</li> <li>Ignores dispositional factors and individual differences in obedience</li> <li>Applications to many real-life situations, e.g. the Israeli-Palestinian conflict</li> <li>Comparison with alternative theories, e.g. social impact theory, which state</li> <li>Cannot explain situations where dominant group discriminates over minority very poor and yet experienced economic discrimination</li> <li>Credit other appropriate points</li> </ul>

Level	Mark	Descriptor	
	AO1 (4 marks), (4 marks)		
Candidate	s should focus	equally on knowledge and discussions, sonclusions.	
Level 0	0	No creditworthy not in the second sec	
1	1 1–2 marks	Candidat v in ited knowledge and understanding (AO1	
Level 1		່ ^ ຼຸ່ງ ແມ່ນເວັດຕາມsion may be present. There is a partial atten	
		் பிர்க் shows largely accurate knowledge and understand	
Level 2	ari	Argument uses statement rather than logical chains of reasoni	
		argument using generally accurate factual details. A shallow c	
	5–6 marks	Candidate shows accurate knowledge and understanding (AC	
Level 3		Arguments show mostly sound reasoning. Reasoning leads to	
Level 3		The answer shows knowledge of different arguments but the	
		(AO3)	
		Candidate shows accurate and comprehensive knowledge an	
Level 4	7–8 marks	The evaluation is logical and shows sound reasoning. The car	
		knowledge of different arguments and forms a balanced con-	

# 



### **Chapter 5**

**Consider!** Newsreaders are more likely to use received pronunciation but this may be been of people to understand. It would be discriminatory if someone with a different accent could be job. For regional news, individuals with local accents could do an equally good job as some news some viewers may not be able to understand their accents as easily.

### Check your understanding!

- **Q1.** The laws of a culture can influence discrimination if they encourage or criminalise deequality laws (1).
  - 1 mark for an example of cultural influences on prejudice, e.g. laws, language, literal
- **Q2.** Ekehammar and Akrami (2007) investigated how prejudice correlated with the Big Finder They found that Tender-mindedness was negatively correlated with prejudice (-0.6) about other's welfare and suggests that those where the welfare the welfare and suggests that those where the welfare the welfare and suggests that those where the welfare the welfare and suggests that those where the welfare th
  - 3 mark for an outline of any finging enacto personality on obedience, focus should details about the aims and analysis, etc.
- Q3. One sit factor that may affect prejudice/discrimination is the role of competence of the competition incited hostility, prejudice and discrimination be participants (1). When the researchers reduced competition, and instead encourage prejudice and discrimination reduced (1). This suggests that competition is an imporprejudice/discrimination (1).
  - 3 marks for description of one situational factor that may affect prejudice/discriminates description may include theories or research evidence
- Q4. It could be argued that the Holocaust was partly the result of perceived competition widespread belief that the Jewish people had great financial influence and were we experiencing economic difficulties (1). This perceived competition may have encount towards the Jewish people (1). However, alternatively it may have been that German Holocaust had authoritarian personalities (1). Those with this personality type may orders of authority figures (1). These individuals would have acted against their not on the role of those authority figures that supported the Holocaust (1).
  - 6 marks for discussing how personality (e.g. authoritarian personality) and/or situation have contributed to the prejudice/discrimination shown in the Holocaust, application Holocaust
- **Q5.** The majority of psychology researchers come from Western cultures and hold Western behaviour is normal or 'right' (1). This can cause problems when research behaviour is viewed through the lens of a Western view of the world (1). As such, the negatively or come to negative conclusions because of expectations about how people and the problems of the world (1).
  - 3 marks for an explanation of biases that occur when research is conducted in othe



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### Exam-style questions

Q.	Answer
Q1.	AO2 (2 marks)  2 marks for a complete definition that can include an example  1 mark for an incomplete or limited definition / appropriate example  For example:  A person with an authoritarian personality is particularly likely to be prejudiced, minorities (1). People with this personality show traits such as black and white the conventional values and respect and submission towards legitimate authority figs.  Credit other appropriate points
Q2.	AO2 (2 marks)  2 marks for a complete explanation  1 mark for an incomplete or limited explanation  For example:  Elliot saw Harrisco (2 haz competition (1) as both teams were competing therefore (2 haz competing a hostile way (1).  Answer applied to the scenario.  Credit other appropriate points

### **Chapter 6**

Task chapter 6.1: Risk management

Example answers:

Risk	Likelihood	Potential impact	
Participants may feel uncomfortable about the questions asked.	Medium	Mild psychological harm. Questions may cause participant to recall uncomfortable situations.	Q: tc p: P: tc
Participants may be concerned about the confidentiality of their data and the impact it might have on their careers.	Low	Discomfort in the participant. A breach of confidentiality might have legal ramifications for the researcher and economic/social impact on the participant.	Pallallallallallallallallallallallallall
Participant may be angry that they have been deceived about the true nature of the study.	Low	Distrust of researchers and mild psychological harm.	Fu the of u

### Task chapter 6.2: Evaluating your practical investigation

Some possible strengths:

- Quantitative data can be easily analysed
- Quick for participants to comple\*:
- Equal number of question from males and females
- Equal number of the few as participants reduces participant effects on the study

### Some possible nesses

- Participants may be affected by social desirability bias which would reduce validity
- Small sample size is unlikely to represent the population we are interested in
- Small sample size may not be able to detect trends in data
- True aim of study is easy to garner from the questions

### 



### Task chapter 6.3: Improving our practical investigation

Example answers:

**Weakness**: Views of gender equality are socially desirable and a person may lie to appear **Improvement**: Stress to the participant the importance of honesty

Specific recommendation: Write on the participant information sheet and tell them verb

essential'

Weakness: Small sample size means we may miss important trends in the data

Improvement: Gather a much larger sample size

**Specific recommendation**: Gather as many participants as possible by placing posters and

audience

### Task chapter 6.4: Method section

Example answers:

### Participants:

Participants were 12 adults (six females, six rouse) cruced using an opportunity sample friends. The participants were required to the least 18 years of age.

### Materials:

Participant i tic seconsent form: Informed them that they would be taking part in They were in the fight to withdraw and of confidentiality, then asked for consent.

Questionnaire: A questionnaire was developed to measure perceptions of male and female questions were used in SECTION A. Each question presented an obedience scenario and that situation was (1 = very unlikely to 5 = very likely). Half of the questions had scenarios involving females.

SECTION B consisted of the eleventh question, which was an open question. The participate teacher's statement: 'Michael, I really need you to help me organise the supply closet. Yo help me.' They did this by filling in a speech bubble. For this question, they were to take response based on the question. Half of the participants received the exact same questionstead.

**Debrief form**: The debrief form contained a summary of the study and the reasons why it reminded of right to withdraw by having data removed from findings.

### Study design:

We used a non-experimental questionnaire design to look for a difference between percand women.

### Procedure:

Participants were sat down at a desk and given a participant information sheet to read, a consent form.

Each participant was given the questionnaire and given the instructions: 'Please answer over need and just let me know when you have finished.' The questionnaire was ordered closed questions first, followed by the open question.

While the participants answered the questionnaire, the researcher was seated nearby researcher did not give the impression that the participants' answere being monitor

All of the participants finished the questionnaire withing to iniques.

They were given a debrief form which they reach as seated. After the participants had asked if they had any questions at a time so any. No questions were asked.

The researcher thanked the factoriants for taking part and the participants left.





### \*A Level exam-style questions

Answer		
AO1 (4 marks)  A mark is awarded for each point relating to agency theory. Together, the points description. The answer is worth up to 4 marks.		
Example: Agency theory proposes that obedience involves a mental shift into a different state we are in an autonomous state where we believe that we direct our own behavious the consequences (1). Agency theory proposes that we shift to an agentic state in for the authority figure and no longer consider ourselves personally responsible for this allows us to follow orders that go against our normal behaviour and even orders.		
Credit other appropriate points		
AO1 (4 nar c) AO3 (4 marks)  AO1:  Ecological validity is threat rewhich research findings can be applied to experiment it the arreadal life  particles and shigher when the study uses natural settings and natural names do not know they are taking part  validity is lower when the study is conducted in a laboratory and the participants are affected by demand characteristics  Vast majority of research has been in artificial settings  Research into obedience includes Milgram's experiment and his variations  AO3:  Milgram's experiment was highly artificial; participants were told to give eleperson, which would not happen in real life  Milgram's findings (and agency theory) have been useful in explaining real-obedience, such as the Holocaust  Some more ecologically valid research has been conducted: Rank and Jacob (1974)  An increase in ecological validity often means a decrease in control, and research validity must strike a careful balance between the two		
Rigorous control allows researchers to posit causal explanations but reduces     the research  Credit other appropriate points		

Level	Mark	Descriptor	
	AO1 (4 marks), AO3 (4 marks)		
Candidates s	should focus e	qually on knowledge and their evaluation/conclusion.	
Level 0	0	No creditworthy material	
		Candidate shows limited knowledge and understanding (AC	
Level 1	1–2 marks	A generic conclusion may be preserminidence supporting	
		There is a partial attempt 🔭 🚜 🕜 th 🗸 question. (AO3)	
		Candidate shows la way was knowledge and understan	
Level 2	3–4 marks	Argument 🛝 Sta sment rather than logical chains of reas	
		th ್ಲಿ ಶ್ವಾಣ್ಯ asing generally accurate factual details. A sha	
		ຳດ.uate shows accurate knowledge and understanding (A	
Level 3	mi i s	Arguments show mostly sound reasoning. Reasoning leads to	
		answer shows knowledge of different arguments but the eval	
		Candidate shows accurate and comprehensive knowledge a	
Level 4	7–8 marks	The evaluation is logical and shows sound reasoning. The c	
		knowledge of different arguments and forms a balanced co	

# 



Q.	Answer
	AO1 (4 marks), AO3 (4 marks)
	AO1:
	The dispositional view argues that obedience is a product of the individual, such as personality
	The authoritarian personality (Adorno and colleagues) is a type of personal particularly obedient
	Locus of control is a measure of how much people attribute different event
	Those with a high external locus of control thought to be more obedient and control more resistant
	Gender – most research indicates gender does not affect obedience
Q3.	The situational view is that obedience is created and affected by the situation
	Varying the situation in Milgram's study products for rent results
43.	AO3:
	Strong criticism against and comparisonality due to methodological properties.
	• Locus of control in the partied by research but not specific to obedience
	Beliaf in ?
	Joy has moved away from and lost interest in dispositional factors are attions.
	In situational variations there is very rarely 100% obedience or dissent, suggistant factors are also influencing obedience
	Dispositional and situational explanations are reductionist because they are isolation
	Need for an integrated approach
	Credit other appropriate points

Level	Mark	Descriptor		
AO1 (4 marks), AO3 (4 marks)				
Candidate	s should focus	equally on knowledge and their assessment and/or conclusion		
Level 0	0	No creditworthy material		
Level 1	1–2 marks	Candidate shows limited knowledge and understanding (AO1		
Level 1	1-2 illarks	A generic assessment may be present. There is a partial atter		
		Candidate shows largely accurate knowledge and understand		
Level 2	3–4 marks	Argument uses statement rather than logical chains of reason		
		argument using generally accurate factual details. A shallow		
		Candidate shows accurate knowledge and understanding (AO1		
Level 3	5–6 marks	Arguments show mostly sound reasoning. Reasoning leads to		
		answer shows knowledge of different arguments but the judg $\epsilon$		
		Candidate shows accurate and comprehensive knowledge an		
Level 4	7–8 marks	The evaluation is logical and shows sound reasoning. The car		
		knowledge of different arguments and forms a balanced asse		

Q.	ns ver
Q4.	A mark is awarded to each point in a social identity theory. Together, the scoherent explanation and the scenario of Dave and his treatment of pederor each scenario of Dave and his treatment of pederor each score in a scenario of Dave and his treatment of pederor each score in a score

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Credit other appropriate points

### Glossarv

Agentic shift Shifting from a state whereby an individual sees the one where the individual sees themselves as acting

Agentic state A state where the person views themselves as acting

their own volition

Alternative hypothesis A prediction made about what the findings will be, to

Authoritarian personality A type of personality thought to be particularly linke

Autonomous state A state where the person believes they are in control

responsible for the consecrate of those actions; the

Ethical guidelines are angestions for how an experi BPS Code of Ethics and **Conduct (2009)** the Britian ological Society

🛝 ೧೫ ವಿಗಂಗ with a fixed response, e.g. 'yes', 'no', 'alv **Closed question** 

person can respond to the question

A culture that places the value of the whole group b

Experimenters are not to disclose confidential inform such a way that the participant is not identifiable from

names are replaced by numbers

Cost-benefit analysis Weighing up the potential costs and benefits of con

Deception Deception is the act of deliberately misleading some experiment. Participants should not be deceived ab without good cause. Deception should not be used

objected had they known about the true nature of t used then the experimenters should consult an ethical

of a similar background to the sample.

**Directional hypothesis** The researcher predicts the direction of the effects

Treating someone differently because they belong to Discrimination

Division of impact The finding that social impact is divided between the

**Ecological validity** The extent to which the findings can be generalised

Ethnocentrism Evaluating another culture based on your own cultu

**Ethnographic fieldwork** Fully immersing yourself in another culture with the

without being influenced by your own culture's norm

Homophobia Prejudice and/or discrimination towards people who

Individualistic culture A culture that prioritises individual interests and exp

The participant knows exaction hat is going to happ Informed consent part. Differs from in 1 co ≥ int when the person does

experiment as as to take part.

valua in members of your own group as better that In-group favouritism a cating them preferentially

Interview Sources of bias in which the style of the interviewer

A type of closed question where a person responds

Linguistic discrimination Discrimination based on use of language and/or acc

Mean An average that is calculated by adding together all number of values there are. This measure takes into

Median An average that is calculated by ordering the data by

value

### 

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Likert scal

Collectivi

Confidentia

Minimal group paradigm A technique used to investigate intergroup discriming

behave when they have been created arbitrarily

Mode An average that is calculated by ordering the data a

most often

Moral strain Distress caused by the conflict between following ar

Negative out-group bias Negative feelings, beliefs and behaviour towards me

The researcher predicts that there will be an effect la Non-directional hypothesis

direction the effects will be

Obedience Obeying a command from an authority order which

behaviour

Open question A question that allows an erson to respond with the

qualitative data

່ ചາ, ່awn from whoever is available at the tin Opportunity sampling

aired criteria for participation

The people who are relevant to your research Populatio<sub>4</sub>

Prejudice Strong feelings towards another person or group, page 1

Protection from harm Participants should be protected from psychological

made aware of anything that may present a risk to t

**Psychosocial law** The finding that social force is increased only margin

influence

Qualitative data Data of a more in-depth nature which provides grea

analyse

Quantitative data Data of a numerical nature which can be easily anal

Questionnaire A series of written questions with the aim of finding

interest

Racism Prejudice and/or discrimination based on a person's

A sample that is drawn so that members of the popular Random sampling

being selected

Range A measure of spread that is calculated by subtractin

greatest value

Right to withdraw It should be made clear to participants that they have

point and that any data from the study can be destron

Sampling The method of selecting participants from the requi

your study

Semi-structured interview An interview that has a mixture of fixed and non-fix

using fixed questions and in ollow-up questions for

Prejudice and in seculariation based on a person's Sexism

் நார் spread that uses every point of data a Standard deviation

A pelief about a particular group that is an overgene Stereotype

Stratified

In a population with several groups, the number of to the size of each group; the correct numbers of the

Structured interview An interview with a set of ordered questions that have

interview

Thematic analysis A type of analysis conducted on qualitative data tha

**Unstructured interview** An interview that does not have a specific set of que more comparable to an everyday conversation. The

or questions that they wish to cover which are determined

Volunteer sampling Participants self-select; they choose to participate in

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