BBAI105:
Principles of Social Psychology

Prepared by AP Ruchi Arya
SVSM, SVVV Indore

UNIT 1
Social Psychology

1. Definition	
2. Nature and Background	
3. Core Concerns of Social Psychology	
4. Theoretical Perspective: Role Theory, Reinforcement Theory, Social Learning Theory , Cognitive Theory	

 # Extra: Make you all aware about the concept "Psychology", so that it will provide you all a firm base to understand concepts of Social Psychology more effectively.

🞣 Introduction to Psychology

Psychology comes from a Greek word **Psyche** which means "*mind consciousness, or awareness* "and logos means "to study". So Psychology can be defined as the study of mind consciousness or awareness.
It also derives character which is attributed to man.

<div align="center">or</div>

Psychology is the scientific study of behaviour and mental processes.

<div align="center">or</div>

The field is scientific in that psychologists approach their studies in an orderly and systematic way in order to obtain objective evidence. Psychologists study about:

Overt or observable behaviour, as well as

Covert behaviour – private mental processes that cannot be directly observed or measured and must be inferred from overt behaviour.

The primary goals of psychology are to:

➢ Describe behaviour – what is the nature of this behaviour?

➢ Understand and explain behaviour - why does it occur?

➢ Predict behaviour– can we forecast when and under what circumstances it will occur?

➢ Control behaviour - what factors influence this behaviour?

Prepared by AP Ruchi Arya
SVSM, SVVV Indore

❖ **Nature of Psychology**

➡ **Psychology as a Science**

      1. It has scientific processes

      2. It accepted theories as product of research:

           > Statement of the problem

           > Hypotheses

           > Research Design

           > Collection of Data and Analysis

           > Conclusion

➡ **Psychology in the context of Behavior**

      1. Social Relationship

      2. Emotional Responses

      3. Mental Functioning

           > Overt actions – observable like, walking, kissing

           > Social relationship – interacting with people

           > Emotional Responses – feelings such as anger, lust, happiness and depression

           > Physiological Reactions – heart rate, excitement, biochemical reactions.

❖ **The Beginnings of Psychology #History**

    i. Its earliest history can be traced back to the time of the early Greeks with Socrates, Plato and Aristotle.

    ii. During the 17th-century, the French philosopher Rene Descartes introduced the idea of dualism, which asserted that the mind and body

    iii. were two separate entities that interact to form the human experience.

    iv. Wilhelm Wundt – founded Psychology as acad. Discipline in 1879 and

    v. established the 1st psych lab at the Uni. of Leipzig Germany. Concern

    vi. with senses like vision, attention, emotion, memory.

    vii. G. Stanley Hall – studied with Wundt and est. the 1st psych lab in the US in 1883 at John Hopkins University.

viii. J. Mckeen Cattell – student of Wundt. Called as the 1st professor in Psychology in 1888. He was known for designing a personality test, the 16 PF.

ix. Sir Francis Galton – individual differences in 1869 inGermany.

x. Titchener – Wundt trained psychologist introduced Structuralism in latter part of 19th century. Focused on mental structure and consciousness. Introspection as major method.

xi. William James – psychologist from Harvard, opposed structuralism and advocated functionalism, how conscious function.

xii. Sigmund Freud – 20th century physician introduced the psychoanalytic theory where human behavior is governed by the unconscious.

xiii. JohnWatson – founded behaviorism in 1920.

xiv. Ivan Pavlov – founded the behaviorism which focused on classical conditioning.

xv. Max Wertheimer – founded the Gestalt psychology in Germany. Gestalt means Form or Configuration.

❖ Perspectives in Psychology

➤ The Biological Perspective

The study of physiology played a major role in the development of psychology as a separate science. Today, this perspective is known as biological psychology. Sometimes referred to as biopsychology or physiological psychology, this perspective emphasizes the physical and biological bases of behavior.

➤ The Behavioral Perspective

Behavioral psychology is a perspective that focuses on learned behaviors.

Behavioral principles are often applied in mental health settings, where counselors use these techniques to explain and treat a variety of illness.

➤ The Cognitive Perspective

During the 1960s, a new perspective known as cognitive psychology began to take hold. It focuses on mental processes. This area of psychology is concern with memory, thinking, problem solving, language

and decision-making and this perspective has grown tremendously in recent decades.

> ## The Humanistic Perspective
> During the 1950s, a school of thought known as humanistic psychology emerged. Influenced greatly by the work of prominent humanists such as Carl Rogers and Abraham Maslow, this perspective emphasizes the role of motivation on thought and behavior. Concepts such as self-actualization are an essential part of this perspective.

> ✓ Other recent development in Perspectives of Psychology

> ## The Cross-Cultural Perspective
> Cross-cultural psychology is a fairly new perspective that has grown significantly in recent years. These psychologists and researchers look at human behavior across different cultures.

> ## The Psychodynamic Perspective
> The psychodynamic perspective originated with the work of Sigmund Freud. This perspective emphasizes the role of the unconscious mind, early childhood experiences, and interpersonal relationships to explain human behavior and to treat people suffering from mental illness.

> ## The Evolutionary Perspective
> Evolutionary psychology is focused on the study of how evolution explains physiological processes. Psychologists and researchers take the basic principles of evolution, including natural selection, and apply them to psychological phenomena. This perspective suggests that these mental processes exist because they serve an evolutionary purpose – they aid in survival and reproduction.

1. Definition

Defining any field is a very difficult task. So is the case with social psychology. Here are some examples:

According to Gordon Allport (1954) social psychology is best defined as the discipline that uses scientific methods in "an attempt to understand and explain how the thought, feeling and behavior of individuals are influenced by the actual, imagined, or implied presence of other human beings". In this

definition, *scientific* refers to the <u>empirical</u> investigation using the <u>scientific method</u>. The terms *thoughts*, *feelings*, and *behavior* refer to <u>psychological</u> variables that can be measured in humans.

Myers and Spencer (2006) define social psychology as the "scientific study of how people think about, influence, and relate to one another".

Or

Barron and Byrne (2007) defined social psychology as "the scientific field that seeks to understand the nature and cause of individual behaviour and thought in social situations".

Or

Social psychology studies how situations affect our behavior and the way in which we perceive ourselves or others. Our interaction patterns in specific situations orient us to each other, our culture, and ideas about "human nature".

❖ **Nature of Social Psychology**

➢ Social Psychology in its nature is scientific:

This is because it employs scientific techniques in enhancing its knowledge. As in sciences it makes systematic observations and through direct experimentations it studies social problems. It is true that in the study of this subject it does not use the similar type of tools as are used in scientific subjects like physics or chemistry. But the general techniques used in the study of Social Psychology are similar to those used in other sciences.

➢ Social Psychology: Focus on individual Behaviour:

The social thoughts and actions are taken by individuals. They might be influenced by the society. But the thought and actions are of the individuals, and not groups. The social psychology has a very strong focus on individuals, and tries to understand the behaviour of individuals. It also tries to understand various environmental influences on social thought and actions, viz., Culture, social norms, etc. Still the focus of the social psychology enquiry is individual.

➢ Understand Causes of Social Behaviour and Thought:

Human social behaviour and thoughts are caused by many things. Social psychology would try to understand them.

#History of Social Psychology

* Began around the late 1800's-early 1900's.
* First "social psychological" experiment conducted in 1898 by Norman Triplett, which investigated social facilitation.
* Numerous early variants of social psychology, influenced by various schools of thought (psychoanalysis, pragmatism, behaviorism, experimental, sociological, etc.)
* Used to be a "backwater" sub-discipline; now it is vibrant and valued contribution to psychology and sociology (Berscheid, 1992)
* Accepting of women before other sub-disciplines of psychology, which helped the discipline, flourish.
* Berscheid (1992) argues that social psychology doesn't suffer from theoretical faddism, but I personally would have to disagree.

2. Core Concerns of Social Psychology

Social Psychology: Four Core Concerns

1. The impact of one individual on another's behavior and beliefs.
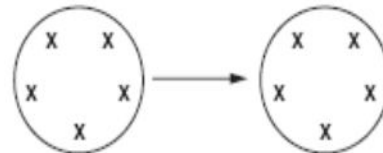
   X ——→ X

2. The impact of a group on a member's behavior and beliefs.

3. The impact of a member on a group's activities and structure.

4. The impact of one group on another group's activities and structure.

The factors influence the Core Concerns of Social Psychology are

- ➢ Intrapersonal phenomena
  - A. Attitudes
  - B. Value and Culture
  - C. Social cognition
  - D. Self-concept
  - E. Persuasion

- ➢ Interpersonal phenomena
  - A. Social influence
  - B. Group dynamics
  - C. Interpersonal attractions

🔥 Intrapersonal phenomena

A. Attitudes

In social psychology, attitudes are defined as learned, global evaluations of a person, object, place, or issue that influence thought and action. Put more simply, attitudes are basic expressions of approval or disapproval, favorability or unfavorability, or likes and dislikes. Whatever disposition nature elects to give us, our most treasured attitudes are often formed as a result of exposure to attitude objects; our history of rewards and punishments; the attitude that our parents, friends, and enemies express; the social and cultural context in which we live; and other types of experiences we have. Obviously, attitudes are formed through the basic process of learning. Attitudes are also involved in several other areas of the discipline, such as conformity, interpersonal attraction, social perception, and prejudice.

B. Values and Culture

"When you prevent me from doing anything I want to do, that is persecution; but when I prevent you from doing anything you want to do, that is law, order and morals."

– George Bernard Shaw

✓ Values

Values represent basic convictions that "a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence." They contain a moral flavor in that they carry an individual's ideas as to what is right, good, or desirable. Value systems represent a prioritizing of individual values in

relation to their relative importance. We all have values and, as you will see, what we think is important influences our attitudes and our behaviour.

Extra: Types of Values

The most important early work in categorizing values was done by All-port and his associates. They identified six types of values:

1. Theoretical – Places high importance on the discovery of truth through a critical and rational approach.
2. Economic – Emphasizes the usefulness and practicality of the situation.
3. Aesthetic – It places the highest value on form and harmony.
4. Social – Here the highest value is given to the love of people.
5. Political – It places emphasis on acquisition of power and influence.
6. Religious – It is concerned with the unity of experience and understanding of the cosmos as a whole.

✓ **Culture**

Culture is, basically, a set of shared values that a group of people holds. Such values affect how you think and act and, more importantly, the kind of criteria by which you judge others. **Cultural** meanings render some behaviors as normal and right and others strange or wrong.

C. Social Cognition

Social cognition is a growing area of social psychology that studies how people perceive, think about, and remember information about others. Much research rests on the assertion that people think about (other) people differently from non-social targets. Person perception is the study of how people form impressions of others. The study of how people form beliefs about each other while interacting is known as interpersonal perception.

D. Self-concept

Self-concept is a term referring to the whole sum of beliefs that people have about themselves. According to Hazel Markus (1977), the self-concept is made up of cognitive molecules called self-schemas – beliefs that people have about themselves that guide the processing of self-reliant information. For example, an athlete at a university would have multiple selves that would process different information pertinent to each self: the student would be one "self," who would process information pertinent to a student (taking notes in class, completing a homework assignment, etc.)

E. Persuasion

The topic of persuasion has received a great deal of attention in recent years. Persuasion is an active method of influence that attempts to guide people toward the adoption of an attitude, idea, or behavior by rational or emotive means. Persuasion relies on "appeals" rather than strong pressure or coercion. Numerous variables have been found to influence the persuasion process; these are normally presented in five major categories: *who* said *what* to *whom* and *how*.

Interpersonal phenomena

A. Social influence

Social influence is an overarching term given to describe the persuasive effects people have on each other. It is seen as a fundamental value in social psychology and overlaps considerably with research on attitudes and persuasion. The three main areas of social influence include: conformity, compliance, and obedience. Social influence is also closely related to the study of group dynamics, as most principles of influence are strongest when they take place in social groups.

B. Group dynamics

A group can be defined as two or more individuals that are connected to each another by social relationships. Groups tend to interact, influence each other, and share a common identity. They have a number of emergent qualities that distinguish them from aggregates:

Norms: Implicit rules and expectations for group members to follow, e.g. saying thank you, shaking hands.

Roles: Implicit rules and expectations for specific members within the group, e.g. the oldest sibling, who may have additional responsibilities in the family.

Relations: Patterns of liking within the group, and also differences in prestige or status, e.g., leaders, popular people.

Temporary groups and aggregates share few or none of these features, and do not qualify as true social groups. People waiting in line to get on a bus, for example, do not constitute a group.

Groups are important not only because they offer social support, resources, and a feeling of belonging, but because they supplement an individual's self-concept.
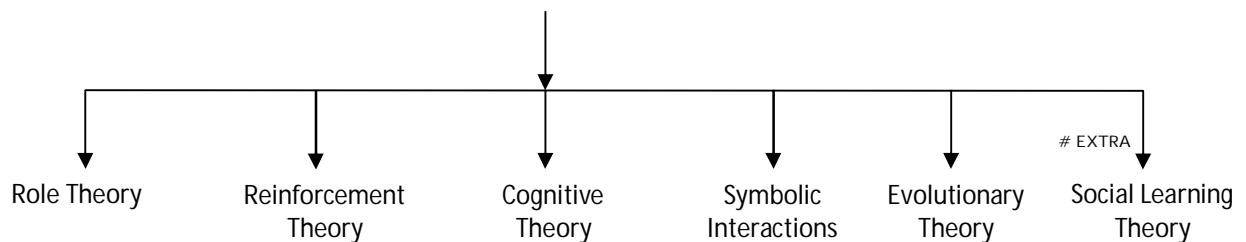
Prepared by AP Ruchi Arya
SVSM, SVVV Indore

To a large extent, humans define themselves by the group memberships which form their underline social identity. The shared social identity of individuals within a group influences intergroup behavior, the way in which groups behave towards and perceive each other.

C. Interpersonal attractions

A major area in the study of people's relations to each other is interpersonal attraction. This refers to all forces that lead people to like each other, establish relationships.

3. Theoretical Perspectives of Social Psychology

| Role Theory | Reinforcement Theory | Cognitive Theory | Symbolic Interactions | Evolutionary Theory | # EXTRA Social Learning Theory |

1. Role Theory

Role theory is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories (e.g., mother, manager, and teacher). Each role is a set of rights, duties, expectations, norms and behaviors that a person has to face and fulfill. The model is based on the observation that people behave in a predictable way, and that an individual's behavior is context specific, based on social position and other factors. The theatre is a metaphor often used to describe role theory.

Although the word role (or roll) has existed in European languages for centuries, as a sociological concept, the term has only been around since the 1920s and 1930s. It became more prominent in sociological discourse through the theoretical works of George Herbert Mead, Two of Mead's concepts – the mind and the self – are the precursors to role theory.

The theory posits the following propositions about social behaviour:

1. The division of labor in society takes the form of the interaction among heterogeneous specialized positions that we call roles;
2. Social roles included "appropriate" and "permitted" forms of behavior, guided by social norms, which are commonly known and hence determine expectations;
3. Roles are occupied by individuals, who are called "actors";

4. When individuals approve of a social role (i.e., they consider the role "legitimate" and "constructive"), they will incur costs to conform to role norms, and will also incur costs to punish those who violate role norms;
5. Changed conditions can render a social role outdated or illegitimate, in which case social pressures are likely to lead to role change;
6. The anticipation of rewards and punishments, as well as the satisfaction of behaving in a prosocial way, account for why agents conform to role requirements.

In sociology there are different categories of social roles:

1. cultural roles: roles given by culture (e.g. priest)
2. social differentiation: e.g. teacher, taxi driver
3. situation-specific roles: e.g. eye witness
4. bio-sociological roles: e.g. as human in a natural system
5. Gender roles: as a man, woman, mother, father, etc.

In their life people have to face different social roles, sometimes they have to face different roles at the same time in different social situations. There is an evolution of social roles: some disappear and some new develop. Role behaviour is influenced by following aspects:

1. The norms, determining a social situation.
2. Internal and external expectations are connected to a social role.
3. Social sanctions (punishment and reward) are used to influence role behaviour.

These three aspects are used to evaluate one's own behaviour as well as the behaviour of other people.

- Limitations of Role Theory
  1. Difficulty in explaining deviant behavior.
  2. Really doesn't explain how roles and norms emerge in the first place.

← For Example

Prepared by AP Ruchi Arya
SVSM, SVVV Indore

2. Reinforcement Theory

General idea is that people will perform behaviors that bring them reward and avoid behaviors that bring them punishment.

Reward   Punishment:

Reinforcement theory argues that people learn to associate a particular behavior (e.g., eating an apple) with a particular outcome (e.g., alleviation of hunger), a process called **conditioning**.

❖ Two Types of Conditioning:

Classical conditioning (Pavlov): where a stimulus that elicits an emotional response is repeatedly experienced along with another stimulus that does not, until the other stimulus takes on the emotional properties of the first stimulus. After the accidental unearthing of the valuable information, Pavlov designed an experiment to understand this process in detail.
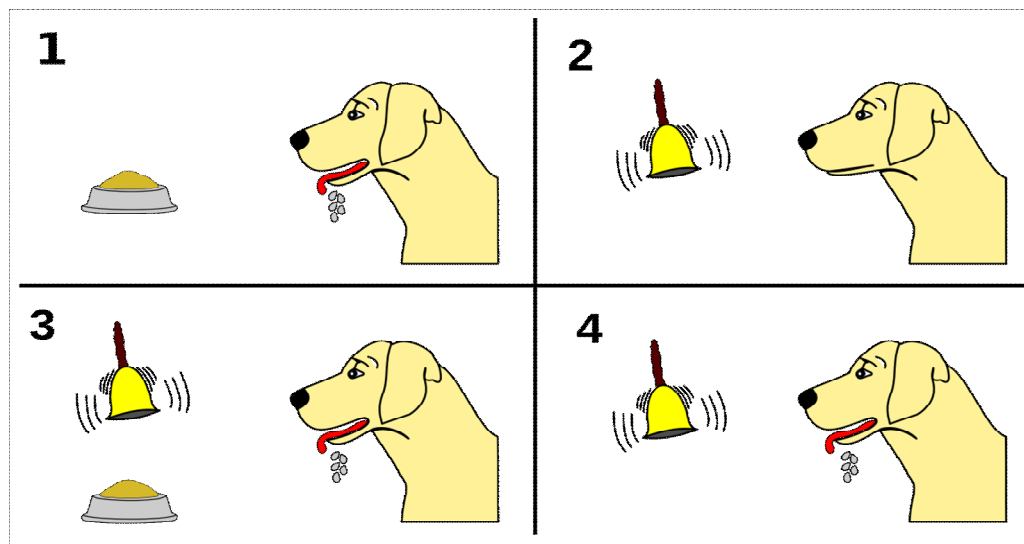
In the **first step** of the experiment, a dog was placed in a box and harnessed. The dog was left in the box along for a while, and the process was repeated certain number of times on different days. Meanwhile, a simple surgery was conducted to insert an end of a tube inside the dog's jaw while the other end rested in a measuring glass jar.

In the **second phase,** a bell was rang and food was served to the dog immediately after that. The dog was allowed to eat the food without any hassle. The routine was continued for a few days. A bell was rang and the dog was immediately served with food (meat powder).

Prepared by AP Ruchi Arya
SVSM, SVVV Indore

During the first few trials, the dog salivated at the sight of meat. The dog did not show any response towards the sound of the bell, but continued to salivate after the food was present.

After a number of such trials were conducted, a test trial was introduced with everything same as the previous trials, except that no food was presented following the sound of the bell. It was then seen that the dog still continued to salivate at the sound of the bell, expecting the presentation of food. This happened because the dog had connected the sound of the bell with the presentation of food. This salivation between the bell and food resulted in acquisition of a new response by the dog, i.e. salivation to the sound of the bell. This has been termed as conditioning.
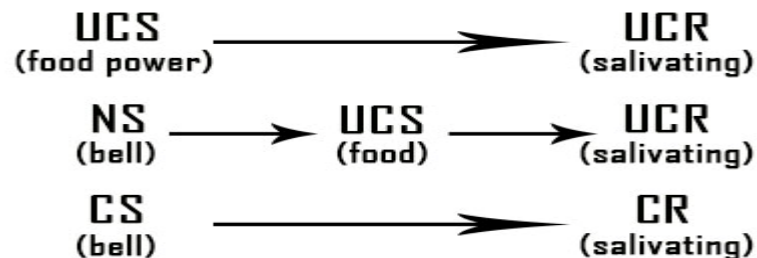
Operant conditioning (Skinner):
Operant conditioning is a method of **learning** that occurs through rewards and punishments for behavior. Through **operant conditioning**, an individual makes an association between a particular behavior and a consequence.
Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a '*Skinner Box*'

Prepared by AP Ruchi Arya
SVSM, SVVV Indore
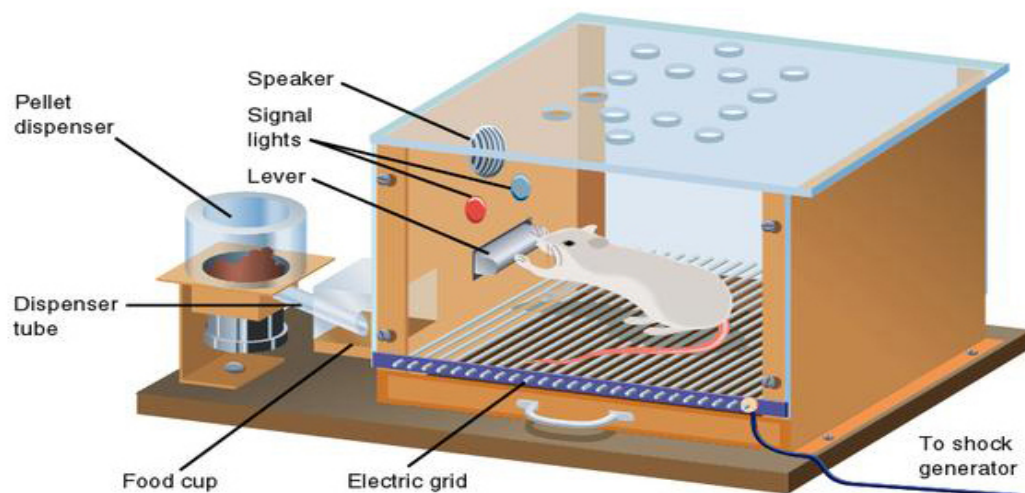
As the first step to his experiment, he placed a hungry rat inside the **Skinner box.** The rat was initially inactive inside the box, but gradually as it began to adapt to the environment of the box, it began to explore around. Eventually, the rat discovered a lever, upon pressing which; food was released inside the box. After it filled its hunger, it started exploring the box again, and after a while it pressed the lever for the second time as it grew hungry again. This phenomenon continued for the third, fourth and the fifth time, and after a while, the hungry rat immediately pressed the lever once it was placed in the box. Then the conditioning was deemed to be complete.

This experiment also deals with and explains the effects of positive reinforcement. Upon pressing the lever, the hungry rat was served with food, which filled its hunger; hence, it's a positive reinforcement.

B.F. Skinner also conducted an experiment that explained negative reinforcement. Skinner placed a rat in a chamber in the similar manner, but instead of keeping it hungry, he subjected the chamber to an unpleasant electric current. The rat having experienced the discomfort started to desperately move around the box and accidentally knocked the lever. Pressing of the lever immediately seized the flow of unpleasant current. After a few times, the rat had smartened enough to go directly to the lever in order to prevent itself from the discomfort.

The electric current reacted as the negative reinforcement, and the consequence of escaping the electric current made sure that the rat repeated the action again and again. Here too, the pressing of the lever is an operant response, and the complete stop of the electric current flow is its reward.

Both the experiment clearly explains the working of operant conditioning. The important part in any operant conditioning learning is to recognize the operant behavior and the consequence resulted in that particular environment.

- Limitations of Reinforcement Theory

1. Hedonistic view of human nature; downplays other motivations
2. Ignores cognitive mechanisms involved with learning.

3. Cognitive Theory

Cognitive theory is an approach to psychology that attempts to explain human behavior by understanding your thought processes.

Cognition defines a person's ideas, thoughts, knowledge, interpretation, understanding about himself and environment.

This theory considers learning as the outcome of deliberate thinking on a problem or situation based upon known facts and responding in an objective and more oriented manner. It perceives that a person learns the meaning of various objects and events and also learns the response depending upon the meaning assigned to the stimuli.

This theory debates that the psychologist forms a cognitive structure in memory which stores organized information about the various events that occurs.

An individual's behavior in an organization is directly or indirectly affected by learning.

Example – Employee skill, manager's attitude are all learned.

Behavior can be improved by following the listed tips –

- Reducing absenteeism by rewarding employees for their fair attendance.

- Improving employee discipline by dealing with employee's undesirable behavior, drinking at workplace, stealing, coming late, etc. by taking appropriate actions like oral reprimands, written warnings and suspension.

- Developing training programs more often so as to grab the trainees' attention, provide required motivational properties etc.

BEHAVIOR

PERSONAL
FACTORS
(Cognitive, affective,
and biological events)

ENVIRONMENTAL
FACTORS

4. Symbolic Interaction Theory / Symbolic Interactionism

Symbolic Interactionism is a micro-level theory that focuses on the relationships among individuals within a society. Communication—the exchange of meaning through language and symbols—is believed to be the way in which people make sense of their social worlds.

Symbolic Interactionism is a social psychological theory developed from the work of Charles Horton Cooley and George Herbert Mead in the early part of the twentieth century (the actual name of the theory comes from Herbert Blumer, one of Mead's students). According to this theory, people inhabit a world that is in large part socially constructed. In particular, the meaning of objects, events, and behaviors comes from the interpretation people give them, and interpretations vary from one group to another. Cooley, in his theory of a "looking glass self," argued that the way we think about ourselves is particularly apt to be a reflection of other people's appraisals (or more accurately, our imagining of other people's appraisals) and that our self-concepts are built up in the intimate groups that he called "primary groups." Mead emphasized that human beings do not react directly to events; they act based on their interpretation of the meaning of events.
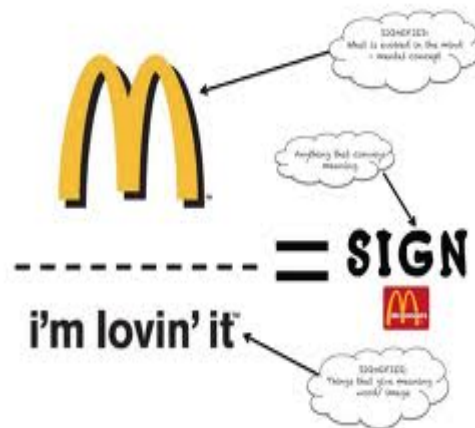

Limitations of Symbolic Interaction Theory

1. Other-centered view of human nature; downplays other motivations.

2. Are we really "taking the role of the other" when interacting with others?

5. Evolutionary Theory

Argues that a great deal of human behavior is based on specific psychological mechanisms that have evolved to deal with specific evolutionary pressures. These psychological mechanisms are encoded in our genes.

Comparison of Theoretical Perspectives

DIMENSION	Role Theory	Reinforcement Theory	Cognitive Theory	Symbolic Interaction	Evolutionary Psychology Theory
Central Concepts	Role, Norm	Conditioning, Reward, Punishment, Exchange	Schemas	Symbols, Self, Role-Taking	Fitness; Evolved Psychological Mechanisms
Behavior Explained	Behavior in Role	Learning; Exchange Processes	Social Cognition/ Perception	Symbolic Interaction	Those That Enhance Fitness
Human Nature	Conformist	Hedonistic	Thinkers	Emphatic Actors	Gene Machines
Changing Behavior	Shifts in Occupied Roles and Role Expecta-tions	Changes in Rewards and Punishments	Relieving Cognitive Inconsistency	Changes in Definitions of Situation	Long-term Natural Selection

6. Social Learning Theory

It is recognized that learning does not take place only because of environmental stimuli (classical and operant conditioning) or of individual determinism (cognitive approach) but is a blend of both views. It also emphasizes that people acquire new behavior by observing or imitating others in a social setting. In addition learning can also be gained by discipline and self-control and an inner desire to acquire knowledge or skills irrespective of the external rewards or consequences. This process of self-control is also partially a reflection of societal and cultural influences on the development and growth of human beings.

Prepared by AP Ruchi Arya
SVSM, SVVV Indore

The key assumptions of social learning theory are as follows –

- Learning is not exactly behavioral, instead it is a cognitive process that takes place in a social context.

- Learning can occur by observing a behavior and by observing the outcomes of the behavior (known as vicarious reinforcement).

- Learning includes observation, extraction of information from those observations, and making decisions regarding the performance of the behavior (known as observational learning or modeling). Thus, learning can occur beyond an observable change in behavior.

- Reinforcement plays an important role in learning but is not completely responsible for learning.

- The learner is not a passive receiver of information. Understanding, environment, and behavior all mutually influence each other.
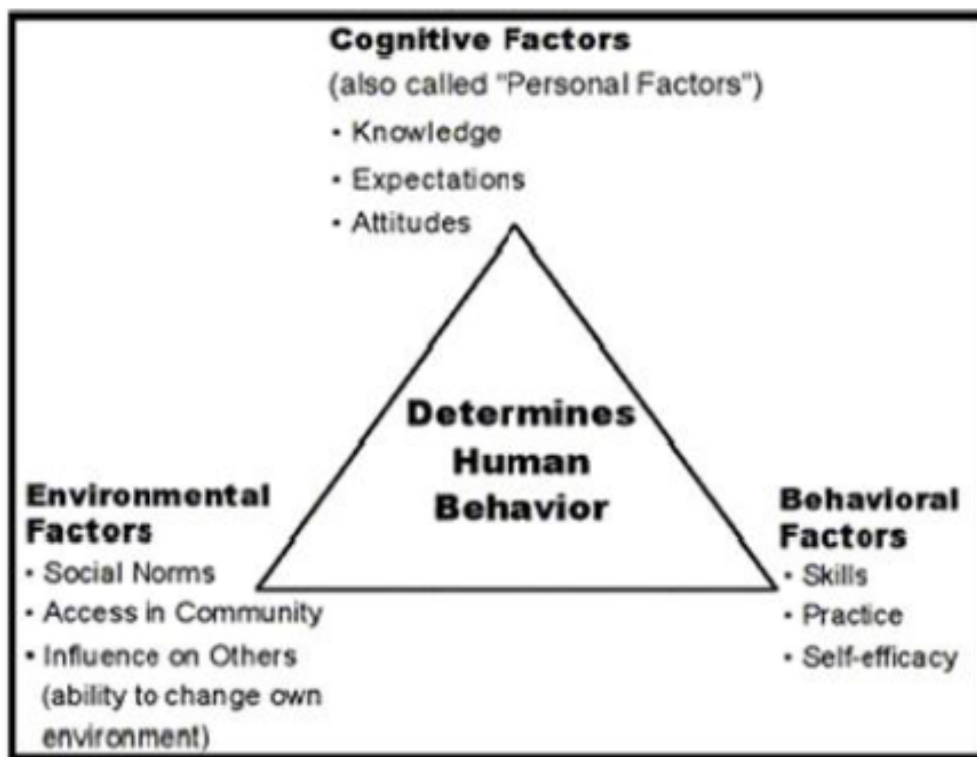
Extrazz # Additional: Social Psychology utilizes a wide range of specific **theories** for various kinds of social and cognitive phenomena. Here is a sampling of some of the more influential theories that can be found in this branch of psychology.

A. **Attribution theory**
B. **Cognitive dissonance**
C. **Drive theory**
D. **Elaboration likelihood model**
E. **Motivation crowding theory**
F. **Observational learning (social learning)**
G. **Positioning theory**
H. **Schemata theory**
I. **Self-perception theory**
J. **Self-verification theory**
K. **Social comparison theory**
L. **Social exchange theory**
M. **Social identity theory**
N. **Social penetration theory**
O. **Socioemotional selectivity theory**
P. **System justification theory**
Q. **Terror management theory**
R. **Triangular theory of love**