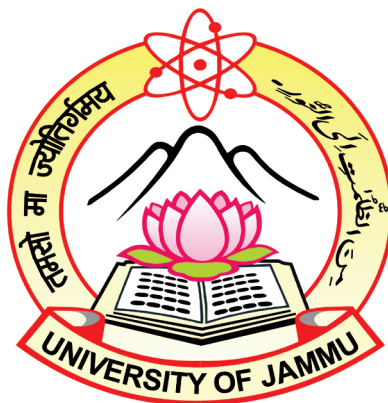


CENTRE FOR DISTANCE & ONLINE EDUCATION
UNIVERSITY OF JAMMU
JAMMU



SELF LEARNING MATERIAL
B.A. SEMESTER-VI

SUBJECT : PSYCHOLOGY

UNIT- I - V

COURSE NO. : PY- 601 (Theory)

LESSON- 1 to 12

Dr. Anuradha Goswami
Course Co-ordinator

<http://www.distanceeducationju.in>

Printed and Published on behalf of the Centre for Distance & Online Education, University of Jammu, Jammu by the Director, CD & OE, University of Jammu, Jammu.

SOCIAL PSYCHOLOGY

Course Contributor :

Dr. Rachna Devi

GDC, Kathua.

(Lesson No.1, 2, 4, 10 & 11)

Content Editing :

Prof. Arti Bakshi

PG Department of Psychology

University of Jammu, Jammu.

Format Editing :

Prof. Arti Bakshi

PG Department of Psychology

University of Jammu, Jammu.

© Centre for Distance & Online Education, University of Jammu, Jammu, 2025

- All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the CD & OE, University of Jammu.
- The script writer shall be responsible for the lesson/script submitted to the CD & OE and any plagiarism shall be his/her entire responsibility.

PSYCHOLOGY

SEMESTER VI

EXAMINATION TO BE HELD IN the years 2017, 2018, 2019, 2020, 2021, 2022
& Onwards

Course No : PY-601 (Theory)

Title: Social Psychology

Duration of Exam: 3 Hrs

Total marks: 100

Theory Examination: 80

Internal Assessment: 20

OBJECTIVES : This course aims at enabling students understand the social behavior and the social influences on behaviour.

UNIT I

Social Psychology: Nature, Scope and importance.

Methods: Interview, Field survey, Questionnaire, and Sociometric.

UNIT II

Groups and Crowd : Nature, Types & Functions of a group.

Leadership: Concept, characteristics and Functions, Trait and Behavioural theories of leadership.

UNIT III

Attitudes: Nature, Formation and Determinants. Measurement: Method of Equal appearing interval, Method of Summated Rating, Social Distance Scale, Semantic Differential.

Public Opinion: Meaning, Characteristics and Formation. Methods of measuring Public Opinion.

UNIT IV

Prejudice: Nature, Types and Formation. Methods of reducing Prejudice.

Stereotypes: Nature & Kinds.

Propaganda: Nature, Kinds, Techniques.

UNIT V

Socialization: Meaning and Process, Stages of Socialization: Infancy, childhood and Adolescence. Theories of socialization: Cooley, Freud, Behaviouristic Theory.

Social Interaction: Nature, Types & Process: Communication, Cooperation, Competition, Conformity, Compliance, Social facilitation.

BOOKS RECOMMENDED

Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. 13/e. New Jersey: Pearson Education Limited.

Baron, R.A. & Byrne, D. (2003). Social Psychology. (10th ed.). New Delhi: Pearson Education.

Kassin, S., Fein, S., & Markus, H. R. (2011). Social Psychology. 8/e. Wadsworth, Cengage Learning.

Worchel, S., Cooper, J., Goethals, G.R., & Olson, J.M. (2000). Social Psychology. NJ: Wadsworth Thomson Learning.

NOTE FOR QUESTION PAPER SETTING:

The question paper would contain two types of questions, that is, Long Answer Type Questions and Short Answer Types Questions.

There would be two long answer type questions, set from each unit; out of which one question will have to be attempted by the students, unitwise.

Similarly, there would be two short answer type questions, set from each unit. The student will have to attempt one short answer type question from each unit. In all, students will have to attempt five long answer type questions and five short Answer type questions out of five units.

Long answer type questions would carry Sixty marks (12 x 5 marks, each question); and Short answer type questions would carry Twenty marks for five questions (4 marks, each question). These questions would be set unitwise in the question paper, separately.

Internal Assessment (Total 20 marks)

Distribution of Internal Assignment as under:

- i) Two written assignments : 10 marks each

~~~~~

## **SOCIAL PSYCHOLOGY CONTENTS**

| <b>S.<br/>No.</b> | <b>Title</b>                                                                    | <b>Lesson Writer</b> | <b>Page<br/>No.</b> |
|-------------------|---------------------------------------------------------------------------------|----------------------|---------------------|
| 1.                | SOCIAL PSYCHOLOGY:<br>NATURE, SCOPE AND<br>IMPORTANCE                           | Dr. Rachna Devi      | 6-19                |
| 2.                | METHODS : INTERVIEW,<br>FIELD SURVEY,<br>QUESTIONNAIRE &<br>SOCIOMETRIC         | Dr. Rachna Devi      | 20-42               |
| 3.                | GROUPS AND CROWD                                                                |                      | 43-54               |
| 4.                | LEADERSHIP : CONCEPT,<br>CHARACTERISTICS AND<br>FUNCTIONS                       | Dr. Rachna Devi      | 55-75               |
| 5.                | ATTITUDE : NATURE,<br>FORMATION,<br>DETERMINANTS AND<br>MEASUREMENT             |                      | 76-90               |
| 6.                | PUBLIC OPINION                                                                  |                      | 91-102              |
| 7.                | PREJUDICE : NATURE,<br>TYPES, FORMATION<br>AND METHODS OF<br>REDUCING PREJUDICE |                      | 103-114             |
| 8.                | STEREOTYPES :<br>NATURE AND KINDS                                               |                      | 115-125             |

|     |                                                                       |                 |         |
|-----|-----------------------------------------------------------------------|-----------------|---------|
| 9.  | PROPAGANDA                                                            |                 | 126-135 |
| 10. | SOCIALIZATION :<br>MEANING, PROCESS<br>AND STAGES OF<br>SOCIALIZATION | Dr. Rachna Devi | 136-150 |
| 11. | THEORIES OF<br>SOCIALIZATION:<br>COOLEY, FREUD AND<br>BEHAVIORIST     | Dr. Rachna Devi | 151-162 |
| 12. | SOCIAL INTERACTION                                                    |                 | 163-174 |

~~~~~

SOCIAL PSYCHOLOGY: NATURE, SCOPE AND IMPORTANCE

STRUCTURE

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Meaning and Definitions
- 1.3 Nature of Social Psychology
- 1.4 Scope of Social Psychology
- 1.5 Importance of Social Psychology
- 1.6 Let Us Sum Up
- 1.7 Glossary
- 1.8 Lesson End Exercise
- 1.9 Suggested Further Readings

1.0 INTRODUCTION

Social psychology is more useful today than ever before. Whether we want to understand ourselves or the social world around us, social psychology offers valuable insights. Social psychologists study our sense of personal identity, our impressions of other people, our beliefs about world events, the pressure we feel to conform to social groups and our search for love and meaningful social relationships. Social psychology also helps us to understand the stories behind today's news headlines on topics such as international terrorism, ethnic prejudice, sexual harassment, the impact of the internet on social life,

changing roles for women and men, or eyewitness identification in criminal trials. So it is important to study the scientific nature of social psychology. This chapter will acquaint you with scope and importance of social psychology.

1.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Reproduce the definitions of social psychology
- Discuss the nature of social psychology
- Explain the scope of social psychology
- Describe the objective of social psychology

1.2 MEANING AND DEFINITIONS OF SOCIAL PSYCHOLOGY

Social life is full of mysteries that many of us wonder about. Most people express their curiosity by reading the daily paper or chatting with their friends about the latest fads, scandals, and public outrages. Social psychologists go a step farther in their detective work, applying the systematic methods of scientific inquiry. Social psychology is the *scientific study of how people's thoughts, feelings, and behaviors are influenced by other people*. It is the branch of psychology that studies social behavior—the thinking and behavior of individuals as they relate to other human beings. Social psychology provides tools to help you understand things that happen in your personal life. It can help you make sense of your day-to-day interactions—your friendships, love relationships, interactions at work, and performance at school. It can give you insight, for example, into why your most recent romantic relationship did not succeed, and why you find yourself attracted to one person in your afternoon math class but not to another. It can also help you understand why you may behave aggressively when someone cuts ahead of you in a cafeteria line, or why you get annoyed when someone sits right next to you in a theater when there are plenty of other empty seats. Social psychology can also help you understand why *other* people act the way they do. It is important to note, however, that social psychologists do not simply wonder and speculate about social behavior. Instead, they use scientific methods involving carefully designed and executed research studies to help explain complex, uncertain social issues. Social psychology is first and foremost a science.

Through theory, research, and thoughtful application of concepts and principles to real-life situations, social psychologists provide insights into everyday events, both past and present, as well as those monumental events that are the stuff of history. More than any other branch of psychology, social psychology offers a broad perspective on human behavior. Rather than focusing on the personal histories of individuals (as would a personality psychologist), or on how individuals respond to their environment (as would a strict behaviorist), it looks at how people interact with and relate to each other *in social contexts*. It is within these social contexts that a wide range of behaviors and events fall.

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”.

Fisher (1982) defined Social psychology as the “scientific study of how the behavior of an individual is influenced by and in turn influences the others in the social environment”.

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

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

Feldman says that, “Social psychology is the discipline that examines how a person’s thoughts, feelings and actions are affected by others”.

Sherif and Sherif consider that, “Social psychology is the scientific study of the experience and behavior of individual in relation to social stimulus situations”.

1.3 NATURE OF SOCIAL PSYCHOLOGY

Social Psychology Is Scientific in Nature

Social psychologists adopt the scientific method because “common sense” provides an unreliable guide to social behavior, and because our personal thought is influenced by many potential sources of bias. The term *science* does not refer to a special group of highly advanced fields such as physics, chemistry and biology. Rather, it refers to two things: (1) a set of values and (2) several methods that can be used to study a wide range

of topics. There are core values that all fields must adopt to be considered scientific in nature. Four of these are most important:

1. *Accuracy*: A commitment to gathering and evaluating information about the world (including social behavior and thought) in as careful, precise, and error-free manner as possible.
2. *Objectivity*: A commitment to obtaining and evaluating such information in a manner that is as free from bias as humanly possible.
3. *Skepticism*: A commitment to accepting findings as accurate only to the extent they have been verified over and over again.
4. *Open-mindedness*: A commitment to changing one's views—even views that are strongly held—if existing evidence suggests that these views are inaccurate.

Social psychology, as a field, is deeply committed to these values and applies them in its efforts to understand the nature of social behavior and social thought. For this reason, it makes sense to describe it as scientific in orientation.

Social Psychology Focuses on the Behavior of Individuals

Societies differ greatly in terms of their views concerning courtship and marriage, yet it is still individuals who fall in love. Similarly, societies vary greatly in terms of their overall levels of violence, yet it is still individuals who perform aggressive actions or refrain from doing so. The same argument applies to virtually all other aspects of social behavior, from prejudice to helping: the actions are performed by, and the thoughts occur in, the minds of individuals, although they may, of course, be strongly influenced by other people. Because of this basic fact, the focus in social psychology is strongly on individuals. Social psychologists realize, of course, that we do not exist in isolation from social and cultural influences—far from it. Much social behavior occurs in group settings, and these can exert powerful effects on us. But the field's major interest lies in understanding the factors that shape the actions and thoughts of individuals in social settings.

Social Psychology Seeks to Understand the Causes of Social Behavior and Thought

Social psychologists are primarily interested in understanding the many factors and conditions that shape the social behavior and thought of individuals—their actions, feelings, beliefs, memories, and inferences concerning other people. Important causes of social behavior and thought include the behavior and characteristics of other people,

cognitive processes, emotions, environmental factors, cultural values, and even biological and genetic factors.

Social Psychology follows some Principles of Social Behavior

- Social behavior is goal oriented. People have short-term immediate goals that are linked to broader long-term goals and ultimately to more fundamental motives (such as establishing social ties, understanding ourselves and others, gaining and maintaining status, defending ourselves and those we value, and attracting and maintaining mates).
- Social behavior represents a continual interaction between the person and the situation. There are several kinds of interactions: (1) different situations activate different parts of the self (2) not everyone responds in the same way to the same situation; (3) people change their situations; (4) people choose their situations; (5) situations change people; and (6) situations choose people.

Check Your Progress Exercise-1

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. “Social Psychology is the science of behavior of the individuals in society”.
Comment.

Q 2. Discuss briefly Principles of Social Behavior followed by social psychology.

Q 3. Mention some core values that all fields must adopt to be considered scientific in nature.

1.4 SCOPE OF SOCIAL PSYCHOLOGY

1. **Socialization of the child:** The study of the process of socialization is an important topic of social psychology.
2. **Social motivation:** what do we mean by social motivation? What are its influences on individual behavior? These are some of the problems that are included in the scope of social psychology.
3. **Attitudes and their measurement:** In the study of social psychology the attitudes- their definition, development and measurement are included.
4. **Social interaction:** To understand social behavior it is essential to understand the nature of social interactions. It is because of its importance that social interactions fall under the scope of social psychology.
5. **Social perception:** Our perceptions are influenced by the perceptions of others. How and why we are influenced by the other's perceptions? To understand these and similar problems the study of social perceptions is made. Along with social perception we also study person perception.
6. **Social learning:** The learning of an individual is greatly influenced by social environment. Some of the learning takes place on the basis of individual's capabilities and much of it takes place because of the association of the individual with the society.
7. **Culture and personality:** Every society has its own culture. It influences the members of the society. The study of these influences provides us much information about the developmental process of the individual.

8. **Language and communication:** In the scope of social psychology, the topic of language and communication is also included. We are in contact with others through language. The language helps us in communication of our thoughts. Communication can also be non-verbal. Our facial expressions, eye contacts, movements of hands and feet convey many of our messages to the others. Hence the problems of language and communication need careful and deep study.
9. **Group structure, group morale, group decision and leadership:**
The understanding of the formation of groups and the influence of groups on individual behavior is essential for finding the solutions of social problems. Hence the topics like group structure etc come under the scope of social psychology.
10. **Public opinion, propaganda and Rumor:** The formation of public opinion, the influence of propaganda on individual and social behavior and the psychological aspects of rumor are all very important topics of social psychology.
11. **Social change:** In every society there is social change. What do we mean by social change? When does it take place? What are the factors and dimensions of social change? Why do some societies strongly resist any reforms or progressive outlook? These are unique problems on which social psychologist conduct many of their investigations.
12. **Prejudice, stereotypes and social tensions:** In every society there are some disruptive elements which create social tension. Some such elements are prejudice and stereotypes. The studies of these elements or factors lead us towards an understanding of disruptions in the society and the social tensions.
13. **Altruism, aggressiveness, cooperation and competition:** Altruism means helping an individual without any hope for reciprocity. Aggressiveness refers to that behavior which harms or injures the others. Cooperation is working together by two or more individuals. In competitive behavior the

individuals try to push ahead of others. These four are social behaviors which have their own specificity and are adopted in special situations. The social psychologist wants to understand the various aspects of such behaviors so that they can know the importance of these in social behavior.

14. **International tensions and Industrial conflicts:** Modern social psychologists are conducting investigations for finding the causes of social tensions. They are concerned with the problems of war and peace, terrorism at national and international levels and the industrial disputes and disharmony in labor-management relationships. All these are being studied so that there may be refinement in social life patterns.
15. **Applications of social psychology in education business, military, national affairs etc. :** The knowledge of social psychology is now being widely used in various activities. Its application in education, business etc have benefitted both itself and those branches of knowledge or the social activities which make use of its knowledge. Hence now under the scope of social psychology are included its application in various fields.

1.5 IMPORTANCE OF SOCIAL PSYCHOLOGY

Social psychology is more useful today than ever before. Whether we want to understand ourselves or the social world around us, social psychology offers valuable insights. Social psychologists study our sense of personal identity, our impressions of other people, our beliefs about world events, the pressure we feel to conform to social groups and our search for love and meaningful social relationships. Social psychology also helps us to understand the stories behind today's news headlines on topics such as international terrorism, ethnic prejudice, sexual harassment, the impact of the internet on social life, changing roles for women and men, or eyewitness identification in criminal trials. Now we will discuss the importance of social psychology in detail.

1. Social psychology touches one of the most fundamental aspects of human living. We know that man seeks the company of others. He has a desire to live a life of ease in association with other individuals. Social psychology tells him the ways which may help him to lead a useful and healthy life in the society.

2. The better integrated a society is the less chances of conflicts will be there. The social psychology points out the ways for the integration in the society. It makes a study of different types of groups. It emphasizes that those groups have a better chance of survival which have a better organization. Thus, for the stability in the society and for avoiding conflicts among the various members of the society, the study of social psychology is important.
3. There are certain individuals in the society who indulge in anti-social behavior. Social psychology makes a study of such individuals and enlists the reasons for their anti-social behavior. This knowledge helps us in dealing effectively with anti-social elements in the society. Thus, to rid the society of anti-social elements, the study of social psychology is important.
4. The social psychology makes a study of the individual's innate endowments. It also studies the effect of culture on the personalities of the individuals. Both of these knowledge helps us organizing better social situation in which personality of all members of the society will grow in right directions.
5. Cognitive factors like attitudes and opinions, beliefs, values, influences, communication research, content analysis, propaganda etc. are studied in social psychology as they play a key role social behavior. By knowing the basic cognitive processes social behavior can be modulated and changed according to need. The growing influence of cognitive perspective has therefore been recognized by social psychologists.
6. The importance of social psychology in the present times is very great. To avoid war and to obtain peace, we have to understand the basis of racial prejudices, the group differences, the national malaise and the economic and political conditions prevalent in various societies. We get the knowledge of these things by studying the subject social psychology.
7. Today, the society has become very much industrialized. With the rapid industrialization, the complexion of the society has also changed. The easy going life of a farmer is changed to the fast moving life of an industrial worker. The result of the change is that old social value, social norms and

social ideals have been dispensed with and in their place new values, new norms and new ideals have been put forward. The social psychology makes a study of social change and makes us understand the differences between values, norms and ideals in the past and present. This knowledge helps us in our adjustment in a better manner to the changing social situations.

8. In today's India, social psychology has a very important role to play. This country is at such a juncture that the old values are changing and the new ones are slowly and gradually taking their place. This process of change is however not smooth. The country was very backward in the pre-independence days. Today, there is an all-round progress. But the progress in industrialization and in technological and scientific developments is much more rapid than the progress in sociological sphere. The result of this is that on our social life such demands are being made for which we are not prepared. This leads to the emergence of conflicts. For example the old customs of marriage in the hindu society have no place today in the era of rapid industrialization. The dowry is outdated. The marriage festivities now cannot last for many days as the people are busy and cannot afford to take long leave from their work. But still some people especially of older generation, who want to stick to the old customs find themselves misfit in the modern times. The study of social psychology informs us about this disparity between the pace of social and industrial progress and thus equips us in a better manner for proper social growth of our people.
9. Besides social developments, the political development can also takes place on proper lines by making a study of social psychology. In our country the form of Government is democratic. But the people do not understand the significance of their votes. They often choose their representatives not on the basis of their qualities of head and heart but on the basis of some other considerations like caste community, religion and personals prejudices the study of social psychology informs us how the public opinions are formed, what are the qualities of a leader, how propaganda plays an important role in elections and how can the electorate be educated.

10. The social psychology can also help in the removal of international tensions. The international tensions are often the result of religious, social, political or economic differences among the people of various nationalities. Students of social psychology can probe into the differences which exist or may exist between the people of different nations. They can understand the causes of such differences and can help in the solution of the problems, connected with the international tensions. The people can be taught to tolerate others. They can be made to see the merits in respecting the national sentiments of the people of the other nations.
11. The knowledge of the social psychology is also helpful in the industrial situations. The social psychology can tell us how better relations can be promoted between the laborers and millowners. The millowners can be made to realize the view point of laborers and also the laborers can be encouraged to produce more. The social psychology also throws light on the formation of labour unions and indicates the directions in which these unions can have better relationships with the millowners. Besides this, the knowledge of the propaganda techniques helps the salesmen in selling their wares.
12. Many of our abnormalities have social background. For example, it is on account of social taboo that the individuals are forced to suppress many of their desires, feelings and wishes. These suppressed desires etc develop in them certain mal-adjustments of personality. Social psychology throws light on the social conduct, social norms, and tries to explain the causes of certain abnormal behaviors of individuals. From this point of view, social psychology is again very important.

In the end we may say that this subject is to be very carefully studied in our country. We can never attain true democratic living unless and until we understand the socialization processes, which predominate in different types of communities in our country. We will have to make a study of the mental conditions prevalent in various types of societies of our country and then only we will be able to attain integration between the different communities which go to make our nation.

Check Your Progress Exercise-2

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. What do you understand by the Nature and Scope of Social psychology?

Q2. “The Social Psychology is an important study”. Why?

Q3. How social psychology is important for social-political development and removing international tensions specifically?

1.6 LET US SUM UP

Social psychology is one of the very important branches of human knowledge. It is the scientific study of how people’s thoughts, feelings, and behaviors are influenced by other people. It is the branch of psychology that studies social behavior—the thinking and behavior of individuals as they relate to other human beings. Social psychology provides tools to help you understand things that happen in your personal life. It can help you make sense of your day-to-day interactions—your friendships, love relationships, interactions at work, and performance at school. Regarding the nature of Social Psychology it is scientific in nature. It Focuses on the Behavior of Individuals. Social psychologists are primarily interested in understanding the many factors and conditions that shape the social behavior and thought of individuals which includes behavior and characteristics of other people,

cognitive processes, emotions, environmental factors, cultural values, and even biological and genetic factors. Social behavior is goal oriented and represents a continual interaction between the person and the situation. The scope of social psychology is very vast and includes: Social motivation, perception, learning, language, communication, social change etc. Social Psychology is important because it touches one of the most fundamental aspects of human living. It points out the ways for the integration in society. It is a help in reducing international tensions. It studies the mental processes as they manifest themselves in social situations. It informs us about the causes for certain mal-adjustments of the personality etc. In the end we may say that this subject is to be very carefully studied in our country. We can never attain true democratic living unless and until we understand the socialization processes, which predominate in different types of communities in our country.

1.7 GLOSSRY

1. **Social psychology:** Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by other people.
2. **Accuracy:** A commitment to gathering and evaluating information about the world (including social behavior and thought) in as careful, precise, and error-free manner as possible.
3. **Objectivity:** A commitment to obtaining and evaluating such information in a manner that is as free from bias as humanly possible.
4. **Skepticism:** A commitment to accepting findings as accurate only to the extent they have been verified over and over again.
5. **Attitudes:** A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation.
6. **Social learning:** Process in which individuals observe the behavior of others and its consequences and modify their own behavior accordingly.

7. **Social perception:** Study of how people form impressions of and make inferences about other people as sovereign personalities.

1.8 LESSON END EXERCISE

- Q 1. What do you understand by the Nature and Scope of Social psychology?
- Q 2. Discuss briefly the importance of Social Psychology.
- Q 3. What do you understand by Social Psychology Is Scientific in Nature?
- Q 4. Define Social Psychology and discuss its importance in the current social setup.

1.9 SUGGESTED FURTHER READINGS

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13th ed). New Jersey: Pearson Education Limited.

Baron, R. A., & Byrne, D. (2003). *Social Psychology* (10th ed). New Delhi: Pearson Education.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology*. New Delhi: Asia Publishing House.

Mathur, S. S. (2007). *Social Psychology*. (3rd ed) Agra: Vinod Pustak Mandir.

Mohanty, G. (2016). *Social Psychology* (4th ed). New Delhi: Kalyani Publishers.

~~~~~

## **METHODS : INTERVIEW, FIELD SURVEY, QUESTIONNAIRE & SOCIOMETRIC**

### **STRUCTURE**

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Interview
- 2.3 Field Survey
- 2.4 Questionnaire Method
- 2.5 Sociometric Method
- 2.6 Let Us Sum Up
- 2.7 Glossary
- 2.8 Lesson End Exercise
- 2.9 Suggested Further Readings

### **2.0 INTRODUCTION**

It is quite difficult to understand socialization. But it is an interesting process. Social psychologists do not simply wonder and speculate about social behavior. Instead, they use scientific methods involving carefully designed and executed research studies to help explain complex, uncertain social issues. The social psychologists use a number of methods for the collection of their data. These methods include experimental method, questionnaire method, sociometric method, observation method cross-cultural studies etc. This lesson will acquaint you with interview, field survey, questionnaire and sociometry methods.

## **2.1 OBJECTIVES**

By the end of this lesson the student should be able to :

- Describe the meaning and types of interview.
- Discuss the meaning and steps of field survey.
- Explain the meaning, functions and types and of questionnaire method.
- Describe the meaning and process of sociometric method.

## **2.2 INTERVIEW:**

Interviewing in psychology refers to situations in which the interview methodology of communicating is used in order to ascertain information. This takes place in a psychological or psychiatric context. The term may be used in conjunction with situations related to employment, information gathering, extracting data etc.

### **Interview Method :**

Interview is a face-to –face situation between the interviewer and the respondent, which intends to elicit some desired information from the latter. Thus an interview is a social process involving at least two persons the interviewer and the respondent. For success of the interview one must take care of the interaction between the interviewer and the respondent. The respondent's answer to the questions raised by the interviewer and his other behaviour serve as important clues to the interviewer and are likely to affect the behaviour of the latter.

This method is of recent growth and has acquired a good deal of importance through this method, the interviewer tries to get information regarding social issues . According to P. V. Young, it is a systematic method through which attempt is made to enter the internal life of as individual for short while or for a larger period.

In social psychology, interview method is very important for testing the personality of an individual. By testing the social traits or the qualities of an individual, it is possible to know his responses, movements and other ways of life.

Maccoby and Maccoby viewed interview as a face- to-face verbal interchange, in which one person, the interviewer attempts to elicit information or expression of opinion or belief from another person or persons.

## **Types of Interview**

### **1. Non-directive**

In this type of interview the interviewee is allowed to talk about anything they wish. The interviewer merely facilitates the discussion. This approach is often used in case studies to gather rich qualitative data. Counsellors and Therapists use this technique however, in this case it is not strictly a research method.

### **2. Informal**

In an informal interview the aim is to gather information of a particular nature. However, the interview is not structured, therefore the data gathered can be rich and full. The interviewee is relatively relaxed and does not feel as though they are being assessed, hence they may be more willing to divulge information.

### **3. Structured**

A structured interview, also known as a standardised interview or researchers administered survey is a quantitative research method commonly used in survey research. The aim of this approach is to ensure that each interviewee is presented with exactly the same question and this ensures that answers can be reliable. Structured interview as essentially statistical survey, where the survey is delivered by an interviewer rather than being self-administrated (like a questionnaire). Interviewers read the question exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (close-ended in advance).

There is a degree of standardization imposed on the data collection instrument. A highly structure questionnaire, for example, is one which the question to be asked and the response permitted subjects are completely predetermined.

Structured questionnaire employ "close-ended" questions. These are questions that have their answers outlined. The respondents have to choose their answers from those provided in the questionnaire.

The diverse nature of the information gathered from informal interviews the data can be difficult to analyse. One method of overcoming this limitation is to



use a structured, but open ended interview. In this type of interview a standardised procedure is used, where all interviewees are asked the same questions in a predetermined sequence. It is open ended in that the interviewee is free to answer in any way they wish. Thus, the answers must be coded by the interviewer after the interview.

#### **4. Unstructured**

Unstructured interviews, provide greater flexibility. Although the series of questions to be asked and procedures to be followed are decided upon beforehand, the interviewer is largely free to arrange the form and timing of the questions. He can thus rephrase the questions, modify them and add some new questions to his list.

#### **Advantages of interview method :**

- 1) An interview allows greater flexibility in the process of questioning. As such many types of probe questions can be put and analyzed.
- 2) It facilitates the investigator in obtaining the desired information readily and quickly.
- 3) It facilitates the investigator in being sure that interviewees have themselves interpreted and answered the questions. This increases the validity of the conclusion arrived.
- 4) In an interview , a desired level of control can be exercised over the situation or context within which questions are asked and answers are given
- 5) The validity of verbal information given by the interviewees can easily be checked on the basis of their non-verbal cues.

#### **Disadvantages of interview method :**

- 1) This method is expensive, time consuming and requires more efforts as compared to other methods
- 2) The prejudices or beliefs of the interviewer may influence the replies of the interviewee.
- 3) The physical appearance of the interviewer may influence the replies of the interviewee.

- 4) Many interviewers fail to put their questions in proper language and so wrong information is collected.

### **Check Your Progress Exercise-1**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. What do you understand by interview? Discuss the various types of interview.

---

---

Q 2. Discuss the various merits and demerits of interview.

---

---

### **2.3 FIELD SURVEY:**

Collection and gathering of information at the local level by conducting primary surveys is called field survey. The primary surveys are also called field surveys. They are an essential component of geographic enquiry.

For e.g. : The basic procedure to understand the earth as a home of humankind. It is carried out through observation, sketching, measurement, interviews, etc.

1. These surveys enhance our understanding about patterns of spatial distributions, their associations and relationships at the local level.
2. The field surveys facilitate the collection of local level information that is not available through secondary sources.
3. Field surveys are required so that the problem under investigation is studied in depth as per the predefined objectives.

4. It helps in comprehending the situation and processes in totality and at the place of their occurrence.

### **Field Survey Procedure Steps:**

#### ***Step 1.***

Defining the Problem: First the problem to be studied is defined precisely by statements indicating the nature of the problem. The problem is the title and sub-title of the topic of the survey.

#### ***Step 2.***

Objectives and purposes of the survey are outlined and in accordance to these, suitable tools of acquisition of data and methods of analysis will be chosen.

#### ***Step 3.***

Scope of survey is the geographical area studied, time period of enquiry and if required themes of studies to be covered are defined.

#### ***Step 4.***

Tools and Techniques of information collection: Various types of tools are required to collect information. These include:

##### **1. Recorded and Published Data:**

From government agencies data are collected and these provide basic information about the problem. For example: Election Office can provide information about households, persons.

Similarly, physical features like relief, drainage, vegetation, land use, etc. can be traced out from the topographical maps.

##### **2. Field Observation:** It is very necessary to find the characteristics and associations of geographic phenomena. Sketching and photography are helpful tools.

### **3. Measurement:**

Some of field surveys demand on site measurement of objects and events. It involves use of appropriate equipments.

### **4. Interviewing:**

In all field surveys, personal interviews are needed to gather information about social issues through recording the experiences and knowledge of each individual.

### **Step 5.**

Compilation and Computation of Information collected is organized for their meaningful interpretation and analysis to achieve the set objectives. Notes, field sketches, photographs, case studies, etc. are first organised according to subthemes of the study. Similarly, questionnaire and schedule based information are tabulated on the spreadsheet.

### **Step 6.**

Cartographic Applications of maps and diagrams are used for giving visual impressions of variations in the phenomena.

### **Step 7.**

Presentations, the field study report is prepared in concise form and it contains all the details of the procedures followed, methods, tools and techniques employed. At the end of the report, the summary of the investigation is provided.

### **Merits of survey method :**

- 1) Field survey is used in investigation of some problems of social psychology like propaganda, rumour, public opinion etc. which cannot be scientifically studied by any other method.
- 2) Extensive studies can be made through survey method. The survey can be conducted on the total population as well as on a representative sample.

- 3) The investigator can choose his sample on the basis of the objectives of investigation and the hypotheses framed for it. He can directly contact the person in the sample.
- 4) It is convenient and economical.

**Demerits of survey method :**

- 1) Survey method is dependent on the opinions of the people and whatever they say forms the basis of the results. Hence even if these views are taken at an extensive scale they remain superficial. The internal feelings of the individuals are not investigated
- 2) Survey is better applicable only in case of ordinary and practical problems. The problems which require a deeper probe cannot be investigated by this method.
- 3) The limitations of the techniques like interviews etc. used in data collection become the limitations of the survey method.
- 4) The attitude and belief system of the investigator affect the collection, analysis and interpretation of the data.

**Check Your Progress Exercise-2**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. Discuss in detail the field survey methods in social psychology.

---

---

Q 2. Enumerate the merits and demerits of field survey.

---

---

## 2.4 QUESTIONNAIRE METHOD :

While the interview method and clinical methods are very useful in testing individuals. It is the questionnaire method that is chosen for group investigations. The questionnaire method has been extensively used to ascertain public opinion. A questionnaire is used where factual information from the respondents' is desired. It consists of a form containing a series of questions where the respondents themselves fill in the answers. In other words, a questionnaire is a means of presenting a series of standardized stimuli to elicit certain kinds of responses. It is a highly standardized instrument and not a mere assemblage of questions to collect information. Its aim is generally to discover the preferences of an individual. "In the use of these procedures the emphasis is upon attributing the response to some conditions within the individual which is more or less enduring in nature. This is to say that the responses are elicited and studied as indices of some fundamental Pre-disposition within the individual which functions as a determiner of his preferences".

### ➤ Functions of questionnaire

A questionnaire performs generally two functions as given below:

1. **Description:** The questionnaire provides description about sex, age, marital status, occupation, income, political and religious affiliation etc. these pieces of information, in turn, serve many purposes of the investigator or researcher.
2. **Measurement:** The questionnaire measure individual and group variables like attitude, opinion, personality traits etc. The questionnaire may consist of several items which aim at assessing such attitude, opinion, traits and habits of the persons.

### ➤ Types of questionnaires

Two principal types of questions used are the poll questions and the open end question.

1. **Poll question:** It is provided with a set of alternative answers and the respondent chooses one of them. Example: Caste system should remain, be modified, be abolished. In all such questions the respondent is requested to choose one of the stated alternatives. One of the basic assumptions to be made behind the use of a fixed response questionnaire is that the target

sample has an adequate knowledge of the subject matter of the questionnaire. Another assumption is that the researcher has enough knowledge about the sample under investigation so that he can easily anticipate what kinds of responses are likely to be given.

2. **Open end question:** It is framed to elicit a free response without providing any alternative responses. An open- end question may be framed as follows: "What do you think of the Congress Party?" or "what do you think the Government should do to settle the Kashmir Problem?" The significant feature of such questions is that the respondent is free to answer as he pleases. The poll question came out of the experimental and testing laboratory; the open-end questions may be said to have developed from the psychological clinic. But the advantage of the poll type question is that the responses may be tabulated easily. It admits of quantitative and statistical treatment which is of immense help to understand the problem under investigation.

Questionnaires can further be classified into structured/standardized and unstructured or unstandardized questionnaires.

1. **Structured Questionnaire:** These are concrete, definite and pre-constructed. The questions for all the respondents are the same and are put to them in the same language in the same sequence. The structured questionnaire is constructed for administering the same series of questions to all the respondents. The questions may be closed or open-type.
2. **Unstructured questionnaire:** These are constructed on the spot in accordance with the conditions prevailing or situations existing at the time of administering the questionnaire. No norms are pre-set for the construction of questions. In fact unstructured questions are in the form of conversation and in it the exchange of responses goes on.

Based upon the method of administering questionnaires, the following are the two common types of questionnaires.

1. **Mail Questionnaire:** It is mailed to the designated subject with a request to answer the questions and return it through mail. Instructions for completing the questionnaire are usually enclosed and a return envelope is also provided. Generally, the researcher waits for a fortnight or so for the reply. A survey conducted in this area has revealed that about 70% of the questionnaires mailed are not returned.
2. **Face-to-face administered Questionnaire:** In this type of questionnaire the selected subjects are given questionnaires with the instructions to complete them in the presence of the investigator or his associates. This type of questionnaire is more common than the mailed questionnaire. Face-to-face administration of a questionnaire is usually preferred where subjects for the study are readily available at one place.

➤ **Characteristics of good Questionnaire**

A good questionnaire must have the following characteristics

1. The questionnaire should be concerned with specific topics, which must be regarded as relevant by the respondents. The investigator must clearly state the significance, objectives and aims of the questionnaire either in a separate letter or in the questionnaire itself.
2. The questionnaire should, as far as possible, be short because very lengthy questionnaires often find their way into the wastebasket.
3. Directions and wording of the questions should be simple and clear.
4. Embarrassing questions, presuming questions, and hypothetical questions should be avoided.
5. Lastly Questionnaire must be attractive in appearance, neatly printed and clearly arranged.



➤ **Merits and demerits of Questionnaire method**

**Merits**

1. This is a simple method. For the use of this method the investigator does not need any specialized training.
2. A large no. of people can be contacted through questionnaire that may be living at distant places.
3. It is economical and less time consuming as compared to other methods.
4. Data collected by the questionnaire technique is statistically analyzed and quantified for objective interpretations. This makes the technique more scientific, reliable and valid.
5. The respondent can reply without disclosing his identity. He/She can send reply by post without mentioning his name or address.

**Demerits**

1. The honesty of the subjects cannot be controlled in the questionnaire technique. Sometimes it is observed that false or wrong answers are provided to the questions.
2. Questionnaire technique is not scientific like the experimental method. Many variables remain uncontrolled.
3. In fixed response or poll questions, the researcher remains unable to provide the respondent with all relevant response alternatives. If the respondent is forced to make a choice among several such alternatives that, in fact, do not fit him, the resulting information will be misleading for the researcher.
4. Open-end questions are difficult to be objectively scored or coded. Different respondents may appear to provide similar responses to the same item on a questionnaire but the importance and meaning that each respondent applies to his answer may be different. Generally, an attempt is made to provide several individuals in one and the same category for the purpose of facilitating and analyzing data. The results of such an analysis are usually misleading.

### Check Your Progress Exercise-3

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. What do you understand by the Questionnaire method? What are the various functions of Questionnaire.

---

---

Q 2. Discuss briefly the types of Questionnaire.

---

---

Q 3. What are the main demerits of Questionnaire method?

---

---

## 2.5 SOCIOMETRIC METHOD

### ➤ What is Sociometry?

The word *sociometry* comes from the Latin “socius,” meaning social and the Latin “metrum,” meaning measure. As these roots imply, sociometry is a way of measuring the degree of relatedness among people. Measurement of relatedness can be useful not only in the assessment of behavior within groups, but also for interventions to bring about positive change and for determining the extent of change. For a work group, sociometry can be a powerful tool for reducing conflict and improving communication because it allows the group to see itself objectively and to analyze its own dynamics. It is also a powerful tool for assessing dynamics and development in groups devoted to therapy or training.

Jacob Levy Moreno coined the term *sociometry* and conducted the first long-range sociometric study from 1932-38 at the New York State Training School for Girls in Hudson, New York. As part of this study, Moreno used sociometric techniques to assign residents to various residential cottages. He found that assignments on the basis of sociometry substantially reduced the number of runaways from the facility (Moreno, 1953). Many more sociometric studies have been conducted since, by Moreno and others, in settings including other schools, the military, therapy groups, and business corporations.

➤ **Working definition of Sociometry**

Sociometry is “a method for discovering, describing, and evaluating social status, structure, and development through measuring the extent of acceptance or rejection between individuals in groups”. Thus it is a technique of evaluating interpersonal relationship in a group. Stanley and Hopkins (1972) have defined sociometry as “the study of interrelationship among members of a group, that is, its social structure: how each individual is perceived by the group”. With the help of the sociometric technique the data relating to the choice, communication and interaction patterns of individuals in groups are gathered and analyzed (Kerlinger, 1973,1986).

In studying the structure of the group through sociometric test, each individual in a group is required to make one, two or three choices (sometimes, larger than three) for other persons for a specified purpose. For example, in a group of school children each child may be asked with whom he/she would like to sit or go to the circus or play, or who are the three best (or worst) pupils in class? In a factory a worker may be asked to name the three individuals in order who command the maximum prestige in their group. or a worker may be asked

to name two persons who have certain specified traits like restless/ quite/ humorless, and soon. An item in each such pair designating the favourable trait is given the positive score (say +1) and an item displaying the unfavourable trait is given a negative score (say -1). A person's score on each trait is the algebraic sum of positive and negative scores given by his peers in the group.

➤ **Sociometric criteria**

Choices are always made on some basis or *criterion*. The criterion may be subjective, such as an intuitive feeling of liking or disliking a person on first impression. The criterion may be more objective and conscious, such as knowing that a person does or does not have certain skills needed for the group task. When members of a group are asked to choose others in the group based on a specific criteria, everyone in the group can make choices and describe why the choices were made.

Data obtained on the basis of sociometric tests are usually analyzed by **three principal methods**: sociometric matrix or sociomatrix, sociogram and sociometric indices. The first two are most popular methods.

**1. Sociometric matrix or sociomatrix:** It is the simple cross tabulation or rectangular array of  $n \times n$  dimensions,  $n$  being equal to the number of individuals in the group. The meaning of the matrix can be illustrated through an example: suppose a group of eleven students (A, B, C, D, E, F, G, H, I, J, K) in a class was put a sociometric question: “with which two members of this group would like to go for a picnic?” if a member choose the other member it is displayed by 1; if he doesnot make a choice, it is shown through 0. The data (hypothetical) are presented in Table-1

**Table-1 Sociometric matrix of an 11-member group with two choices (11X11 matrix)**

|   | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| B | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| C | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| D | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| E | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| G | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| H | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| J | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| K | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |

It is convenient to read the above matrix from left to right row-wise. The first row can be read as A where one does not choose C, F, G, H, I, J and K but chooses B, D and E. the matrix is usually analyzed by examining who chooses whom. Ordinarily, there are three kinds of choices: simple, mutual and no choice. *Simple choice* is one in which one person chooses the other person but he (the other person) does not choose him (the first person). Thus, the choice is one way for example in table-1,

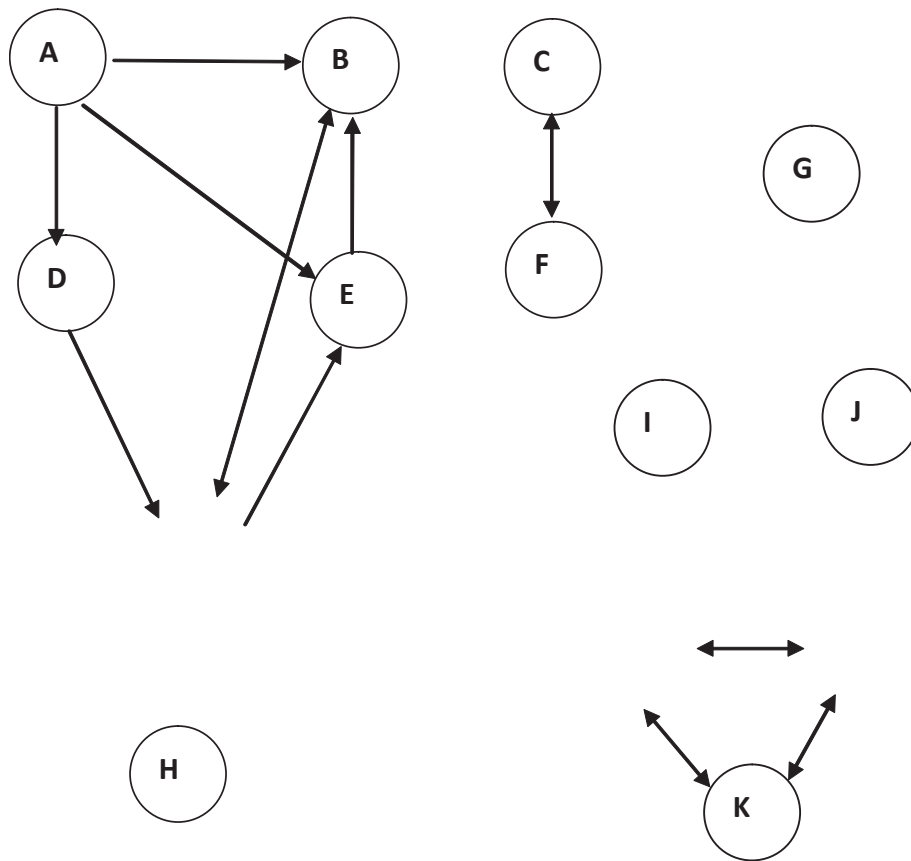
C chooses F but F does not choose C, G chooses C but C does not choose G. *Mutual choices* are the two way choices that is both persons chooses each other. For example, in the above matrix B chooses D and D also chooses B, B chooses H and H also chooses B. The sum of the column of matrix indicates what extent a particular member is chosen by other members of the group. We can say that the greater the sum, the higher the popularity. The matrix indicates that B receives four choices which means it is chosen by many members of the group thus B is popular. A and G are not chosen by anyone. D, E, H, I, J and K each receives two choices, C and F receives one choice each. Obviously, C and F are not popular in the group. The sociometric matrix is, however, considered as an inferior graphic device to the sociogram in studying group structure.

**2. Sociogram or directed graph:** It may be defined as a pictorial technique to produce a set of nominations or choices. Here a simple or one-way choice is represented by a one-arrowed line like  $\longrightarrow$  and the mutual or two-way choice is represented by a two-arrowed line like  $\longleftrightarrow$ . A sociogram of the data presented in the above table (Table-1) is given in fig-1 below.

An analysis of the figure-1 reveals several interesting points about the structure of the group. B is surrounded by arrows which means he is chosen by several members of the group. A is a rejectee as he chooses B, D and E but neither of them chooses him (A). A has no arrow heads pointing at him. I, J and K form a clique, which refers to that structure of the group in which three or more persons choose each other. The other common patterns are mutual pairs and isolates. Mutual pair refers to a pair in which the two members like each other but no other person in the group likes them. C and F are mutual pairs. Isolates are those who do not choose anyone and are not chosen by anyone in the group. G is an isolate.

A comparative study of the sociometric matrix and the sociogram reveals that both tell the same story. The form of the sociomatrix is tabular whereas the form of sociogram is pictorial. The obtained sum of choices in each column in the sociometric matrix is equal to the sum of arrow heads pointing at a particular person in the sociogram. B receives 4 choices in Table-1 and he has 4 arrow head points at him. This is similar in the case of other persons in the sociogram, and in the sociomatrix. As a matter of fact

sociogram and sociomatrix supplement each other and in a research work the two should be synthesized and used in a complimentary fashion.



**Fig.-1 A sociogram of the choices of eleven persons**

**3. Sociometric indices:** It is the next important method for analyzing sociometric data. One common index is the choice status of a person which is given by following equation:

$$CS = \frac{\sum C}{n-1}$$

Where Cs = the choice status of the persons, “C = sum of choices a person receives and n is the number of persons in the group.

Illustrating the calculation of Cs from data of table-1, B can be said to have  $C_s = 4/(11-1) = 0.40$  and the Cs of E =  $2/(11-1) = 2/10 = 0.20$ . The value of Cs becomes the direct index for the individual's popularity in the group.

➤ **Advantages of sociometric method**

1. Group formation can be investigated. We can also find out the formation of cliques etc. within a large group.
2. We can find out the mutual attractions or repulsions in a group or class or a community.
3. We can find out the leaders in a group.
4. We can get information regarding the withdrawing behaviors of the individuals which may help in assessment of their mental states.
5. We can find out the religious class or caste prejudices among the members of the group or a community.

➤ **Limitations of sociometric method**

1. The sociometry is one of the techniques which study the mutual relationships. Often to get complete knowledge of such relationships we require more information for which we have to make use of other techniques. Hence we may say that this technique itself is deficient.
2. The questionnaire used in sociometry needs careful planning and should be constructed in accordance with appropriate criteria.
3. There is difficulty in analyzing the data obtained through this technique quantitatively.
4. This technique cannot be used with large groups or communities. Its use is limited to a group in which all the members are known to each other (persons in the group should be less than 20)



### Check Your Progress Exercise-4

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. What do you understand by the terms sociometry and sociometry criteria?

---

---

Q 2. Describe the three principal sociometry methods; sociometric matrix , sociogram and sociometric indices.

---

---

Q 3. What are the various Advantages and limitations of sociometric method?

---



---

## 2.6 LET US SUM UP

The social psychologists use a number of methods for the collection of their data. These methods include experimental method, questionnaire method, sociometric method, observation method interview, field survey etc. Interview is very important for testing the personality of an individual in social psychology. By assessing the social traits of qualities of an individual, it is possible to know his responses, movements and other ways of life. Another method used in social psychology is field survey. In field survey , data is collected from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individuals. The Questionnaire is designed to collect data from large,

diverse and widely scattered group. A questionnaire performs generally two functions which is description and measurement. A Questionnaire can be structured and unstructured as well as poll and open end questionnaire. The other method discussed in this chapter is Sociometry. Sociometry is “a method for discovering, describing, and evaluating social status, structure, and development through measuring the extent of acceptance or rejection between individuals in groups”. Thus it is a technique of evaluating interpersonal relationship in a group.

## 2.7 GLOSSARY

1. **Interview :** Interview is face -to-face situation between the interviewer and respondent, which intends to elicit some desired information from the latter.
2. **Field survey :** It is defined as collection and gathering of information at the local level by conducting primary surveys.
3. **Questionnaire:** It is a means of presenting a series of standardized stimuli to elicit certain kinds of responses. Its aim is generally to discover the preferences of an individual.
4. **Sociometry:** The study of interrelationship among members of a group, that is, its social structure: how each individual is perceived by the group.
5. **Sociometric matrix:** It is the simple cross tabulation or rectangular array of  $n \times n$  dimensions,  $n$  being equal to the number of individuals in the group.
6. **Sociogram:** Pictorial technique to produce a set of nominations or choices. Here a simple or one-way choice is represented by a one-arrowed line like  and the mutual or two-way choice is represented by a two-arrowed line like .
7. **Sociometric indices:** It is the next important method for analyzing sociometric data. One common index is the choice status of a person which is given by following equation:

$$CS = \sum_{n-1} C$$

## **2.8 LESSON END EXERCISE**

- Q 1. What do you understand by the structured and unstructured Questionnaires?
- Q 2. Discuss briefly the Characteristics of good Questionnaire.
- Q 3. Write brief notes on the following
- a) Advantages of Questionnaire method.
  - b) Sociometric matrix and sociogram.
  - c) Limitations of sociometric method.
  - d) Mail and Face to face administered questionnaire.
- Q 4. What are the various Merits and demerits of Questionnaire method?
- Q5. Discuss the methods generally used in the study of Social Psychology.
- Q6. Explain the interview method with its merits and demerits.
- Q7. Discuss the various steps of field survey.

## **2.9 SUGGESTED FURTHER READINGS**

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13<sup>th</sup> ed). New Jersey: Pearson Education Limited.

Baron, R. A., & Byrne, D. (2003). *Social Psychology* (10<sup>th</sup> ed). New Delhi: Pearson Education.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology*. New Delhi: Asia Publishing House.

Mathur, S. S. (2007). *Social Psychology*. (3<sup>rd</sup> ed) Agra: Vinod Pustak Mandir.

Mohanty, G. (2016). *Social Psychology* (4<sup>th</sup> ed). New Delhi: Kalyani Publishers.

Sherif, M., & Sherif, C. W. (1956). *Social Psychology*. New York: Harper and Row Publishers.

Singh, A. K. (1997). *Tests, measurement and Research methods in behavioral sciences*. Patna: Bharati Bhawan Publishers.

~~~

GROUPS AND CROWD

STRUCTURE :

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Definitions and Nature of Groups
- 3.3 Types and Functions of Groups
- 3.4 Definition and Characteristics of Crowd
- 3.5 Let Us Sum Up
- 3.6 Glossary
- 3.7 Lesson end Exercise
- 3.8 Suggested Further Readings

3.0 INTRODUCTION :

From the moment of birth a human being lives in the family which can be called a group. It is in the group the child learns social values and "dos & don'ts" of the society through interaction. From birth till death every individual is a member of some group or other and his behavior is constantly influenced by the group to which he belongs at that time.

The basic social environment is the group. Each individual is a member of many groups like the family group, the social group, the workshop, the social club group etc.

Groups are formed both formally & informally. Groups fulfill many of our individual & personal needs. The sense of cooperation, competition, sacrifice, give & take etc are developed in group situation.

3.1 OBJECTIVES :

By the end of this lesson the student should be able to :

- Reproduce the definition of groups
- Discuss the nature of groups
- Explain the types and functions of groups
- Reproduce the definitions of crowd.
- Describe the characteristics of crowd

3.2 DEFINITIONS AND NATURE OF GROUPS

A group may be defined as two or more people who are interacting with one another in such a manner that each person influences and is influenced by each other person. People in groups consider themselves as belonging together and sharing.

Social-Psychologists and sociologists have defined Group in different ways. Some definitions of the Group are :

1. **Paulus (1989) :** "A group consists of two or more interacting persons who share common-goals, have a stable (i.e. lasting) relationship, are somehow interdependent and perceive that they are in fact part of a group."
2. **Kupuswamy :** "Aggregation or congregation of human-beings is referred to as group such as a number of individuals moving on road, sitting in the bus or train, viewing a magic show etc."
3. **Maclver :** "By group we mean any collection of social beings who enter into distinctive social relationships with one another."
4. **Edvard Sapir :** "Any group is constituted by the fact that there is some interest which "hold its member together."
5. **Sherif and Sherif :** "A group is a social unit-which consists of a number of individuals who stand in role status relationship to one another stabilized in

some degree at the time and who possesses a set of value or norms of their own regulating their behavior atleast in matter of consequence to the group."

6. **Newcomb:** "A group consists of two or more persons who share norms about certain things with one another and whose social roles are dearly interlocking. Thus a group must interact with each other to share certain common values and thirdly these persons must have a common social purpose or role to function & bind each other."
7. **Baron & Byrne :** "Group consists of two or more person engaged in social interaction who have some stable structure relationship with one another, are interdependent, share common goals and percieve that they are infact part of a group.

NATURE OF GROUPS:

- (1) Groups among children in school, colleges, parties are formed among people of similar age of more or less equal intelligence, with similar social background or with similar part.
- (2) Individuals in a group much interact with each other, either directly or indirectly i.e. It need not be physical face to face interaction, however verbal or written also into place in group.
- (3) Development of Group loyalty. It is the emotional bond that keeps there individuals' together. Group loyalty is a sentiment involving sense of obligation to the group, a readiness to sacrifice for the group.
- (4) Individuals involved in a group must be interdependent in some manner- what happens to one must affect what happens to the others.
- (5) Positive hostility towards another group is definitely a factor which strengthens the group unity by increasing the group consciousness and stimulating the sentiments of group loyalty.
- (6) The members of a group must share common values and norms, an ideology or set of beliefs which regulate their behavior and activities in the group.
- (7) A group includes those persons who have common interests as it promotes unity.

- (8) In a group there are common customs, norms and procedures which are acceptable to everyone. Most of the actions of members are controlled by the group.
- (10) A feeling of unity is essential for every group. By virtue of such feeling, members of a group treat each other as their own and sense of sympathy for each other develop among them.
- (11) The members help each other in performing their duties and they defend collectively against the harmful powers.

Check Your Progress Exercise-1

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. Define a Group.

Q 2. State in detail the nature of group.

Q3. Why positive hostility should be there in the members of Groups?

3.3 TYPES AND FUNCTION OF GROUPS:

Following are the different kinds of Groups :

1. Primary & Secondary Groups.
2. Formal & informal Groups.
3. Ingroup & outgroup.

(1) Primary Groups and Secondary Groups:

Primary Group is the most elementary and Primitive type of group. A primary group is primary, because it is fundamental in framing the social nature and ideals of individual. Family is primary group. Immediately after birth, the baby comes in contact with the members of the family. The baby's first social life starts in the family itself and because of mutual interaction & direct contact with family members baby is socialized by them and made typical member of a group.

Family as a primary group fulfills the primary needs of a child like food, sleep, personal care & love. Rules and prohibitions are not imposed upon a primary group from outside. The number of members in primary group is between three to nine. Family, is the most universal primary group.

Secondary Group: Child's teachers, classmates, play-mates, neighbours of the external environment form the secondary groups. When the child enters the school, he comes in contact & interacts with them. In the process of interaction, the various process of his personality grow and transform. During the school hours, these secondary groups influence & shape the characteristics of his personality and socialization unless there is balance in the attitudes, values, aims & motives of the primary & secondary groups. Conflicts affects the child's mind & personality. The process of socialization also suffers.

(2) Formal and Informal Groups:

Formal Groups: A group having its own rules, regulation, preordained norms and guidelines is called a formal group. The citizens of a country are the members of a formal group as we have our own constitution, rules, regulations, laws and guidelines which direct and regulate the behavior of the individual members in a particular direction.

These guidelines and norms determine and control the functions and activities of its group members in a rather rigid and scrupulous manner. In the formal group, the role status of every member is defined like the role of the President, Prime-minister, Secretary of an organization etc.

Informal Groups: A person who is a member of a formal group can also be member of one or more informal groups. An informal group does not have a definite norm, rules and regulations. In the informal group, the freedom is more and one can behave and act more or less according to his own choice, according to the norm or value congenial to him. Informal groups are formed for a short time.

A picnic party, tea party, small friendship groups, play groups, gangs, cliques are informal groups.

(3) Ingroup and out group:

Outgroup : Anybody who goes against the groups goals and stands against fulfilment of common motivation is seen as an "outgroup" or we can say, outgroup is the group in which others have no loyalty, co- operation, love and sympathy. those persons who oppose the in-group are called the out group.

Other races, nations, religions and neighbourhood are examples of out-groups.

Ingroup: Members of the group who voluntarily go by the group norm and function for the cohesiveness and unity of the group, who like their group and have love, respect for it are said to be the members of the "in-group" .

When two different groups are competing with each other for the solution of some common problem and fulfillment of some common goal, one becomes the outgroup to the other. The example of two competing cricket teams, football teams, cinema producers who are rivals and compete with each other & develop in group and outgroup feeling.

Gap in communication and misunderstanding is one of the major reasons for development of outgroup feeling within a group.

FUNCTIONS OF GROUPS:

Detailed below are the functions of a group :

(1) Satisfaction of Needs: .

People join different groups and societies for satisfaction of different needs. For e.g. people join photographic society, music associations, health clubs, dance clubs, psychological or economic society according to their respective

interests. Groups help us to satisfy important psychological or social needs, such as those for giving and receiving attention and affection or for a sense of belonging.

(2) Needs for Security :

Groups help meet our needs for security, in many cases there is safety in numbers, especially if we happen to live in a dangerous urban environment.

(3) Loyalty of the members :

The group loyalty will depend upon the extent to which the group satisfies the vital needs of the individual members. These vital needs are social and biological. In a social context, need for dominance or belongingness, recognition, prestige etc are important.

(4) Belief for the Group:

Just as people have common needs in a group, a common belief also serves as uniting the different members of the group. Different values for the group are also connected with the beliefs.

Beliefs also influence the social behavior of the group members. It is said often changing beliefs and values by political parties prove detrimental for the function of the group. The beliefs of the subgroup are also to be co-ordinated with the group goals or group objective so that there is no conflicting of values and beliefs between groups and the subgroups.

Check Your Progress Exercise-2

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. Discuss briefly the various types of Groups.

Q 2. Differentiate between formal and informal groups.

3.4 DEFINITION AND CHARACTERISTICS OF CROWD

A Crowd is :

An aggregate of individuals sharing a common focus and concentrated in a single location or we can say, a crowd is a collection of individuals who are all altering to some common objects, their reaction, being of a simple prepotent sort and it is accompanied by strong emotional responses. The collection of human-beings in the market, on the road, near a magic show, in front of the cinema-hall, marriage ceremony or meeting hall is designated as a crowd.

According to Krimball Young, "A crowd is a gathering of considerable number of persons around a centre or point of common attention."

Crowd come in all shapes, sizes and types. Whereas some are hostile, others are fearful, greedy or even joyful; some remain stationary, whereas others move out collectively; some watch events passively whereas others take part acting.

CHARACTERISTICS OF CROWD-BEHAVIOR :

Le Bon, Martin, MG Dargall & Frend etc. have contributed to the description of various characteristics of crowd-behavior. Some of the characteristics of crowd behavior are listed below :-

1. **Transitoriness** : Crowd is quite temporary or short timed. Suppose an accident has taken place on the main road of a crowded market place. Large number of people who are around other place gather together and form a crowd. After the wounded persons are carried to the hospital, the crowd disperse and disintegrate.
2. **Shoulder to shoulder contact**: Unlike group there is physical contact i.e. Shoulder to Shoulder contact in crowd. In active crowd, there is greater shoulder to shoulder contact & forward and backward movement. Suppose some houses in a village have caught fire and the people who are trying to

extinguish the fire has lot of foreward & backward movement whereas in passive crowd (audience), shoulder to shoulder contact and face to face contact is there but no forward and backward movement.

3. **Interaction:** All the psychological functions like perception, learning, thinking, emotion & motivation are included in the process of interaction. They are also influenced by the behavior of the group in a greater or lesser degree. As a result the global behavior of the group members show a sudden change.
4. **Common & Primary Motivation:** A sense of mass strength is found in crowd situation from the common motivation of the crowd members. When the attention is more similar; the focus of attention is greater & so there is more interaction as everyone would try to be nearer to the focus of attention.
5. **Imitation :** Every member of an action crowd is particularly influenced by what others in the crowd do and accordingly initiate in the crowd. When people see others running towards a gathering even without knowing what has happened, and without even ascertaining what is the matter, why people have, gathered, they also run.
6. **Mental Homogeneity:** The members of an active crowd show in similarity in feelings: thought and action even though they come from different socio-economic and educational background.
7. **Irrationality :** The members of an action crowd are irrational, indisciplined and unreasonable. The advantages, disadvantages, faults and repercussions of their behavior are never examined in a cool & rational manner.
8. **Diminished Sense of Responsibility :** An action crowd is anonymous and in consequence irresponsible when individual are part of a group, they tend to feel responsible. The morality, reasoning, justice also decreases. Labourers in a factory or students in a college during strike are found to behave in irresponsible manner.
9. **Sense of Power :** During action crowd or mob behavior, the members of the crowd are so much overwhelmed by the feeling of power that they feel as if they are above law and nobody can take any action against them for what they are doing.

Distinction Between Group And Crowd:

| Group | Crowd |
|--|--|
| 1. A group is more or less permanent. | A crowd is very short lived or transitory in nature. |
| 2. Members of Group behave in a very organized, constructive, social and civilized manner. | Members of crowds behave very irrationally, become animalistic being guided by the emotional aspect and excited. |
| 3. Face to face, shoulder to shoulder contact, forward and backward movements are absent. | There is more face to face, shoulder to shoulder contact, forward and backward movement takes place in an action crowd. |
| 4. The response in a group is very complex, socialized | The response in a crowd is very simple showing the operation and civilized, or prepotent drives, like fear, anger, love etc. |
| 5. In group, there is more psychological and social interaction | In crowd there is more physical interaction. |
| 6. A group is more organized | A crowd is more disorganized. |
| 7. The drives are expressed in a polished, socialized modified and socially acceptable manner. | The basic drives are expressed in a raw and unmodified, unchannelized manner. |
| 8. In group, common motivation sense of loyalty, belongingness, unity and solidarity control the behavior. | In a crowd, the primitive drives like sex, hunger and protection control the individual's behavior. |

3.5 LET US SUM UP :

A group consists of two or more people who interact with each other and are interdependent, in the sense that their needs and goals cause them to influence each other. Groups have a no. of benefits; infact there may be innate need to belong that derives us to establish bonds with other people. Groups tend to consist of homogeneous members, in part because group have social norms that people are expected to obey. One of the major functions of groups is to make decisions. Groups make better decisions than individuals if they are good and pooling ideas and listening to the expert members of the group.

Crowd is a gathering of considerable number of persons around a centre or point of common attention. Crowd comes in all shapes, sizes and types. We can differentiate Group and Crowd on certain basis like Crowd is transitory whereas Group is permanent in nature. There is more psychological & social interaction in group as in group, common motivation, sense of loyalty, belongingness, unity etc control the behavior whereas in crowd there is more physical interaction.

Check Your Progress Exercise-3

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. Define Crowd.

Q 2. What are the different characteristics of Crowd?

Q 3. Differentiate between Group and Crowd.

3.6 GLOSSARY :

1. **Group** : A group is collection of individuals who are in a co-operative interdependent relationship with one another.
2. **Primary Group** : A primary group is primary, because it is fundamental in framing the social nature and ideas of individual.
3. **Formal Group** : Formal group is a group having its own rules, regulations, preordained norms and guidelines.
4. **Informal Group** : An informal group doesnot have a definite norm, rules and regulations.
5. **Crowd** : Crowd is an aggregate of individuals sharing a common focus and concentrated in a location.

3.7 LESSON END EXERCISE

- Q 1. Define group. Discuss the nature of group.
- Q 2. Differentiate between primary group and secondary group.
- Q 3. Explain the various characterstics of crowd.

3.8 SUGGESTED FURTHER READINGS :

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13th ed). New Jersey: Pearson Education Limited.

Baron, R. A., & Byrne, D. (2003). *Social Psychology* (10th ed). New Delhi: Pearson Education.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology*. New Delhi: Asia Publishing House.

Mathur, S. S. (2007). *Social Psychology*. (3rd ed) Agra: Vinod Pustak Mandir.

Mohanty, G. (2016). *Social Psychology* (4th ed). New Delhi: Kalyani Publishers.

~~~



## **LEADERSHIP : CONCEPT, CHARACTERISTICS AND FUNCTIONS**

### **STRUCTURE :**

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Concept and Definitions of Leadership
- 4.3 Characteristics of Leadership
- 4.4 Functions of Leader
- 4.5 Trait Theory of Leadership
- 4.6 Behavioural Theories of Leadership
- 4.7 Let Us Sum Up
- 4.8 Glossary
- 4.9 Lesson End Exercise
- 4.10 Suggested Further Readings

### **4.0 INTRODUCTION**

In a complex society of today the concept of leadership has perhaps attracted the attention of every individual in the society. Starting from an institution, a school system, a football team, a business organization and above all a political party the importance of leadership is recognized.

Leadership does not exist only in autocracy or dictatorship. It is also basically necessary for a democratic. It is also basically necessary for a democratic institution

as its job is to form an essential link between the different parts of the group for coordination and integration of activity.

The question of a leader arises only after the emergence and structuralisation of a group. Anybody who comes forward with a good solution may be immediately selected as a leader to guide the future action of the group. People with passive and submissive tendency usually follow the leader.

Leader is the centre around which all the wheels of a group or organisation move. The leader greatly determines the group structures, group activities ideologies morale and goals of the groups.

In a hierarchical system, there is imposed leadership where the organisation decides upon the leadership before hand. Members have no scope to choose to leader. In an administrative system, is a family or is an army such cases of imposed leadership arises. But in informal groups, leader may emerge spontaneously because of his qualities or he may be selected by the group.

#### **4.1 OBJECTIVES :**

By the end of this lesson the student should be able to :

- Discuss the concept of leadership.
- Reproduce the definitions of leadership.
- Describe the characteristics of leadership.
- Explain the functions of leader.
- Describe the trait theories of leadership.
- Discuss the behavioural theories of leadership.

#### **4.2 CONCEPT AND DEFINITIONS OF LEADERSHIP :**

Leadership is social process through which one member of a group (the leader) influences other group members towards the attainment of specific group goals. It is reciprocal in nature. Leaders are unique or have unique background that make them different from followers.

It has been earlier pointed out that the leader is the centre around which all the wheels of a group or organization move. In view of his distinct and special position within

the group structure, the leader greatly determines the group structures, group activities, ideologies, morale and goals of the group. One cannot conceive of a group or an organization without a leader and any group without a leader will disintegrate within no time as there will be no one to coordinate the functions of the group.

La Piere and Farnsworth mention that “leadership is a behavior that affects the behavior of other people more than their behavior affects that of the leader.” This definition clearly points out that the leader is one who leads the behavior of other individuals. The others follow him and whatever he does affects others. He is affected to a lesser degree by the other’s behavior.

The leadership is such an affair in which two parties are involved. One is that which leads, make such suggestions which are acceptable to others, acts as a model and gives command etc. and the other is that which is led, accepts the suggestions of the first party, and follow the commands. The cooperation of these two parties is essential for the proper functioning of leadership. The leader should be acceptable to the followers. He must always see that his followers take his advice, accept his opinions and perform those actions which he approves of. In case the followers do not do this, the leader will lose the position of ascendancy. It is therefore necessary that the leader should always be prepared to adjust himself to the wishes and desires of the followers. It is quite an apt remark that “the leader himself is led by those whom he seeks to lead”.

Given below are some of the definitions of leadership given by various social psychologists:-

**Brass (1960)** a great contributor of quality research on leadership in his illuminating book “Leadership, Psychology and Organization behavior” has defined leadership as the observed effort of one member to change another member’s behavior by altering the motivation of other members or by changing their habits. The leader is the crux around which the varied problems of the organization move.

**Bass (1985)** defined “Leadership is an interaction between members of a group. Leaders are agents of change, persons whose acts affect other people more than other people’s acts affect them”

**Rauch & Behling (1984)** defined Leadership is “the process of influencing the activities of an organized group toward goal achievement”

**Koontz and O'Donnell (1984)** defined leadership as “the art or process of influencing people so that they will strive willingly towards the achievement of group goals”.

**Terry (1977)** Leadership is “the relationship in which one person, the leader, influences others to work together willingly on related tasks to attain that which the leader desires”

**Sheriff and Sheriff (1956)** defined “A leader is the member with the top status (power, position) in an organizational hierarchy.”

#### **4.3 CHARACTERISTICS OF LEADERSHIP :**

The Characteristics of a leader and the type of leadership he displays reflect the goal and norms of the group and the leaders personality.

Different-different Social Psychologist has given out various different characteristics of leadership.

**1. Dr. May Smith has gives out the following characters of Leadership.**

- a) Intelligence
- b) Good Judgement Capacity
- c) Insight and Imagination
- d) A sense of humanity
- e) Sense of Justice
- f) Well-balanced personality.

**2. Puckery has given out the following two as characteristics of leaderships.**

- a) A good coordinator.
- b) Power to reflect the progress of the group.

**3. Characteristics of Leadership as Enumerated by Gibb,**

- a) Professional and technical speciality.
- b) Knowing subordinates & showing consideration for them.
- c) Accepting personal responsibility setting an example.
- d) Initiating and directing action.
- e) Making decisions.

**4. Characteristics of Leadership as defined by Bogardus:-**

- a) Democratic concepts.
- b) Consciousness.
- c) Realistic attitude.
- d) Friendliness & Zeal
- e) Sympathy & dependability
- f) Courage.

**5. Characteristics of Leadership as defined by Coffin :-**

Coffin has enumerated the following as the characteristics of leadership.

- 1. Intelligence
- 2. Moral Sensitivity.
- 3. Imagination
- 4. Restraint and Self-reliance
- 5. Responsibility
- 6. Easy Maintenance of good relation with others
- 7. Drive and determination
- 8. Inperturability
- 9. Dynamic Physical characteristics.

**Check Your Progress Exercise-1**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. What is leadership?

---

---

Q 2. Explain the various definitions of leadership.

---

---

Q 3. Why is the leadership role important for the society?

---

---

Q 4. Explain in detail the various characteristic of leadership.

---

---

Q 5. Name the various characteristics as enumerated by Gibb.

---

---

#### 4.4 FUNCTIONS OF LEADER :

Function of a leader vary with the kind of group situations at hand and group goal. The functions of a leader are somewhat different in an autocratic group and in a democratic group. However, some common features are seen in all leaders.

A leader is usually a jack of all trades but a master of none. Today, the responsibilities of a leader of a group have become more grave and his duties more important. Today a high degree of social skill and capacity for quick decision is a necessary function of a leader. The leader works as a father figure and the followers and subordinates depend upon him for emotional security, self-realization and release of tension.

Kretch & Gutchfield have indicated various functions of a leader namely:

- (1) **Executive:** The leader must know how to execute the plans of the group in a proper manner. The leaders must have high intellectual power and managerial capacity to administer the group and execute the plans, policies and guidelines, programmes of the group.
- (2) **Skills of Interpersonal Relationship:** A leader must have skills of interpersonal relationship so that the balance and integrity of the group can be maintained. Every group leader must be aware as to how the balance of the group is maintained by tackling different individuals.

- (3) **Planning and Decision Making :** The leader must have the quality for making around planning. Planning is essential for development. The function of a successful leader is to decide the ways and means by which the group can achieve its ends. This can be implemented through long standing planning.
- A successful leader is he who takes correct decision at the need of the hour. Indecisive leaders cannot give proper direction to the group members.
- (4) **Policy Maker:** Establishment of group goals, objectives and policies are one of the important functions of the leader. In policy making the leader defines the group goal, its objectives and the means necessary to achieve it.
- (5) **Expert:** Every leader has to act as an expert. He has to know many things and know them thoroughly. The only he can arouse confidence & respect from his followers.
- (6) **External Representative of the Group:** In a large group it is not possible on the part of the members to have direct contact with the external groups. So the leader has to act as a representative of the group with other people and other groups.
- (7) **Source of Readily available information :** The leader is often distinguished from the other members of the group as a store house of readily available and expert information in all spheres, so that the group members can have confidence in him.
- (8) **Purvey of Rewards and Punishments:** The leader's power of reward and punishment enables him to exercise strong disciplinary and motivational control over the group members. Through reward and punishment the leader brings checks and balances in the group and motivates the members of the group to function effectively.
- (9) **Mediator:** The leader must see that the internal harmony of the group is maintained, frictions do not develop and order is restored in a crisis situation. So, an important function of the leader is to compromise b/w different group conflicts to reestablish good group interrelations.
- (10) **Exemplar :** The leader as an exemplar of the group may as a model serve to stimulate and encourage the followers to follow his lead in a desired direction.

Such qualities specific to the leader of a particular group serve as example or stimulus to the members of the group.

- (11) **Leader as a symbol of the group:** The leader symbolises his group. He has, therefore, to maintain the unity within his group and also keep its various resources intact.
- (12) **Leader as father:** A leader has to play the role of the father of the society as well. He has not only to protect the interests of his followers but also provide them with everything that would makes their living successful.
- (13) **Leader as Scape goat:** A leader has also to become a scape goat. When the society or the group that he leads does not succeed, all the blame is to put on his shoulders.

### Check You Progress Exercise-2

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. List the various functions of leadership.

---

---

Q 2. List the function of leader as a Mediator.

---

---

Q 3. Discuss the function of a leader as planning & decision making.

---

---

## 4.5 TRAIT THEORIES OF LEADERSHIP

The kind of traits studied in trait theories of leadership include personality, ability, motivation, power and needs. The first systematic study of leadership began in



the year 1930s with the development of trait theories. This trait approach to leadership sometimes called the “**good man/good woman**” *theory*, dominated leadership research into 1950s. These early researchers studied the personality characteristics that make a person a leader and concluded that leaders are born, not made. For example Alexander the great, Queen Elizabeth, Abraham Lincoln, Napoleon all differ from ordinary human beings in several respects. They also suggested that leaders possess some personality traits that are unique and essential for effective leadership.

One trait theory is the “**Great Person**” *theory of leadership*. The view that leaders possess special traits that set them apart from others and that these traits are responsible for their assuming positions of power and authority. According to this theory, leadership traits can be acquired with training and experience. They may not be inborn unlike the earlier view that leaders are born, the “Great Person theory lead to a more pragmatic approach to leadership because it stated that leaders might not be born with desired traits. They believed that leadership traits could be acquired through learning and experience.

Successful leaders possess many of the traits listed here:

1.     **Drive:** Desire for achievement, ambition, high energy, tenacity and initiative.
2.     **Honesty and Integrity:** Trustworthy, reliable and open.
3.     **Leadership and motivation:** desire to influence others to reach shared goals.
4.     **Self-confidence:** Trust in own abilities.
5.     **Cognitive ability:** Intelligence, ability to integrate and interpret large amount of information.
6.     **Knowledge of the business:** Knowledge of industry and relevant technical matters.
7.     **Creativity:** Capacity to come up with original ideas.
8.     **Flexibility:** Ability to adapt to needs of followers and the situation.

The most recent studies have suggested that traits – in particular, the Big Five- actually play an important role in leadership.

### Multiple domains of Intelligence

Some researchers have suggested that leaders have to be intelligent in three special ways.

1. **Cognitive Intelligence:** Ability to integrate and interpret information.
2. **Emotional Intelligence:** the ability to be sensitive to one's own and others emotions.
3. **Cultural Intelligence:** Awareness of cultural differences between people.

#### ➤ Limitations of Trait Theories of Leadership

- (i) There are no universal traits that predict leadership in all situations.
- (ii) Trait, predict behavior more in “Weak” situations than in “Strong” situations.
- (iii) The evidence is unclear in separating cause from effect. For example, Does Self-confidence creates leadership or does success as a leader build self-confidence?

### Check Your Progress Exercise-3

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q 1. Explain in brief the “*Great Person*” theory of leadership.

---

---

Q2. Define leadership. Describe several weaknesses of Trait approach to leadership.

---

---

## 4.6 BEHAVIOURAL THEORIES OF LEADERSHIP

According to the behavioural approach to leadership, anyone who adopts the appropriate behaviour can be a good leader. Researchers on leadership behaviour who followed the behaviour approach to leadership, attempted to uncover the behaviour in which leaders engage, rather than what traits a leader possesses. Although many research studies could be categorized under the heading of the behavioral approach the University of Iowa Research, Ohio State studies, the Michigan studies and the studies by Blake and Mouton are strongly representative of the ideas in this approach. By looking closely at each of these groups of studies, we can draw a clear picture of the underpinnings and implications of the behavioral approach.

### ➤ Leadership Styles and the University of Iowa Research

Leadership style is the combination of traits, skills, and behaviors leaders use as they interact with followers. Although a leadership style is based on traits and skills, the important component is the behavior, because it is a relatively consistent pattern of behavior that characterizes a leader. A precursor to the behavior approach recognized autocratic and democratic leadership styles.

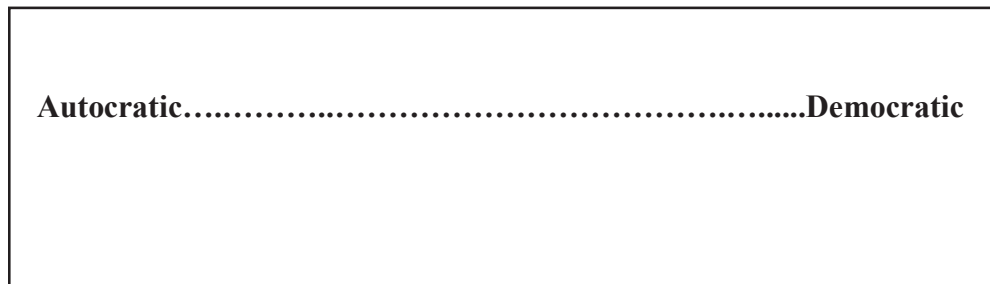
In the 1930s, before behavioral theory became popular, Kurt Lewin and associates conducted studies at the University of Iowa that concentrated on the leadership style of the manager. Their studies identified two basic leadership styles:

- ***Autocratic leadership style*** : The autocratic leader makes the decisions, tells employees what to do, and closely supervises workers.
- ***Democratic leadership style*** : The democratic leader encourages participation in decisions, works with employees to determine what to do, and does not closely supervise employees.

The autocratic and democratic leadership styles are often placed at opposite ends of a continuum. Thus a leader's style usually falls somewhere between the two styles.

The Iowa studies contributed to the behavioral movement and led to an era of behavioral rather than trait research. With the shift in paradigm from management to leadership, the leadership style of effective managers is no longer autocratic, but more democratic.

**Fig 1. University of Iowa Leadership Styles**



➤ **University of Michigan: Job-Centered and Employee-Centered Behavior**

Leadership research was conducted at Ohio State and the University of Michigan at about the same time during the mid-1940s to mid-1950s. These studies were not based on prior autocratic and democratic leadership styles, but rather sought to determine the behavior of effective leaders. Although these two studies used the term *leadership behavior* rather than *leadership styles*, the behaviors identified are actually more commonly called leadership styles today.

*The University of Michigan's* Survey Research Center, under the principal direction of Rensis Likert, conducted studies to determine leadership effectiveness. Researchers created a questionnaire called the "Survey of Organizations" and conducted interviews to gather data on leadership styles. Their goals were to (1) classify the leaders as effective and ineffective by comparing the behavior of leaders from high-producing units and low-producing units; and (2) determine reasons for effective leadership. The researchers identified two styles of leadership behavior, which they called *job/production-centered* and *employee-centered*. The University of Michigan model stated that a leader is either more job/production-centered or more employee-centered. The University of Michigan Leadership Model thus identifies two leadership styles: job- centered and employee-centered.

➤ **Job or production-Centered Leadership Style**

Job-centered behavior refers to the extent to which the leader takes charge to get the job done. Leaders who are high on this dimension are more concerned with

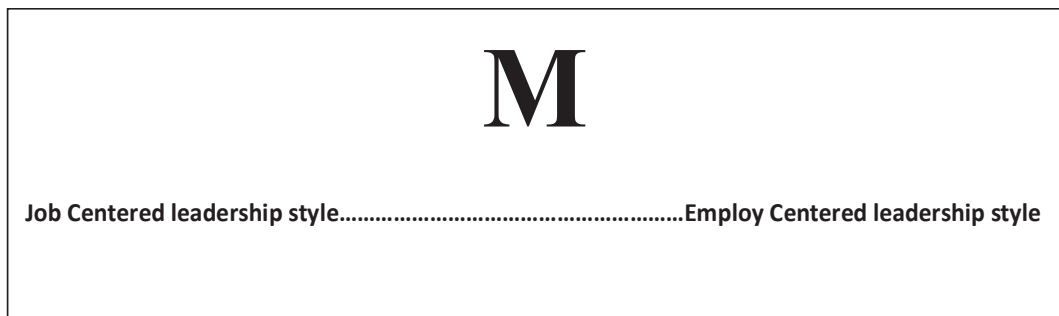
tasks and goals. They consider employees to be means to achieve goals and pay little or no attention to any problems the employees may face. For them, employees are no different from machines. It was found that such a leadership style resulted in lower motivation levels among employees and lower productivity. Groups which exhibited low productivity tended to have production-oriented supervisors.

➤ **Employee-Centered Leadership Style**

Employee-centered behavior refers to the extent to which the leader focuses on meeting the human needs of employees while developing relationships. The leader is sensitive to subordinates and communicates to develop trust, support, and respect while looking out for their welfare. It was observed that the more productive groups had employee oriented supervisors.

The researchers therefore, concluded that employee- oriented leaders achieve higher job satisfaction and higher group productivity. Production oriented leaders achieve lower job satisfaction and group productivity.

**Fig. 2, The University of Michigan Leadership Model: Two Leadership Styles, One Dimension**



### ➤ **Ohio State University: Initiating Structure and Consideration Behavior**

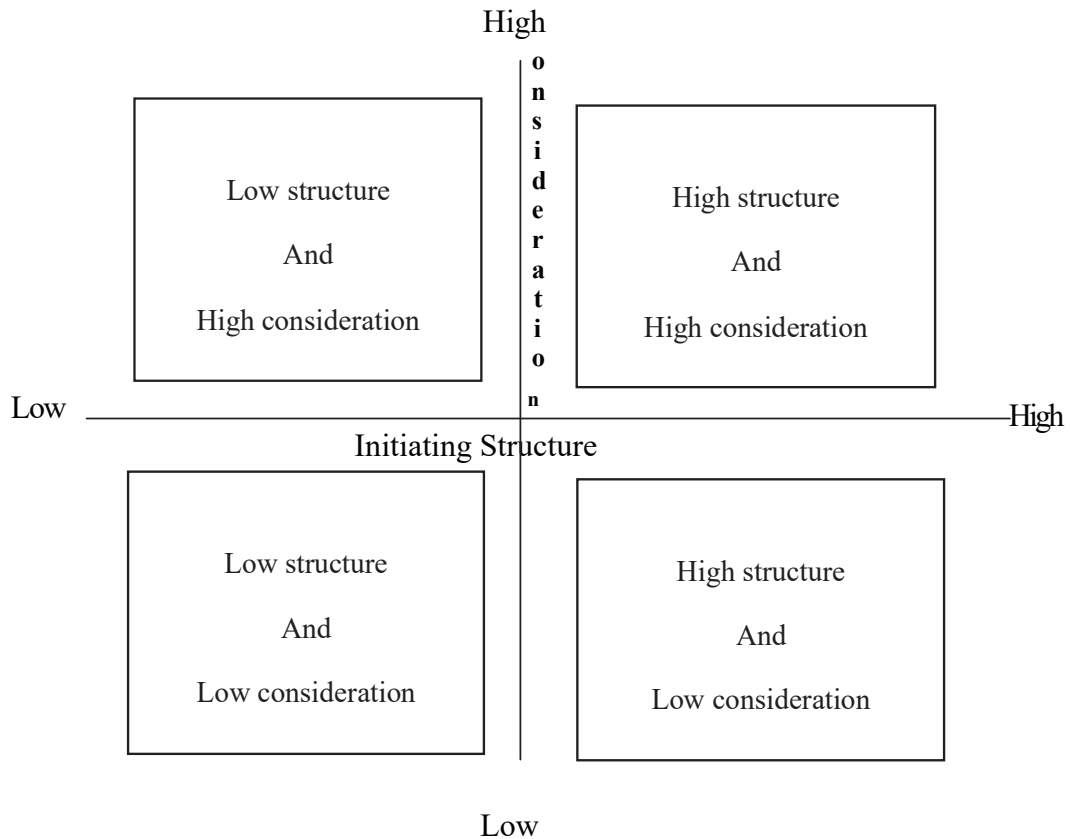
The Personnel Research Board of Ohio State University, under the principal direction of Ralph Stogdill, began a study to determine effective leadership styles. In the attempt to measure leadership styles, these researchers developed an instrument known as the *Leader Behavior Description Questionnaire (LBDQ)*. The LBDQ had 150 examples of definitive leader behaviors, which were narrowed down from 1,800 leadership functions. Respondents to the questionnaire perceived their leader's behavior toward them on two distinct dimensions or leadership types, which they eventually called initiating structure and consideration:

- ***Initiating structure behavior*** : The initiating structure leadership style is essentially the same as the job-centered leadership style; it focuses on getting the task done. The people who score high on this dimension will put pressure on their subordinates to meet deadlines and maintain certain standards of performance.

- ***Consideration behavior*** : The consideration leadership style is essentially the same as the employee-centered leadership style; it focuses on meeting people's needs and developing relationships. Individuals who score high on this dimension are open and friendly with subordinates, help them solve both personal and work-related problems and treat all the subordinates as equals at workplace.

Because a leader can be high or low on initiating structure and/or consideration, four leadership styles are developed. The Ohio State University Leadership Model identifies four leadership styles: low structure and high consideration, high structure and high consideration, low structure and low consideration, and high structure and low consideration. Fig. 3 Illustrates the four leadership styles and their two dimensions. Leaders with high structure and low consideration behavior use one-way communications, and decisions are made by the managers, whereas leaders with high consideration and low structure use two way communications and tend to share decision making.

**Fig. 3: The Ohio State University Leadership Model: Four Leadership Styles, Two Dimensions**



### ➤ Leadership Grid Theory

Behavior leadership theory did not end in the mid-1950s with the University of Michigan and Ohio State University studies. Robert Blake and Jane Mouton, from the University of Texas, developed the Managerial Grid and published it in 1964, updated it in 1978 and 1985, and in 1991 it became the Leadership Grid with Anne Adams McCauley replacing Mouton, who died in 1987. The Leadership Grid was applied to project management by different researchers. The Leadership Grid builds on the Ohio State and Michigan studies; it is based on the same two leadership dimensions, which Blake and Mouton called *concern for production* and *concern for people*. The concern for both

people and production is measured through a questionnaire on a scale from 1 to 9. Therefore, the grid has 81 possible combinations of concern for production and people. However, the Leadership Grid identifies *five leadership styles: 1,1 impoverished; 9,1 authority compliance; 1,9 country club; 5,5 middle of the road; and 9,9 team leader.*

**Fig. 4: Blake, Mouton and McCauley Leadership Grid**

**High**

**Concern for People**

**Low**

|            |                               |             |
|------------|-------------------------------|-------------|
| <b>1</b>   | <b>Concern for Production</b> | <b>9</b>    |
| <b>Low</b> |                               | <b>High</b> |

Following are descriptions of leadership styles in the Leadership Grid:

- **The impoverished leader (1,1)** has low concern for both production and people. The leader does the minimum required to remain employed in the position.
- **The authority-compliance leader (9,1)** has a high concern for production and a low concern for people. The leader focuses on getting the job done while people are treated like machines.



- **The country-club leader** (1,9) has a high concern for people and a low concern for production. The leader strives to maintain a friendly atmosphere without regard for production.
- **The middle-of-the-road leader** (5,5) has balanced, medium concern for both production and people. The leader strives to maintain satisfactory performance and morale.
- **The team leader** (9,9) has a high concern for both production and people. This leader strives for maximum performance and employee satisfaction. According to Blake, Mouton, and McCauley, the team leadership style is generally the most appropriate for use in all situations.

#### ➤ **Limitations of Behavioral Theories of Leadership**

Along with its strengths, the behavioral approach to leadership has several weaknesses.

1. First, the research on the behavioral approach has not adequately shown how leaders' behaviors are associated with performance outcomes. Researchers have not been able to establish a consistent link between task and relationship behaviors and outcomes such as morale, job satisfaction and productivity.
2. Another criticism is that this approach has failed to find a universal style of leadership that could be effective in almost every situation.
3. A final criticism of behavioral approach is that it implies that the most effective leadership style is the high-high style (i.e high task and high relationship). Full range of research findings provide only limited support for a universal high-high style. Certain situations may require different leadership styles.

#### **Check Your Progress Exercise-4**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

|                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Q1. What are three important contributions of the University of Michigan and Ohio State University studies?                                     |
| <hr/>                                                                                                                                           |
| <hr/>                                                                                                                                           |
| Q2. Do you agree with the University of Michigan model (with two leadership styles) or with the Ohio State model (with four leadership styles)? |
| <hr/>                                                                                                                                           |
| <hr/>                                                                                                                                           |
| Q 3. Do you agree with the Leadership Grid's claim that the one best leadership style is the team leader (9,9)?                                 |
| <hr/>                                                                                                                                           |
| <hr/>                                                                                                                                           |
| Q 4. The behavioral approach to leadership has several weaknesses. Describe in brief.                                                           |
| <hr/>                                                                                                                                           |
| <hr/>                                                                                                                                           |

#### 4.7 LET US SUM UP

A leader is the individual who exerts the most influence in a group. Leaders tend to be either task-oriented or relationship-oriented. Leaders usually play crucial roles in group decisions. Leadership effectiveness is a function of both the kind of person a leader is and the nature of the work situation. The origin and development of leadership has been differently defined and explained by the psychoanalysis and Bogardus.

The leader is the crux around which the varied problems of the organization move. The first systematic study of leadership began in the year 1930s with the development of trait theories. One trait theory is the “Great Person” theory of leadership. The view that leaders possess special traits that set them apart from others and that these traits are responsible for their assuming positions of power and authority. Another approach to the study of leadership is behavioural approach, anyone who adopts the appropriate behaviour can be a good leader. Researchers on leadership behaviour who followed the behaviour approach to leadership, attempted to uncover the behaviours in which leaders engage, rather than what traits a leader possesses.

#### 4.8 GLOSSARY

1. **Leadership:** The process of influencing the activities of an organized group toward goal achievement.
2. **Leadership style:** It is the combination of traits, skills, and behaviors leaders use as they interact with followers.
3. **Autocratic leadership style:** The autocratic leader makes the decisions, tells employees what to do, and closely supervises workers.
4. **Democratic leadership style:** The democratic leader encourages participation in decisions, works with employees to determine what to do, and does not closely supervise employees.
5. **Initiating structure behavior.** Leadership style in which leader put pressure on their subordinates to meet deadlines and maintain certain standards of performance.

6. **Consideration behavior:** Leadership style in which leaders are open and friendly with subordinates, help them solve both personal and work-related problems and treat all the subordinates as equals at workplace.

#### 4.9 LESSON END EXERCISE

- Q1. What do you mean by leadership? Discuss its characteristics.
- Q 2. Describe the various function of leadership.
- Q3. Define Leadership. What are the important contributions of the Leadership Grid research?
- Q4. Write brief notes on the following
- a) What are the University of Iowa leadership styles?
  - b) What are the University of Michigan leadership styles?
  - c) What are the Ohio State University leadership styles?
  - d) What are the limitations of the behavioral approach to leadership.
- Q5. Critically evaluate the trait theories of leadership.

#### 4.10 SUGGESTED FURTHER READINGS

George, J. M., & Jones, G. R. (2012). *Understanding and managing organizational behavior*. (6<sup>th</sup> ed.) New Delhi: Pearson Publications.

Greenberg, J., & Baron, R. A. (2007). *Behavior in organizations*. (9<sup>th</sup> ed.) New Delhi: Pearson Publications.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology*. New Delhi: Asia Publishing House.

Mathur, S. S. (2007). *Social Psychology*. (3<sup>rd</sup> ed) Agra: Vinod Pustak Mandir.

Mohanty, G. (2016). *Social Psychology* (4<sup>th</sup> ed). New Delhi: Kalyani Publishers.

Robbins, S. P. (2009). *Organizational behavior*. (14<sup>th</sup> ed.) New Delhi: Pearson Publications.

~~~

ATTITUDE : NATURE, FORMATION, DETERMINANTS AND MEASUREMENT

STRUCTURE :

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Nature of Attitude
- 5.3 Formation of Attitude
- 5.4 Determinants of Attitude
- 5.5 Measurement of Attitude
- 5.6 Let Us Sum Up
- 5.7 Glossary
- 5.8 Lesson End Exercise
- 5.9 Suggested Further Readings

5.0 INTRODUCTION:

The concept of attitude has been, and remains, central and fundamental to social Psychology. As a consequence of interaction between the individual and the society certain beliefs, opinions, values, norms, customs and tradition grow to which the individual usually conforms. Through the process of socialization the human being conforms to these social norms and traditional values. This conformation to social traditions, customs and cultural values occurs through the

formation of appropriate and positive beliefs and ideas in relation to various socially standardized values, norms, rules, regulations or various other criteria of conduct of his reference groups. This is otherwise called attitude in a wider sense. The sociogenic and biogenic motives of person are also reflected in his attitudes. From the above standpoint attitude has got wide spread repercussions in one's social, personal and emotional life. It not only determines the behavior of an individual in a particular situation it also directs the person to act in a particular manner by providing a readymade set.

In the world of communication & information technology advertising campaigns are often arrived at instilling in us a positive attitude toward a particular product with the hope that this will result in us buying what they have to sell. Thus Allport (1954) rightly viewed the concept of attitude "as the most distinctive and indispensable concept in social psychology."

Attitudes, then are important to understanding stereotyping, prejudice, voting intentions, consumer behavior and interpersonal attraction to name but a few major areas in social psychology.

5.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Describe the nature of attitude
- Explain the formation of attitude.
- Discuss the determinants of attitude.
- Explain the measurement of attitude.

5.2 NATURE OF ATTITUDE:

Most social psychologists define an attitude as an evaluation of people, objects or ideas. Attitudes are evaluative in that they consist of a positive or negative reaction to something. We can elaborate further on the definition of an attitude by starting more precisely what we mean by an "evaluation". Attitudes are made up of three parts: (a) an affective component (consisting of emotional reactions towards the attitude object), (b) a cognitive component (consisting of your thoughts beliefs about the attitude object, and (c) a behavioral component (consisting actions or observable behavior toward the attitude object).

Frreg : Consider your attitude toward a particular model of the car. First, there is your affective reaction, or the feelings the car triggers. These feelings might be a sense of excitement and aesthetic pleasure when you see the car. Second, there is your cognitive reaction or the belief you held about the car's attributes. These might include your thought's about the car's mileage, safety, steering and handling & soovress. Third, these is your behavioral reaction, or how you act in regard to this type of car. For e.g., going to the dealership to test-drive the car actually purchasing it are behavior related to your attitude.

Attitude can also be defined as a mental or neural state of readiness organized through experience influencing dynamically or directly the individual's response to all objects and situations with which it is related.

Kretch, Crutchfield and Ballochey (1962) hold that attitudes have an adoptive significance in that they represent a fundamental psychological link between a person's ability to perceive, feel and learn while giving order and meaning to his continuing experience in a complex social environment.

Rosnow & Robinson (1967) view that the term attitude denotes the organisation in an individual of his feelings, beliefs and predispositions to behave as he does.

Some behavioristically inclined social psychologists refer to the attitude as conforming behaviour. The behavior is directed towards a particular standard or norm. One cannot speak of confirmity if there is no standard or norm. Attitudes are formed with respect to situation, persons or groups with which individual comes in contact with course of the growth and like development of his personality. Once they are formed they put the pressure that the individual reacts in a specific or characteristic way to these or related situation, persons or groups. When you see a person or group of persons react to the Indian National flag with respect or stand up and listen silently to the national anthen, you infer that they have a favourable attitude to the national flag or national anthem in general. Exactly in the similar way, attitude towards different political, social organisations, cinema, sports can be understood from the very behavior of the organisms.

Attitudes give a direction to one's behavior and actions. Because of a particular positive attitude the organism either approaches it or because of a negative avoids it. A positive attitude will reinforce the behavior and help in its continuance. A negative attitude makes the response weak finally and leads to avoidance behavior. Attitudes have affective properties of varying degrees. They are linked with feelings and emotion like pleasant, unpleasant, fear, love. The most important is in attitudes are not innate but learned, acquired and conditioned. They grow in the society in the minds of men through various modes of training. As a result of our first hand and second hand experience with objects, ideas, situations and through the process of socialization attitudes grow. Direct or first hand experience and growth of attitudes. But often the attitude of our parents, relations, friends, teachers, peers and of course the loved ones helps in the development of individuals attitude in the particular direction. Thus, the attitude develops both through direct & indirect sources.

Characteristics of Attitude :

1. **Attitudes are acquired :** Although attitudes unconsciously influence our day to day behaviour, but they are not inborn or innate. They are acquired.
2. **Attitudes are more or less permanent :** Although attitudes are not innate or inborn, they are permanent.
3. **There is subject - object relationship in attitudes :** Every attitude in its background has same individual object or situation. For e.g. when a child is frightened by a dog, his attitude of fear is not concerned with the word 'dog' but the image of dog.
4. **Attitudes provide the direction to human behaviour :** Attitudes direct the individuals to behave in a particular manner in certain situations. Therefore, on the basis of the individuals, we are able to foretell the possible behaviour of a particular person.

5.3 FORMATION OF ATTITUDE :

Most social psychologists would agree that attitudes are learned through direct or indirect experience. However recent research by Waller et al (1990) and Keller et al (1992) has produced evidence to show that genetic factors may also play a role. Research by Waller et al (1990) genetic influences in psychology, found that the attitudes of identical twins correlated more highly than the attitudes of non-identical twins.

This was found both when identical twins were reared together and reared apart. The attitudes investigation ranged from religious matter to job satisfaction.

Formation of Attitude through Direct Experience

Many of the attitudes we hold are based up our own direct experience, and attitudes formed as a results of frightening or traumatic experiences are often resistant to change. Nevertheless, attitudes grow in the individual through the process of socialization social attitudes develop out or verbal value judgements, dos and dont's. But personal attitude may develop out of one's own interaction, contact and first hand experience with the attitudinal object and other objects related to it. Parents, .family, members, media press, teachers, well-wishers and acquaintances, all pay a tremendous role in the formation and growth attitudes. Through attitudinal socialization experiences, people learn appropriate attitude towards certain peoples. Different types of food, toy, playmates, play materials and develop negative attitude towards other. However, many times repeated exposure to an attitude object may be sufficient to affect your evaluation and hence form an attitude. When we first hear a new record we may feel netural or mildly dislike it, however repeated listening often serves to make us like the record very much or strongly dislike it.

Learning Theory Approches

According to learning & reinforcement theorists attitude are learned behavior to particular stimuli. These theorists have emphasized on identifying the nature of the stimuli that lead one to develop and maintain specific attitudes. Staats (1975), Staats and Staats (1958) have tried to explain the formation of attitudes through basic learning process. After pairing an US such as meal with a CS such as bell Pavlov found that simply ringing the bell begin to new produce a new response i.e. salivation.

According to Staats attitude is the equivalent of C.R., something that can be exicted by the introducing of a C.S. The result of the Staats study conducted to demonstrate that attitudes can be classically conditioned indicated basically that subjects held more positive attitudes towards the nationalities associated with positive words and more negative attitudes towards those associated with negative words.

Again, Instrumental or operant conditioning, through the use of rewards and punishments, clearly has an important role to play in the formation of attitudes. Modelling also has a strong influence on the formation of attitudes. Modelling is a social learning theory approach where attitudes are learned through observing the behavior of significant others and crucially, how that behavior is rewarded or punished. When children model their behavior from their parents, this often results in the child behaving as the parents do rather than how the parent tell the child to behave.

Check Your Progress Exercise-1

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Explain the nature of attitude.

Q2. How attitudes are formed through direct experience?

Q3. Explain learning theory approaches as a source for the formation of attitude.

5.4 DETERMINANTS OF ATTITUDE :

The determinants of attitude can be divided into two parts:

1. Structural Determinants
2. Functional Determinants.

Attitudes are mainly formed on the basis of social influence & cultural variation. Thus the determinants of attitudes obviously lie in the social institution, objects and people. The important determinants of attitude are discussed as under :

(1) Motivational Determinants :

Attitudes are formed out of satisfaction of basic needs and various other motives. When one is guided by the motive of hunger, his attitude towards food is favourable. One is hungry but he doesn't like the taste of food, thus develops a bad attitude to that specific recipe. Attitudes and Motives are therefore interlinked.

Attitudes are formed about these objects about which the organism has need. Hunger, sex & thirst are physiological motives and are socially conditioned & involve the stamp of culture. Different attitudes help to structuralize ones motivation. One is hungry but if he is Hindu, he does not usually take beef as it is not socially sanctioned. He has thus a negative attitude towards beef.

(2) Perceptual Determinants :

The nature and quality or property of the object also determine one's attitude. If an object is colourful and marvellous, if a person is handsome or beautiful we develop favourable attitude towards the stimulus. Selectivity of perception is also determined by the properties of the object. Thus attitudes are determined by the structural factors of the attitudinal stimulus.

(3) Frame of Reference

Frame of reference determines the nature of one's attitudes. The structural quality or perceptual property of the object alone does not influence or determine one's attitude, one's previous knowledge about the object of percept influences his attitude. Frame of reference refers to observing or analysing a stimulus on the basis of prior experience or prior knowledge. We try to judge it by particular norm. Thus our attitudes are not born out of vacuum. The past idea of the family or any ingroup about the object or person may influence one's attitude. In a study when poor boy were given cheap sweets developed good attitude towards it because their frame of reference was poverty. But when the sweets were given to rich boys they showed negative attitude towards it because their frame of reference was wealth.

(4) Reference Group:

Reference group plays a dominant role in the determination of attitude. The groups with which one does not have direct relation but psychological affinity determines one's attitude. These reference groups serve as reference or standard for determining one's attitude in the positive or negative direction. Reference groups provide social support to the growth of attitude.

(5) Verbal Determinant:

Language plays a vital role in the formation of opinion, ideas and attitudes and hence determines them. According to Lippmann without having any direct contact or first hand information people develop strong positive or negative attitudes towards political parties, religions and social organisations, educational institutions, statesmen, government, people and countries. Since direct contact is not possible in all and in every case, one has to depend upon mass communication, mediums. It is through language these ideas are communicated.

(6) Social Determinants :

Society and family are perhaps the most significant determinants of one's attitude. Attitudes of the family are again determined and shaped by larger streams of social & cultural influences. The investigation of Newcomb & Sesvehola indicate that the family is effective in shaping the beliefs and attitudes of children is proportionate to the degree to which other cultural influences operate in the same direction. They to a great degree determine the pattern and direction of attitudes and hence the relationship between attitude of parents and children is highly positive. Of course in a few cases, the correlation between the beliefs and attitude of the parents and their children may be negative & in some cases there may not be much correlation. If the parents dislike to develop negative attitude towards communism or early marriage, the child is likely to develop negative attitude towards communism or early marriage caste, feeling, gender bias etc are due to social standard and family background. Attitudes towards untouchability, dowry, child-marriage, widow marriage, family planning, opposite sex etc. all develop in a social context and all determined by it.

(7) Personality factors :

Personality factors responsible for determining attitude come under the functional factors. Personality factors like introversion, extroversion, asendance and submission, rigidily and flexibility are related to conservative or radical attitudes. Vetter & Exter (1930) in a study found that introciled and flexible persons readily adopt to beliefs and attitudes that depart from the accepted group norms and hence develop radical beliefs and attitudes. But personality waits do not however determine the specific natures of one's beliefs & attitudes.

Check Your Progress-2

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Write a short note on the determinants of attitudes.

Q2. Reference group play a dominant role in the determination of attitude. Explain.

5.5 MEASUREMENT OF ATTITUDE

Social Psychologists have been very inventives in their attempt to measure attitudes, this inventiveness ranges from asking people (through various types of self report question raises), observing people (sometimes as participant observes) to indirect measures (for example, physiological responses).

Physiological techniques (such as galuanic skin response, heart rate, pupillary dilation) of measuring attitudes assure that the affective (emotional/evaluative)

component of attitudes correlates with the activity of the autonomic nervous system. Hess (1965) demonstrated that if a person's pupils dilated (increase in pupil size), a positive attitude was indicated, and if there was pupil constriction (decrease in pupil size), it was indicative of a negative attitude.

Direct Measures :-

Lots of attempts have been made by Katz and Allport under the guidance of G Gallet and Bogardus to measure attitude. Among the methods developed to measure attitudes, attitude scale are the most frequently used methods.

Attitude scales include statements, items and questionnaires on a wide variety of objects, persons, things, ideas, issues and events so that one can assess the attitude of the subject(s) most reliably.

The most frequently used attitude measurement techniques are:

- (1) Method of Equal Appearing Internals.
- (2) Method of Summated Rating.
- (3) The Social Distance Scale.
- (4) Cumulative Scaling Method.
- (5) The Scale discrimination technique.

Method of Equal Appearing Internals :

This scale was developed by L.L. Thurstone and Chaue (1929) and is the earliest technique of attitude measurement. In this scale, a large number of simple, easily understood statements showing a fovourable or unfavourable attitude towards the attitudinal object are collected.

Thurstone indeed, was the first one to suggest that attitudes can be measured by finding the view that a person holds about attitudes object. Thurstone viewed attitudes as varying along an evalulative construction ranging from favourable to unfavourable.

Construction :

The steps in the construction of Thurstone's scale are as follows :

1. First of all the statements regarding the attitude which is to be measured are collected.

2. These are edited and sent to judges.
3. The judges are asked to arrange the statements from extremely favourable to extremely unfavourable in A pile and least in K pile.
4. With the help of statistics the median value of each statement is calculated. This value becomes the scale value of each statement.
5. Which statement is to be chosen in the final scale is decided by finding the scale value and also interquartile range or Q is calculated through Q variability. Hence on the basis of Q and scale value of each statement, the statements are chosen for the scale.
6. Through the use of statistics internal consistency is found out. Those statements are removed which show low consistency.
7. Lastly Thurstone scale is finally prepared by including the statements which have been chosen through the above mentioned procedure.

Method of Summated Rating :-

Likert (1932) developed a method of attitude measurement by summing responses to a considerable number of statements representative of the attitude in question, for example, if a social psychologist were interested in attitudes to euthanasia, a list of, say, 30 statements relevant to the topic would be generated half of these should be favourable and half unfavourable people would rate each statement on a five-point scale which would be drawn as follows:

1. It is the duty of doctors to keep people alive for as long as possible

| | | | | |
|----------------------|-------|-----------|----------------------|----------|
| Strongly
Disagree | Agree | Undecided | Strongly
Disagree | Disagree |
| 1 | 2 | 3 | 4 | 5 |

2. People suffering from a terminal illness should be helped to die if it is their wish

| | | | | |
|----------------------|-------|-----------|----------------------|----------|
| Strongly
Disagree | Agree | Undecided | Strongly
Disagree | Disagree |
| 1 | 2 | 3 | 4 | 5 |

A person's attitude is simply the summed score from each question

(notice in the above example that a high score indicates a favourable attitude to euthanasia, a low score an unfavourable attitude). This is the basis of the Likert method. However, a number of technical procedures are needed to ensure that response bias is not present, such as equal numbers of favourable and unfavourable attitude statements. One shortcoming is that middle scores from summing responses to a number of questions may result from moderate answers to each question or an inconsistent response pattern. A further shortcoming is that such a fine point scale is not linear, i.e. the difference between "strongly agree" and "agree" is probably greater than that between "agree" and undecided. Never the less, the Likert scale remain popular because it is both easy to construct and administer.

Social Distance Scale :

This scale was developed by Katz and Allport under the guidance of Gallet and Bogardus. The procedure of the construction of the scale is as follows:

The investigator first formulates various statements indicating different degrees of acceptance or rejection of the group. The 'S' has to indicate how close or far away he is from the members of the other group. The distance measured by these statements are basically psychological. A favourable attitude is indicated by the closeness and an unfavourable attitude is indicated by distance. The greater is the distance, the greater is anti attitude and the less is the distance the greater is the pro attitude. The psychological distance is progressively increased in the scale as are proceeds from the last statement starting from close kinship by marriage to exclusion from the country. This scale has been used very widely and successfully as its construction is quite simple. This scale is used to compare different people's attitude towards the same nationality or a single individuals attitude towards different nationalities.

By this scale any kind of interpersonal likes and dislikes can be measured.

Semantic Differential Scaling Method :

It was developed by Osgood, Susi and Tennenbaum (1957), provides both a measure of attitude strength and further information concerning the significance of the attitude to the individual. The semantic differential entails the rating, on seven-point scales, of an attitude object (person or thing) using numerous bipolar adjective scales. For example, below is a number of bipolar adjectives related to attitudes to pornography.

| | |
|-----------------|---------|
| Good..... | B a d |
| Clear | Dirty |
| Beautiful | Ugly |
| Strong..... | Weak |
| Active | Passive |
| Cruel | Kind |

People would simply be asked to place a tick above one of the dashes corresponding to how they feel about pornography in relation to that particular bipolar adjective. This would then be converted into a rating value rating from +3 through 0 to -3.

The Semantic differential provides three types of information about the attitude object : evaluative, potency and activity information, the evaluative dimension (in the above example, good-bad, clean-dirty, beautiful- ugly) measures the favourable or unfavourable attitude towards the object. The potency dimension (strong-weak, cruel-kind and the activity dimension (active-passive) provide additional information about the significance of the attitude object to the individual whose attitude is being measured.

5.6 LET US SUM UP :

An attitude is a person's liking or disliking for any object, person or idea. Attitudes are not biologically inherited but built out of continuous experiences of the world around us. The important determinants of attitude are motivating perception, frame of reference, reference groups, personality factor, society and family.

Attitudes can be measured in a variety of ways physiological techniques or attitude measurement techniques.

- (1) Method of Equal Appearing Intervals.
- (2) Social Distance Scale
- (3) Method of Summated Rating.
- (4) Cumulative Scaling Method
- (5) The Scale discrimination Technique.

Check your Progress-3

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. List the various techniques (methods used by social psychologists for measuring attitude.

Q2. How attitude can be measured by using method of summated rating?

5.7 GLOSSARY :

1. **Attitude** : It can be defined as mental or neural state of organized through experience influencing dynamically or directly the individuals response to all objects and situations with which it is related.
2. **Frame of reference** : It refers to observing or analysing a stimulus on the basis of prior experience or prior knowledge.
3. **Reference group** : This is a group with which one does not have direct relation but psychological affinity determines ones attitude.

5.8 LESSON END EXERCISE :

- Q 1. Define attitude. Discuss the various characterstics of attitude.
- Q 2. Differntiate between Thurstone and Likert scales of attitude measurement.
- Q 3. Describe in detail the formation of attitude.
- Q 4. Enumerate the various determinants of attitude.

5.9 SUGGESTED FURTHER READINGS

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13th ed). New Jersey: Pearson Education Limited.

Baron, R. A., & Byrne, D. (2003). *Social Psychology* (10th ed). New Delhi: Pearson Education.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology*. New Delhi: Asia Publishing House.

Mathur, S. S. (2007). *Social Psychology*. (3rd ed) Agra: Vinod Pustak Mandir.

Mohanty, G. (2016). *Social Psychology* (4th ed). New Delhi: Kalyani Publishers.

~~~~~

## **PUBLIC OPINION**

### **STRUCTURE**

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Meaning of Public Opinion
- 6.3 Characteristics of Public Opinion
- 6.4 Process of Formation of Public Opinion
- 6.5 Factors Influencing Public Opinion
- 6.6 Methods of Measuring Public Opinion
- 6.7 Let Us Sum Up
- 6.8 Glossary
- 6.9 Lesson End Exercise
- 6.10 Suggested Further Reading

### **6.0 INTRODUCTION :**

Man is known to be a social-animal and lives in societies, cultures, customs and likewise he tends to form an opinion about the various aspects of his environment, with an agreement or disagreement about it. So, the topic public opinion has always been a topic of great interest to social psychologist as they study human behaviour within a group of one feeling.

## 6.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Explain the meaning of public opinion.
- Reproduce the definitions of public opinion.
- Discuss the characteristics of public opinion.
- Describe the process of formation of public opinion.
- Explain the factors determining public opinion.
- Elaborate the methods of measuring public opinion.

## 6.2 MEANING OF PUBLIC OPINION

The term public refers to a group of people or general body or totality of members of a community, society or nation. The term public signifies the general body of persons belonging to a particular community whether it is a small group or national group or people of the world as a whole.

The term public therefore implies a noncontiguous but psychological group where there is no face to face or shoulder to shoulder contact. And an opinion is a belief which is stronger than a mere notion or impression but less stronger than positive knowledge like attitude or stereotype based on complete or inadequate knowledge. Thus, in simple terms public opinion means opinion held by the people at a certain time on a certain issue.

### Definitions of Public Opinion

- (1) **According to Kimball Young (1946):-** Public opinion consists of opinions held by a public at a certain time.
- (2) **According to Lodev :-** Public opinion should be regarded as an organized process and not merely as a state of agreement about some questions of the day.
- (3) **According to Allport :-** The term public opinion is given its meaning with a reference to a much individual situation in which individuals are expressing themselves or can be called upon to express themselves as favouring or supporting or disfavoursing and opposing some definite condition, person or

personal or widespread importance in such a proportion, number, intensity and constancy to give rise to the probability of affecting action, directly or indirectly towards the object concerned.

- (4) **According to Akolkar :-** Public opinion simply refers to that mass of idea which people have or express on a given issue.
- (5) **According to Lippman :** Public opinion is the picture inside the heads of the human beings, the pictures of themselves of their need, purpose and relationships are their public opinion.
- (6) **According to James T. Young :-** Public opinion is the social judgement of a self conscious community on a question of general importance after rational public discussion.

### **6.3 CHARACTERISTICS OF PUBLIC OPINION**

- 1. Any opinion which is acceptable to all or atleast to most of persons, can be called public opinion
- 2. In public opinion the chief-characteristics is common acceptance of the group.
- 3. A public opinion is based on social and cultural unity of the community.
- 4. A public opinion is not transitory and disorganized liked a crowd. It is organized like a group can continue for a certain period. But it is also liable to change.
- 5. For the formation of public opinion direct and indirect means of communications are essential.
- 6. Public opinion may grow on different problems like political, economic, social and religious issues.
- 7. Public opinion become effective chiefly because of related institutions and groups which furnish direct contact and which have by and large formal organizations, codes and purposes like political parties, press, radio, TV etc.
- 8. Generally it is seen that public opinion carries with it the impact of ruling group. Those in power influence the opinions of other.
- 9. Public opinion is not the unanimous or the universal opinion of the group. But it has the capacity to keep the entire group active.

10. Public opinion can be formed only when there is unity may be cultural, social or economic amongst the members of the public or the group. This opinion can be formed by exchange of ideas or news.

#### **6.4 PROCESS OF FORMATION OF PUBLIC OPINION :**

The process of the formation of public opinion is very complex as it is not formed in an instant manner and is a continuous process. The process is set in motion when some people draw the attention of other members of the group to some particular problem and stress its importance. These latter individuals then slowly devote their attention to this problem and put forward their respective opinions concerning it. The conclusion that derives from the comparative analysis of opinion so expressed is public.

##### **Basic Steps of Public Opinion Formation :**

- a) In the first stage of the process of public opinion, some people defined and identified the problem of issue. Various interest groups in the public put forward different view concerning to the problem of issue. They try to get support from the rest of the people.
- b) In the second stage, the identified problem is discussed in great detail for bringing some solution. The possible ways of dealing with the problem are worked out. All the positive and negative aspects of the issue are discussed and deliberated and whether it is possible to reach the goal is also explored. In sum, the problem is studied in detail and possible solutions are worked out to raise the public opinion like giving the news to various media to publish or broadcast for the awareness of the public.
- c) In this third stage, alternative proposals for the solution of the problem are put forward. After knowing about the issue from the press or electronic media, people from other groups and other villages will come and participate in the discussion. People in opposition may try to give opposite statements, slogans, may make several propagandas and may spread rumor and thereby try to create conflict when the public opinion has not been fully formed and is still in a fluid state and only in the process of formation.
- (d) In the fourth and final stage of opinion formation from all speeches, slogans, conversations and discussions, the majority of the members reach at a final



decision regarding a particular issue. This a conclusion is derived from the comparative 'analysis of opinions so expressed. This becomes the public opinion.

## **6.5 FACTORS INFLUENCING PUBLIC OPINION**

Formation of public opinion is a continuous process. It is not formed overnight or instantly. Various factors play an important role in the formation of public opinion. They are discussed here briefly.

### **(a) Individual Factors :-**

Generally, it is the social circumstances that influence social processes more than other factors but in the case of public opinion and its formation some individual or personal factors are also of importance, in particular the opinion of influential individual. These great men become the ideals of the other people and are than imitated and followed by the common men and women.

### **(b) Social Cultural Conditioning :-**

Socio-cultural conditioning plays a crucial role in the formation of public opinion when people without finding any reason, accept a particular opinion just because of social norms and values. Every socialization process which plays a role in the formation of attitude, stereotype, beliefs and prejudices always determine public opinion. The public opinion towards females, scheduled castes, scheduled tribes and other disadvantaged people are determined by socio-cultural conditioning.

### **(c) Prejudice:-**

Prejudice is also helpful in the determination of public opinion. Attitude towards disadvantaged sections of the society colour one's public opinion and beliefs.

### **(d) Leader :-**

Leader plays a crucial role in determining public opinion. The leader gives direction and stability to the public opinion and it also helps in eliminating the opposite forces who stand on the way of formation of a particular public opinion. The leader makes an assessment on the general mood of people, before mobilizing public opinion in a particular direction. They leader may not be able to create a

situation for public opinion but it can take advantage of the existing situation and manipulate it to his advantage or to the advantage of people.

**(e) Imitation :-**

It is common human psychology to go with the majority which is called band-wagon effect, when some people who do not have any definite opinion on the issue and are still confused find that majority people are accepting or holding a particular opinion, they also join them thinking that since majority people are holding it, it must be the right and just opinion.

**(f) Government :-**

For developing awareness and public opinion in favour of various welfare works undertaken by the government like literacy, economic security, health, family planning, saving and investment, government through various means of propaganda try to create public opinion so that people can readily accept and take proper advantage of such welfare programmes. Therefore in each and every state, there are Information and Public Relations Department who mobilize public opinion in addition to other works.

**(g) Relation and caste :-**

Religion and caste also influence the formation of public opinion. Religion is a social matter and not a private affair as most people are prone to consider it. Even though most states today are secular, religion does influence social life and in particular rural social life. For example, in India, public opinion is considerably influenced by religious consideration in connection with most social and political problems. The influence of religion is further strengthened by caste and together they put considerable influence upon public opinion. Although the caste system is being continuously modified, casteism is increasing in India and is being encourage because of the vested interests. Both in the political as well as social spheres one can see difference in the public opinion, the differences being caused by the various caste interest in the consideration of different problems. Kimball Young has described following seven factors that influence public opinion.

- (1) Social economic phenomenon.
- (2) Other specific incidents.
- (3) Incidents influencing the international situation.
- (4) Changes of the individuals direction of action by specific incidents.
- (5) Social phenomenon related to the intellectual view point.
- (6) Delusive phenomenon related to rationalization.
- (7) Phenomenon introducing stability.

### **Summary**

Public opinion has been defined differently by various social psychologists. Public opinion is nothing but belief, connection or an idea of the people about some object or about some people. It can be developed without any shoulder to shoulder or face to face contact. Formation of public opinion is a complex and continuous process. There are three steps in the formation of public opinion.

***Definition / Identification / Exploration*** - The problem solving various factors are also important in the formation of public opinion like socio-cultural conditioning, Prejudice, Leader, Imitation, Government Religion / Caste.

#### **Check Your Progress Exercise-1**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. What do you mean by the term public opinion? Discuss.

---

---

Q2. Explain the various characteristics of public opinion.

---

---

Q3. Write down the basic steps that takes place in the formation of public opinion.

---

---

Q4. What are the important factors in the formation of public opinion?

---

---

## **6.6 METHODS OF MEASURING PUBLIC OPINION :-**

There are various methods for the measurement of the public opinion. The main methods by means of which public opinion can be assessed are the following :

### **(1) Historical Qualitative Method :-**

The historical method of measuring public opinion attempts to study the change of public opinion through the last seven years because of several political, economic, social and historical occurrences. One may compose the public opinion that existed towards the British in 1947 with the public opinion at 1996 and evaluate the changes therein. Many major facts relating to public opinion came to the surface through this method. The public opinion regarding customs, traditions, dogmas, rituals can be measured by Qualitative method.

### **(2) Gallup Poll Method :-**

The most famous method of assessing public opinion is the gallup poll method. Now-a-days this method is employed to find out the public opinion concerning different problems. For example, the Daily Mirror, a newspaper in England, used this method more than once to find out the public opinion concerning capital punishment that prevailed in England. In this method public opinion is examined and assessed with the help of the questionnaire and the projection method.

**(3) Quasi Experimental Method :-**

By this methods steps have been taken to observe and assess the influence of editorials published in newspapers on the opinion of people. In this method people are given sonic controlled stimuli and their views are obtained. Pearson and Thurstone used this method to find out the opinion of the public on attitude towards cinema. Similarly, documentary films are also produced and screened from time to time by the Central Government and State Government to influence the opinion of the public on community development projects and on measures taken by government for the welfare of poor, society disadvantaged minority groups.

**(4) Polling Method :**

In democratic countries the polling method is used to find out the opinion of the public in order to form a government. In the Indian, adaptation of this method the public expresses its opinion by marking the name of the party which has the individual's approval on the ballot paper. The polling method is also utilized to find out the public opinion concerning other problems and for this the following three methods are used in a particularly prolific manner :-

- (a) by distribution of ballot papers among the people through newspaper.
- (b) by sending ballot papers by post to selected citizens.
- (c) through interview.

Sometimes these methods are used to know the results of the general elections that are to be held subsequently.

**(5) Analysis of Letters to Editors and Legislature :-**

By going through the letters of the public to editors of daily newspapers and magazines one can have some idea about the public opinion. If daily large number of letters are written against the functioning of the Govt. it is to be taken for granted that public opinion is unfavourable towards the Govt. and the treasury bench. If the reverse is the case, public opinion appears to be favourable towards the government.

**(6) Questionnaire Method :-**

For measuring public opinion questionnaire method is also used. The questionnaire on the issue should not be lengthy but should be short and precise.

It should be standardized on the basis of pilot studies. The language should be simple and should express meaning clearly. Those questions which cannot be asked in the interview can be asked through questionnaires.

**(7) Survey Method :-**

In recent decade a new technique has been developed to study public opinion. This is the survey method. The methods of measuring attitudes are quite different from the survey research methods used to study public opinion for the effects of mass communications. It is not possible to ask each citizen about his opinion regarding the problem. So the group to be surveyed must be determined on the basis of the probability theory

**Check Your Progress Exercise - 2**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. What are the various methods of measuring public opinion?

---

---

Q2. What do you know about Gallup method?

---

---

Q3. Explain quasi experimental method in detail.

---

---

Q4. How one can measure public opinion by using historical qualitative method?

#### 6.7 LET US SUM UP :

The nature and form of public opinion is not clearly defined by calling it the opinion of the public. Public opinion also arises when there is a desire to change. What is generally accepted. Public opinion can be measured by using different methods like Historical Qualitative Method, Gallup Method, Polling Method, Questionnaire Method, letters to public officials, Quasi experimental method, survey method. It is seen that various methods or guides to public opinion have pros and cons, advantages and disadvantages. But the measurement of public opinion through poll technique is a quite satisfactory method.

#### 6.8 GLOSSARY :

1. **Public opinion** : Public opinion is a belief, conviction or an idea of the people about some object or about some people.
2. **Bandwagon effect** : It is a psychological phenomenon in which people do something primarily because other people are doing it, regardless of their own beliefs, which they may ignore or overdrive.
3. **Gallup poll method** : It is a method of measuring public opinion in which opinions are examined and assessed with the help of questionnaire and projection method.

#### 6.9 LESSON END EXERCISE :

- Q1. Write an essay on public opinion.
- Q2. Describe the process of formation of public opinion.
- Q3. What are the various methods of measuring public opinion? Give brief account of each method.

## 6.10 SUGGESTED FURTHER READINGS

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13<sup>th</sup> ed). New Jersey: Pearson Education Limited.

Baron, R. A., & Byrne, D. (2003). *Social Psychology* (10<sup>th</sup> ed). New Delhi: Pearson Education.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology*. New Delhi: Asia Publishing House.

Mathur, S. S. (2007). *Social Psychology*. (3<sup>rd</sup> ed) Agra: Vinod Pustak Mandir.

Mohanty, G. (2016). *Social Psychology* (4<sup>th</sup> ed). New Delhi: Kalyani Publishers.

~~~~~


PREJUDICE : NATURE, TYPES, FORMATION AND METHODS OF REDUCING PREJUDICE

STRUCTURE

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Meaning and Nature of Prejudice
- 7.3 Types of Prejudice
- 7.4 Formation of Prejudice
- 7.5 Methods of Reducing Prejudice
- 7.6 Let Us Sum Up
- 7.7 Glossary
- 7.8 Lesson End Exercise
- 7.9 Suggested Further Readings

7.0 INTRODUCTION

Prejudice is commonly used terms in social psychology as it produces a social distance in the society. It is the root cause of social and international tension. Today the entire world is in the sick-bed.

Pick up any daily newspaper or watch a news programmes on television and you will almost certainly come across examples of mistreatment of one person by another or one group by another group of people. It seems depressing that bad

treatment of one group by another is unchanging feature of all societies and likely to remain so. Why are people prejudiced and when does prejudice lead to discrimination and conflict? An assumption is that an unfair and unreasonable opinion or feeling especially when formed without enough knowledge is termed as Prejudice. Another assumption is that unjustified, since neither logical nor scientific grounds exist for one person or group of people to categorise themselves as either superior or inferior to another group of people.

Now the social psychologists have also helped tremendously to find out ways and means to reduce the means of social distance i.e. prejudice.

7.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Discuss the meaning of prejudice.
- Describe the nature of prejudice
- Explain the types of prejudice
- Elaborate the formation of prejudice
- Understand the method of reducing prejudice

7.2 MEANING AND NATURE OF PREJUDICE :-

Prejudice is derived from the Latin noun *prejudicium* which means prejudgement. It is forming an attitude or belief in advance or passing a judgement in advance. It is a judgement before actually coming in contact with the object or stimulus on which the judgement is passed.

A prejudice may be defined as a composite of stereotypes, myths, legends in which group label or symbol is used to classify, characterise or define an individual or a group considered as a totality.

Discrimination is the behavioural manifestation of prejudice. Members of particular community, class or group are treated in a particular way i.e. either positively or negatively because of belonging to a particular class, gender or caste and not because of any other genuine or personal factors.

According to Sherif and Sherif (1969) : Group prejudice refers to unfavourable attitude held by the members derived from their groups norms that regulate treatment of the outgroups.

According to Feldman (1985) : Prejudice is a positive or negative evaluation or judgement of members of a particular group which are based primarily on the fact of their membership in the group and not necessarily because of a particular characteristics of individual members. Prejudice towards female occurs not because of some individual or specific qualities' of that woman but because she is a female.

According to Feldman : Prejudice is thought as usually a negative evaluation but it can also be positive.

According to Allport :- Prejudice can be defined as negative attitude towards human beings that are held because of their membership of their suppressed.

According to Kretch and Gutchfield :- Prejudice refers to some attitude or belief that serves to place the objects of attitudes and beliefs at an advantage or disadvantage. The prejudices of people even in the same country or same race vary significantly not only in content, but also in clarity, specificity, strength, importance and verifiability.

The nature of prejudice is diverse, because of the varied nature of prejudice the diagnosis of the problems of prejudice becomes extremely difficult and hence treatment and reduction of the prejudice becomes much more difficult.

Prejudice may not always be involved with active aggression in several cases, prejudice only involves the avoidance of the outgroup by the prejudice person. Sometimes the prejudice is also expressed towards the outgroup or minority group by withholding certain facilities. Because of the varied nature of prejudice the diagnosis of the problems of prejudice becomes extremely difficult and hence, treatment and reduction of the prejudice becomes much more difficult.

In prejudice, the experiences gained from social life are over simplified and hence lead to prejudgement. prejudices indicate unscientific, unfounded judgement and assume that they possess certain traits and take it for granted.

Characterstics of Prejudice

1. The prejudices are based on such judgements which have no existence. We come to certain decisions without examining them on the basis such decisions, prejudices are formed.
2. The prejudices are based on the presentation of the historical facts in biased manner.
3. The prejudices show unfavourable feelings towards the other groups. The prejudices emphasis that the other group is not good.
4. The individual definitely gives reasons for his prejudices. If from any individual the reasons for his prejudices against the other groups are asked, he will put forward some very strong grounds for them.
5. The prejudices are the attitudes of each individuals of a group towards the other group. A member of one group has the same prejudice towards a member of the other group which the other member of his group have towards thar group in general

7.3 TYPES OF PREJUDICE :

As we have seen, prejudice exist wherever people put themselves into social groupings and are categorised into:

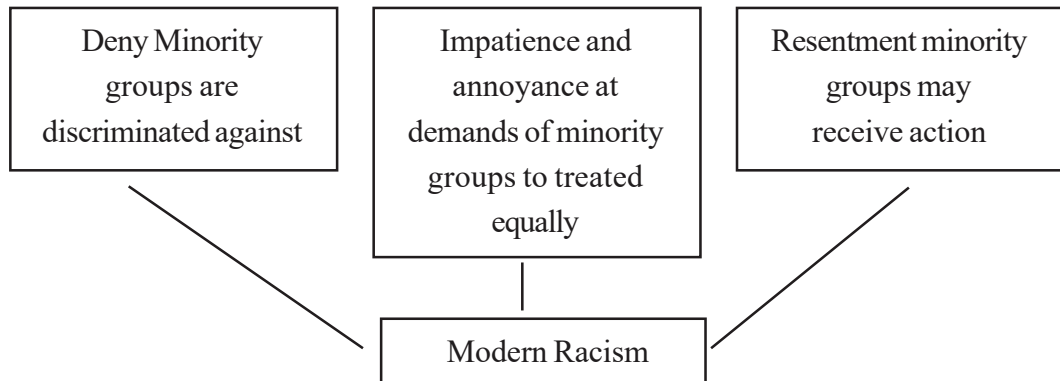
1. **Racism :** Open racism is for less evident in modem-nevertheless it still does exist. However some social psychologists argue that what exist now is modem racism which is more subtle and less obvious to detect.

Surin et al (1995) claim that modem racism reveals itself in three ways: First - denial that minority groups are discriminated against these days.

Second - impatience and annoyance at the continued demands of minority groups to be treated equally.

Third - resentment that minority groups may receive positive treatment or action.

This is summarised as in Fig I.



Modern racism is likely to be present in our justice system and social psychologists have conducted experiments using people to act as "Mock Jurors" in making judgements about a case. For example, Gordon (1993) found that Jurors set higher bail for a black man accused of committing a violent crime than a white man accused of exactly for same crime.

2. **Sexism :** Most research on sexism in social psychology has been concerned with investigating prejudicial attitudes and discriminating behavior at women. Research on sex stereotype has revealed a reasonably consistent finding that males are viewed as more competent and independent and the females as more warmer and expressive.

Eagly and Mladinic (1994) claim that a more positive stereotype now exists for women in relation to work and that women are generally liked better than men. However some professions like law, accountancy, management and engineering are male dominated while nurses, secretaries, librarian are female dominated.

Because of this it is likely that characteristics associated with female dominated profession are transferred to female sex stereotypes.

Sexism may be less in western societies that it was 20 or 30 years ago, however it has not disappeared. But gender roles and sex stereotypes remain prevalent.

3. **Tokenism:** Tokenism is where positive action is taken by individuals, groups or organisations towards a group to whom they are prejudiced. Having made

a token gesture it is then used as an excuse to say that enough has been done to help the discriminated group.

Summers (1991) provided evidence to show that people employed as token representative of a group are viewed negatively by their fellow workers, thus reestablishing discrimination.

Hence, tokenism is a form of discrimination that should be avoided.

4. **Individual Explanations:** Individual explanations of prejudice and discrimination regard the causes as resulting from emotional dynamics within a person. This fulfill certain needs for the person, such as reducing tension or satisfying need for order and control in his/her life. Two types of explanations are possible- where prejudice is seen to (a) a result from distinct type of personality (b) be rooted in the makeup of all people.

With the former we search for differences in the personality; with the latter people are regarded essentially the same, since frustration is an inevitable feature of daily life for everybody.

Thus, we shall consider three individual explanations of prejudice and discrimination-personality differences, frustration, aggression and belief similarity.

- **Personality difference :** Personality style is strongly associated with prejudiced attitude. Adorno and his colleagues 1950, suggested that such attitudes are to be found in individuals with an authoritarian personality. Authoritarian personality, they claim, both submits to the authority of others higher in status or power and is at the same time, authoritarian with those beneath or lower in status than her. Authoritarian parents are authoritarian with their children who in turn tend to be authoritarian in bringing up their children. In short, such a personality is characterised by excessive and blind obedience to authority. To establish the validity of these claims two questions need to be answered (a) Does such a personality style exist? (b) Is such a personality style associated with prejudice?
- **Frustration and Aggression:** On countless occasions in our lives we experience frustration due to being unable to attain desired goals. Dollard et

al (1939) claimed that the occurrence of aggressive behavior always presupposes the existences of frustration and frustration always lead to some form of aggression. Here our interest is with the extent to which frustration leading to aggression is displaced or target on a "scape-goat". Berkowitz (1969) argued that frustration may result in aggression and that the less a person who frustrates you is able to retaliate than the more likely you are to be aggressive towards that person. This bears some similarity to scape-goating, since a scape goat is (a) relatively powerless to retaliate to acts of aggression (b) made to take the blame for actions which he or she or the grouping is not responsible for and (c) is disliked or hated to begin with.

- **Belief Similarity** : Rokeach (1968) claims that differences in belief on important issues are more powerful determine acts of prejudice or discrimination than differences in race or ethnic membership. Put curdely, the contention is that social discrimination of black people for example would not be because of their black colour, but because they believe in different things. This means that people who share the same beliefs i.e. have belief congruence, will be prejudices towards those who hold different belief.

7.4 FORMATION OF PREJUDICE :

Prejudice is a product of social learning. Small boys and girls, children of upper class and lower class, rich and poor families play together. But gradually they learn to discriminate. Thus only when children grow up they learn to treat the children of other groups at different from them. It grows in the mind of man mostly linked to political, geographical, legal and economic issues and are of less psychological significance.

According to **Clark and Clark**, children of 3 to 7 years do not develop any preferences, hostilities or prejudices. As they grow because of exposure to various experiences in the society, they learn to develop prejudices. So prejudices develops with growth of the personality.

Hitler created a prejudice that the Germans can rule the world.

There are so many other factors which play a very important role in formation of Prejudice such as :-

- 1) Cultural factor also play a very important role in the formation and development of prejudice.
- 2) Sociologists have the tremendous impact of socio-cultural factors in the formation and development of Prejudice.
- 3) Increasing urbanization and popularity complexity of the society is another factor of the formation of Prejudice.
- 4) Reservation in admission to educational institute in jobs, etc unreserved category develop prejudice towards these groups.
- 5) People also develop prejudice to have self regard and conformity.
- 6) The environment also contributes a lot in the development of prejudice when poor and uneducated people remain in small, dirty, clumsy cottages, rich and educated people develop stronger prejudice towards them.
- 7) One of the basic reasons behind the development of prejudice is stereotype. The conditions and expectations assigned to members of group simply on the basis of the membership in those groups lead to prejudice.
- 8) Prejudice develops in the same way as attitudes and stereotypes grow in the minds of a person due to social influence. Growth of prejudice mostly depends upon the family members, societies, traditions, customs, myths, legends, stories, faiths and beliefs.

Check Your Progress Exercise-1

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Write a short note on Prejudice.

Q2. Explain the various factors that are responsible for the development of Prejudice.

7.5 METHODS OF REDUCING PREJUDICE

Prejudices have multiple causes and some prejudices are probably inevitable. A large no. of methods and strategies have been used to reduce prejudice and discrimination. The following are the different techniques used by the different social scientists to reduce the prejudice.

1. Through information, education and propaganda integration is required from the school level and to educate the mind of people and bring consciousness to reduce prejudice.
2. Propaganda can be most successful in eliminating prejudice when attempts are made to enlighten the ignorant and provide emotional satisfaction simultaneously through facilitation and improvement in intergroup contact, understanding and harmony.
3. Through establishment of organisation to fight against prejudices towards, dowry, family planning, low socio-economic status etc. towards different communities, castes towards various diseases, rural people etc.
4. Investigation and adjustment relating to intergroup differences and to reward intergroup understanding in harmony is desirable.
5. By improving the standard of minority group and communities which are considered to be likely source of tension because of their low standard prejudice can be reduced.
6. Prejudice can be reduced by avoiding discrimination in employment.
7. Programmes for training officials and social workers in handling communal and intergroup tension are necessary to reduce prejudice.
8. Political pressure, laws and legislatures against unfair practices like the law passed in America that prejudicial treatment between the blacks and whites is punished by law or laws passed against dowry, child marriage etc. in India are necessary to reduce prejudice.

9. Psychotherapy and group therapy techniques to remove prejudicial attitude can be used.

10. By means of newspaper, radio, T.V. , fictions, advertisement, comic strips, other mass publicity programmes prejudice can be reduced.

UNESCO has sponsored research to reduce social tension and prejudice in different parts of the world. Murphy in this connection came to India to study prejudice.

11. Prejudice can be removed by eliminating the repressed, frustrated and socially unacceptable need structures.

Fieldman (1985) had suggested three major techniques to reduce prejudice and discrimination.

a) **Contact:** The use of contact between prejudiced people and the target of prejudiced has also been earlier discussed. When groups spend time together, differences disappear. Contact is effective to maximum degree when there is equal status within a setting of people belonging to both groups.

b) **Intimacy of Contact:** The interaction must be also physically and mentally. Superficial contact is ineffective in educating prejudice. Intimate contact helps to individualize the dislike group members which indicates that a person will be perceived less in terms of a stereotyped one and more in terms of an individual.

c) **Interdependent Interaction:-** Contact becomes very effective when two people co-operate is a mutually independent activity. Katz et al (1956) used the self insight training technique to reduce prejudice. They thought that since prejudice is largely ego-defensive, providing insight into the dynamics of prejudices may help in the reduction of prejudice. When prejudice is not consistent with ones self-image it may change or reduce.

7.6 LET US SUM UP :

Prejudice is a disease of society persisting from age. It is forming an attitude or belief in advance or passing a judgement in audience. Prejudiced can be reduced

by propaganda, by improving the standards of minority groups, by avoiding discrimination in employment, through establishments of organisations to fight against prejudices towards women, dowry, low socio-economic status and socially disadvantaged. Racism, toxenism, sexism, individual explanations, personality difference, frustration and aggression belief similarity are the factors that lead to prejudice.

Check your progress exercise-2

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Discuss briefly the various types of prejudice.

Q2. How personality differences leads to prejudice ?

Q3. Explain the various ways by which prejudice can be reduced.

7.7 GLOSSARY :

1. **Prejudice :** It may be defined as a composite of stereotypes, myth, legends in which the group label or symbol is used to classify, characterise or define as an individual or a group considered as totality.

2. **Discrimination** : It is the behaviour manifestation of prejudice.
3. **Tokenism** : It is where positive action is taken by individuals, groups or organisations towards a group to whom they are prejudiced.

7.8 LESSON END EXERCISE :

- Q1. What do you mean by prejudice ? Discuss the nature of prejudice.
- Q2. Explain the various factors that play an important role in the formation of prejudice.
- Q.3 Enumerate the various types of prejudice.
- Q4. Describe the various methods of reducing prejudice.

7.9 SUGGESTED FURTHER READINGS :

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13th ed).
New Jersey: Pearson Education Limited.

Mohanty, G. (2016). *Social Psychology* (4th ed). New Delhi: Kalyani Publishers.

~~~

## **STEREOTYPES : NATURE AND KINDS**

### **STRUCTURE**

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Nature and Definition of Stereotypes
- 8.3 Formation of Stereotypes
- 8.4 Kinds of Stereotypes
- 8.5 Advantage and Disadvantages of Stereotypes
- 8.6 Let Us Sum Up
- 8.7 Glossary
- 8.8 Lesson End Exercise
- 8.9 Suggested Further Readings

### **8.0 INTRODUCTION**

People who are prejudiced against out-groups and who exploit them to displace their pent-up aggressions usually use negative stereotypes of those groups to justify their action we have already seen that authoritarians first project their own unacceptable characteristics on to minority groups and then use the negative characteristics that they have assigned as a rationalization for discrimination. Where do such stereotypes come from ? How are they maintained ? What effect do they have on the way we perceived groups as whole and individual members of those groups ?

## 8.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Describe the nature of stereotypes.
- \* Reproduce the definitions of stereotypes.
- \* Discuss the formation of stereotypes.
- \* Explain the advantages and disadvantages of stereotypes.

## 8.2 NATURE AND DEFINITIONS OF STEREOTYPES :

When the different members of the society interact with the material objects of the external world and with each other, they develop certain ideas attitudes and mental pictures towards them. These ideas and attitudes names as cognitive framework developed out of past experience are used for processing and interpreting subsequent social information. Thus, these readymade ideas otherwise known as schemotas "pictures in our head" or mental picture help one in determining his present behavior and response mechanism, But whatever mental image one formulates about a person or place, ideas or events may not be true. These are called stereotypes.

As experience says every human organism has certain static ideas and fixed mental images in his head of himself as well as others.

Political converntator Walter Lippman, who authorized the famous title "public opinion" (1922) said the credit goes for introducing the concept of sterotype of Modern Psychology.

Etimologically defined the term sterotype has been developed from the greek word "Stero" which mean solid. Once they are acquired, sterotypes become fixed conception in human mind.

If one says for instance that Americans are materialistic, Englishmen are formal and diplomatic and Indians are superstitions, he is expressing a sterotypes generalization, a fixed idea about a category of people representing a particular nation or country.

According Allport (1954), whether favourable or unfavourable, a stereotype is an exaggerated belief asserted with a category . The properties of stereotypes can be summerised in the following manners :

1. Stereotypes are basically fixed mental pictures an one's head.
2. Stereotypes may have same stimulus value, but they are unscientific generlization.
3. Stereotypes are most false elements.
4. Stereotypes are over generlized ideas.
5. Stereotypes are linked with emotional experience.
6. They are shared by the group.
8. Stereotypes originate and grow like attitudes, prejudices and other social concepts.
9. They are quite rigid and not amenable change.
10. Stereotypes arise out in-group and out-group relationship and personal and group conflicts into which a good deal of fantasy is attached.
11. They grow out of social interaction one's past experience.
12. Stereotypes help in solving current problems and adjust with the present situation in a short time by the already formed readymade ideas.
13. They are a type of cognitive framework and to a degree are conforming including the individuals to bring supporting information to mind.
14. It is a major mechanism in sustaining prejudices and resists change.
15. They influence the day to day activities, perceptions and behaviour at large.

### **Definitions of stereotype :**

Stereotypes have been defined as a false classifactory concept to which as a rule a strong emotional feeling, tone of likes or dislikes, approval or disapproval is attached.

**According to Lippman :** Stereotype are individual attitudes so strongly interconditioned by collective contacts that they became highly standardized and uniform within group. He also held that a stereotype is a composite of ideas or attitudes that make up the pictures of our heads or the "Apperceptive Mass" which means that all

the experiences acquired in the past determine our perception about the object at a particular moment.

**According to Allport (1954) :** Whether favourable or unfavourable a stereotype is exaggerated belief asserted with a category.

**Vinake** has defined stereotype as a collection of trait names upon which a large percentage of people agree as appropriate for describing some sort of individuals.

**Baron and Byrne (1988) :** held that stereotypes are negative schemata for social group. They are a type of cognitive frame work for interpreting and studying social information. It strongly affects the incoming information and information processing. Information relevant to a particular stereotype is processed and accepted more quickly than information not related to that sterotype.

**Sherif and Sherif (1969) :** have said that group stereotype is a popular term referring to agreement among members of a group on their image of another group and its members.

From the above definitions and deliberations on Stereotype and its nature, we can say that stereotypes originate and grow like attitudes, prejudice and other social concepts, in other words, Stereotypes grow out of social interactions and one's past experience

### **8.3 FORMATION OF STEREOTYPES:**

There are so many factors which leads to the formation of stereotypes, which are listed below

1. The first process that leads to stereotypes is the simple act of categorizing. Categorization is one of the most basic human cognitive processes Just as we categorize objects by groups (animal, mineral, vegetable) and then make finer gradations and groupings, we categorize people according to gender, age, race, occupation and many other criteria.

When we categorise people into groups, there are some immediate and important cognitive consequences One is that we magnify or accentuate the differences among people belonging to various group. First, we see people belonging to two groups as very different from each other second, we minimize



differences between individuals belonging to the same group, However, just how much we minimize those in group differences depends greatly on the group. Our perceptions of the group to which we belong, the ingroup differ from our perceptions of members of groups to which we donot belong- the out groups. The biggest difference is that we minimize differences between members of the out group much more than we minimize differences between members of our own group. We tend to to see "them" as all alike, while we see "us" as considerably, more variable. We especially like to see the group of people that shares our opinions as diverse and heterogeneous.

2. Categorization is only the first step in the formation of sterotype. It creates various psychological groups but doesn't by itself create knowledge or belief about what those groups are like. Most of what we know about group comes from a combination of experience and learning on the one hand and memory processes on the other.

As individuals and as members of a culture/society we have experiences with people in others groups that form or change our beliefs about them. For example, many Americans characterize English people as conservative, reserved and sophisticated. This stereotype may reflect the actual experience Americans have had with people from Great Britain. They meet English people when they travel, see them on television, or read about them in books. These contacts, direct or indirect, may provide some knowledge about what the English are like. In short, our stereotypes may reflect what people in certain groups actually seen to be us like when we have some individuals experience with them.

3. According to Bird, "Stereotypes formed more due to the feelings and emotions of the individual with less emphasis in the characteristics of the stimulating circumstances.
4. Various factors like social learning, social perception, group norms, reference group plays a tremendous role in the formation of stereotypes

While our own experience can shape stereotypes, what we taught by others

also has a large impact. Every culture has its stereotypes of various groups within that culture and of people in out-groups. These cultural stereotypes are taught to children by parents, siblings and peers, and something by the mass media, and become lodged in their memories before they can critically evaluate or question them. Thus, before children are able to think for themselves about what people are like, they are taught the culture's stereotype

## **8.4 KINDS OF STEREOTYPES**

There are various types of stereotypes. However, the most common ones are racial stereotypes and gender stereotypes. Race, nationality, gender and sexual orientation are the main factors of stereotyping. Stereotyping must be avoided at all costs, as it leads to treating groups as a single entity. Given below are examples of stereotypes that people commonly use.

### **1) Racial Stereotypes**

- All Muslims are terrorists.
- All white people don't have rhythm.
- All Blacks are lazy.
- All Asians are sneaky.
- Russians are violent.
- All Americans are cowboys.
- All Italians are stylish and sophisticated. They are usually painters, sculptors or fashion designers.
- Chinese will eat anything.
- All Asians are Communists.
- All Australians are bullies, racists, drinkers and constantly uses swear words. They are also portrayed as lazy and stupid morons.
- People from the Indian subcontinent are generally portrayed as shopkeepers and motel owners.
- All Egyptian women are belly dancers.
- The Japanese are engineering geniuses.

- All South Koreans are gaming nerds.
- Irish are alcoholics.

## **2. Gender Stereotypes:**

### **Women**

- Women always smell good.
- Women take forever to do anything.
- Women are more brilliant than men.
- Women are always moody.
- Women try to work out problems while men take immediate action.
- All women like the color pink.
- All women like dolls.
- Women like make-up.
- Women are fussy about their hair.
- Women work in department stores.
- Women actually use only 5% of what's in their purse. Everything else is junk.
- Only women can be nurses.

### **Men**

- Only men can be doctors.
- Men are stronger and more aggressive.
- Men are better at sports.
- Men hate reading.
- Men like hats.
- Men could care less if they become bald.
- Men wear whatever is clean.

- Men usually work in messy places.
- Men like car or porn magazines.
- Men brag about intimacy.
- Men take too many chances.
- Men always lose all arguments against girls.

Every race, culture, country, religion and a community has a stereotype. It is a way of oversimplifying groups of people. It is one of the easiest ways of establishing identity. By conforming to a fixed or conventional image, the identity can be recognized and understood. And, herein lies the problem. It's hard to be objective if one doesn't reject stereotypes. So, it is better not to use any stereotype and pass judgments only when you are familiar with others.

## **8.5 ADVANTAGES AND DISADVANTAGES OF STEREOTYPES**

Stereotype originates and grow like prejudice, attitude and other social concepts. From the definition and deliberation on stereotypes, its nature and formation, the various advantage of stereotypes can be summarized in the following manner

1. Stereotypes grow out of social interaction and one's past experience.
2. It helps in solving current problems and adjust with the present situation in a short time by the already formed readymade ideas.
3. Stereotypes are a type of cognitive framework and to a large degree are self conforming inducing the individual to bring supporting information to mind.
4. Information supporting a particular stereotype are readily accepted and remembered while rejected information do not go in the line of stereotype.
5. Through stereotype unfavourable traits or adjectives are attributed to the outgroup and favourable traits to the in-group.
6. It is a major mechanism in sustaining prejudice and it resists change.

7. Stereotypes influence and colour many of our daily and day to day activities, perceptions and behavior at a large.

## **DISADVANTAGES OF STEREOTYPES**

Stereotyping is the act of giving a label to a group of individuals, it is the easiest way to classify people. At-any-rate ,since it is difficult for individuals in a group to behave the same way, stereotyping could lump all of them together. It means that the actions of some group members could be used to extrapolate the behaviors of the entire group. These are some of the consequences of stereotyping.

### **Missed-opportunities**

Valuable human resources that could add value to an organization could be overlooked because all the members of that group had been tarred with the same brush . This could be detrimental to the organization because those skills may not be gainfully utilized. In some instances stereotyping can also result in a square peg in a round hole when it is used as a means of selection.

### **Behaving according to stereotype**

This is one of the most dangerous aspect of stereotyping. When a person can't shake-off the load of stereotype hanging on their neck, it could push some members of the group to start acting accordingly. Sometimes attempts by members of a group to act contrary to the stereotype are scorned as pretense and this acts as a form of discouragement.

### **Soured relationships**

Stereotyping impedes assimilation between groups dwelling together because it breeds mutual mistrust. This situation could retard the progress of members of the group who are not happy about the status- quo.

At the last count, there is stereotype for every group known to man .Some groups are not even aware of their own label but it exist . In some communities ,this is the first advice children learn from their parents . This group are this, trade carefully with that group and they would only stop short of revealing their own label.

## 8.6 LET US SUM UP.

Stereotypes are the beliefs about the characteristics of group that are generalized to nearly all members of those groups. There are so many causes which lead to the formation of stereotypes like categorization, social perception, social learning, group norms, reference groups, Historical events etc. Stereotypes help in solving current problems and adjust with the present situation in a short time by already formed readymade ideas.

### Check your Progress-1

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. What do you understand by the term Stereotype?

---

---

Q.2. Enlist the advantages of Stereotypes.

---

---

Q.3. How stereotypes are formed?

---

---

## 8.7 GLOSSARY :

1. **Stereotype :** It is defined as a false classificatory concept to which as a rule a strong emotional feeling, tone of likes or dislikes, approval or disapproval is attached.

2. **Categorisation :** It is one of the most basic human cognitive process. Just as we categorised object by groups and then make finer gradations and groupings, we categorise people according to gender, age, race, occupation and many other criteria.

### 8.8 LESSON END EXERCISE:

- Q1. Define prejudice. Discuss the various kinds of stereotypes.  
Q2. Explain the various advantages and disadvantages of stereotypes.

### 8.9 SUGGESTED FURTHER READINGS:

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13<sup>th</sup> ed). New Jersey: Pearson Education Limited.

Mohanty, G. (2016). *Social Psychology* (4<sup>th</sup> ed). New Delhi: Kalyani Publishers.

~~~

PROPAGANDA

STRUCTURE

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Nature and Definitions of Propaganda
- 9.3 Kinds of Propaganda
- 9.4 Techniques of Propaganda
- 9.5 Propaganda & Advertisement
- 9.6 Propaganda & Suggestion
- 9.7 Let Us Sum Up
- 9.8 Glossary
- 9.9 Lesson End Exercise
- 9.10 Suggested Further Readings

9.0 INTRODUCTION

Propaganda is essentially a technique of controlling attitude and it assumes greatest historical significance when carried on in a systematic manner over a long period of time by well organised groups. Its presence and practical importance is felt at every moment of human life. Propaganda does not take place in itself spontaneously. It has to be produced or generated by someone. Every political party, every religion, every business organisation adopts certain methods either through advertisement, personal efforts or through public meetings to spread their own beliefs, attitudes,

views, faiths or norms. Propaganda is bad, because it dwarfs the critical faculties, engenders fear and suspicion and produces intellectual slavery.

9.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Reproduce the definitions of Propaganda
- Explain the nature of Propaganda
- Discuss the kinds of Propaganda
- Describe the techniques of Propaganda

9.2 NATURE AND DEFINITIONS OF PROPAGANDA :

The word Propaganda is derived from the latin word "Propagate" which means to generate or to reproduce in a desire manner. This suggests that propaganda does not take place itself spontaneously. It has to be generated or produced by some one.

The main aim of propaganda is to mould people's attitude and behaviour in their direction through the various methods, techniques and strategies. Every political party, every religion, every business organization adopts certain methods to spread their own views, beliefs, attitudes, faiths or norms.

Professor Frederick in his book, "The Propaganda Menace" states that the propaganda is promotion which is veiled in one way or another regarding.

- i. Its origin and success.
- ii. The interest involved.
- iii. The methods employed
- iv. The control speed.
- v. The results accruing to the victims.

From this point of view all propaganda is bad. The term propaganda is always used in a negative sense and acquired a bad reputation. For example, at the time of Election, the different political parties try not only change attitude but also to control the action of the people. They try to draw the vote of people by various propaganda, some of which may be baseless and misleading. Since every propaganda has some motive and individual interest underlying it, people look at it often with raised eyebrows.

According to Freidrick, all propaganda is bad. It is unsocial because it "dwarfs the critical faculties, engender fear and suspicion and produces intellectual slavery".

Charateristics of Propaganda :

1. Propaganda is a definite process and attempt to change the will, interst, ideas of the people, at which it is directed. Infact it is a definite attempt to make people what they are actually not.
2. Propaganda is a planned and organised attempt. It is a planned and organised attempt. It is planned and organised before hand and carried out in a conscious and deliberate manner.
3. It is not aimless. It is directed towards a definite aim or object.
4. Propaganda is desired and carried when alternates are available. When only one thing is available, there is no need to have propaganda.
5. In propaganda suggestions plays a very important part. It is through suggestions that the views of people are changed and modified.
6. Although propaganda is aimed at changing the views and the ideas of the people, its ultimate aim is to change the overt and external actions of the individuals on determined lines.

DEFINITIONS OF PROPAGANDA :

Different Social scientists define propaganda according to their own views.

Numbley : holds that propaganda means forced generation with a definite end in mind.

Young : Defines propaganda as the propagation of ideas, opinion and the attitude and the real purpose of which is not being clear to the bearer or reader.

Doob : Propaganda is a systematic attempt by interested individual to control the attitudes of groups of individuals through the use of suggestion and consequently to control their action.

According to Lasswell (1927) "It refers solely to the control of opinion by significant symbols, or, to speak more concretely and less accurately, by stories, rumours, reports, pictures, and other forms of social communication. Propaganda is concerned with the management of opinions and attitudes by the direct manipulation of social suggestion

rather than by altering other conditions in the environment or in the organism."

Jowett & O'Donnell's definition seems to be quite complete:

"Propaganda is the deliberate, systematic attempt to shape perceptions, manipulate cognitions, and direct behavior to achieve a response that furthers the desired intent of the propagandist."

9.3 KINDS OF PROPAGANDA :

Propaganda may be classified into :-

- (1) Direct and Indirect
- (2) Primary and Secondary
- (3) Conscious and Unconscious

1. Direct and Indirect Propaganda

- a) **Direct Propaganda :** In direct Propaganda, the public is aware of the purpose of the propagandist, for instance, Propaganda Campaigns taken up by Government or Voluntary, social organization an family planning, prohibition, literacy, women's welfare, dowryless marriages education for all, saving schemes, all these come under the category of direct propaganda.
- b) **Indirect Propaganda :-** In this type of propaganda, people are not aware of objectives and purpose of propaganda. It is concealed. The propagandist in this technique try to change the views, ideas, beliefs and attitudes of people in a very tactful and subtle manner as per their desire.

2. Primary and Secondary Propaganda :-

- a) **Primary propaganda :** In primary propaganda the propagandist tries to investigate and excite the attitudes and prejudices that already exist through Primary propaganda. The tension between Hindu and Muslim, the upper class and lower class are some of the good examples in this regard.
- b) **Secondary propaganda :-** In secondary propaganda however, no previous attitude, belief, prejudice or mental set is present. Through propaganda new tendencies and thoughts are set in the minds of the people.

3. **Conscious and Unconscious Propaganda:**

- a) **Conscious Propaganda :** It is done purposefully and with some intention like propaganda made for a particular political party at the time of election.
- b) **Unconscious Propaganda:** In this, the propagandist has no intention to propagate something. It appears accidentally and unknowingly.

Check Your Progress Exercise - 1

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. What do you understand by the term Propaganda?

Q2. Discuss the various types of Propaganda.

9.4 **TECHNIQUES OF PROPAGANDA**

Prof. Lumby and the Institute of Propaganda Analysis focus attention on some methods of techniques used to propagate. The following techniques of propaganda widely used are discussed below:-

- a) Name Calling Device
- b) Plain Folk Appeal
- c) Glittering Generalisation
- d) Testimony or suggestion
- e) Card stacking
- f) Band Wag Effect
- a) **Name Calling Device :** Clyde has observed that Propagandist by scolding

the opponent or telling ugly things against the rival diminishes the strength of the rival party or opponent. People of one political party speaking unfavourable things against rival political party is a common sense during elections. The name calling-device often degenerate into silly abuses and unhealthy personal attacks.

- b) **Plain folk appeal technique**, an appeal is made to the plain folk concept of the public as the people have a tendency to adopt the folk ways. For instance, as the election draws nearer great people never seen for last several years, in a fine morning mix with any sort of people in a very informal manner for their selfish interest.
- c) **Glittering Generalisation :-** Certain slogans, high sounding attractive words are used by the propagandist to touch the mind of the audience and carry it with them. Sometimes such slogans and words are so misleading and confusing that one cannot make any real sense out of it. Slogans like "Vote a man with a heart and a party with a soul" or "for peace, prosperity and welfare of mankind", "to remove corruption" "all human purposes are rotten, every cause conceals a latest crookedness" etc. are extremely catchy. All these different slogans are mere generalisations.
- d) **Testimony or Suggestion :-** This technique makes use of prestige suggestion so that people who are not very critical and influenced by this type of propaganda.
- e) **Card Stacking :-** Card stacking involves the selection of use of facts or false hoods, illustrations and distractions, logical and illogical statements in order to give the best or the worst possible case for an idea, programme, product. In other words, wild rumours are spread against the opponent party. All types of falsifications, illogical statements and distortions are made to mislead the public. In this distortion technique plain lies often work admirably atleast for the time being. In card stacking technique, there is one sided propaganda. This method of propaganda is immoral and misleading, but extensively used at all levels of propaganda and in the national and international field.

- t) **Band Wagon Effect :-** It is the general tendency of the people to go by the majority opinion particularly because majority opinion has the power of suggestions. They donot consider the merit of case or issue in question. They think that since the majority of the people are doing it, the action must be correct. The tendency to be with the victorious side leads to the success of the band wagon technique. During election time, the Band Wagon technique is extensively used for making propaganda a success.

By saying "Everybody, atleast all of us are doing it". The propaganda attempt to convince all the members of a group.

Findings of no. of studies support the band wagon technique as an effective method of Propaganda. The view that most persons change their opinion and attitude in the direction of what they believe to be they majority sentiment because by going with the majority opinion one gets social security and is accepted by others. Further, it reduces one's tension and enhance one's sense of personal safety.

9.5 PROPAGANDA AND ADVERTISEMENT

Popularly, Propaganda and advertisement are equated through propaganda uses advertisement, as a technique to change the belief and attitude of people.

Propaganda is a very broad and wide concept while advertisement is a narrow one. Some say that there is no line of demarcation between Propaganda and advertisement, particularly when it comes in the shape of institutional advertisement. The institutional advertisement found in news paper secure the goodwill of the consumers and control the Market through it. In the institutional propaganda to gain goodwill of labour conscious consuming public a particular company may release statistics against the wages of the employees recreation, health and environmental facilities provided to the employees.

Characteristically, advertisement refers, to a limited commercial context. It grows out of restricted monetary motives. Advertisement is mainly concerned with controlling the Market and commonly regulated by some informed code of ethics to avoid confusion and encourage conformity. But Propaganda does not have this commercial term and ethics, Propaganda is made to create confusion and thereby take advantage of it.

The aim of advertisement is definite and selective i.e. to get the support and patronage by a large no. of consumers. But the aim of propaganda is to monopolize the vigour loyalties and supporting conduct of a huge population.

The differences between propaganda and advertisement are thus minor and subtle which popularly lies in the design and emphasis.

9.6 PROPAGANDA AND SUGGESTION

Propaganda is a message which attempts to alter public perceptions and/or induce action. It serves some specific agenda. Propaganda can appear in any form or medium and may or may not be obvious as propaganda. Its actual source may not be obvious. Not all propaganda is evil - some serves reasonable purposes, like promoting action on public health issues.

Suggestions have been considered by many eminent social psychologist like Trade and Lebon as very important concept which can influence in future many aspects of social behaviour. When suggestions become effective, propaganda also becomes effective. Suggestion has been generally defined as the acceptance of a proposition in the absence of logically adequate grounds. The individual's susceptibility to propaganda was explained by the special nature of stimulation and by the individual's susceptibility. The effectiveness of propaganda is mainly based on how far it can suggest the audience.

9.7 LET US SUM UP :

Propaganda is to mould people's attitudes and behavior in the direction of the propagandist by impressing upon the mass through various methods, techniques and strategies. It is mostly used in negative sense. The propagandist seeks to influence people's beliefs and attitudes and thereby their actions. The specific beliefs and attitudes which are propagandist seeks to induce are ordinarily not valuable or socially desirable in their own right. Propaganda may be classified into (1) Direct and Indirect (2) Primary and Secondary (3) Conscious and Unconscious. Name calling Device, Plain Folk Appeal, Glittering Generalisation, Suggestion Card Stacking, Band Wagon Effect are the techniques usually used by propagandist.

Check Your Progress Exercise-2

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Briefly explain the various techniques used by the propagandist.

2. Differentiate between Propaganda & Advertisement.

9.8 GLOSSARY :

1. **Propaganda :** Propaganda is nothing but propagation or publicity of a thing in a desired manner under the controlled conditions. This is done through persuasive devices.
2. **Advertisement :** It refers to a limited commercial context. It grows out of restricted monetary motives.
3. **Band Wagon Effect :** It is the general tendency the people to go by the majority opinion particularly because majority opinion has the power of suggestions.
4. **Card Stacking :** It involves the selection of use of facts or falsehoods, illustrations and distortions, logical and illogical statements in order to give the best or the worst possible case for an idea, performance and product.

9.9 LESSON END EXERCISE :

- Q1. Discuss the nature propaganda. Briefly describe the various techniques in modern era.
- Q2. Enumerate the different types of propaganda.

9.10 SUGGESTED FURTHER READINGS :

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13th ed). New Jersey: Pearson Education Limited.

Mohanty, G. (2016). *Social Psychology* (4th ed). New Delhi: Kalyani Publishers.

~~~

**SOCIALIZATION : MEANING, PROCESS AND  
STAGES OF SOCIALIZATION**

**STRUCTURE**

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Meaning and Definitions of Socialization
- 10.3 Socialization Process
- 10.4 Agents of Socialization
- 10.5 Stages of Socialization: Infancy, Childhood and Adolescence
- 10.6 Let Us Sum Up
- 10.7 Glossary
- 10.8 Lesson End Exercise
- 10.9 Suggested Further Readings

**10.0 INTRODUCTION**

A human child cannot survive without the help of others. From the very beginning of his life he becomes entangled in social relations which are essential for his survival. The parents are the first agents of socialization of the child. They control those stimuli which result in desirable response. They provide guidance to their child. Individuals who do not undergo adequate primary socialization within a given period of time will likely not proceed through secondary or adult socialization. Instead, as their biological potential is not met, the individuals will remain trapped at the level of a child. There are numerous

agents of socialization that teach a person the beliefs, values, and behaviors that are appropriate in his or her society. So keeping in view the importance of socialization process it is necessary to study the how the socialization process takes place, various agents and stages of socialization.

### **10.1 OBJECTIVES**

By the end of this lesson the student should be able to :

- Reproduce the definitions of socialization
- Define the meaning of socialization
- Explain the socialization process
- Discuss the agents of socialization
- Elaborate the stages of socialization

### **10.2 MEANING AND DEFINITIONS OF SOCIALIZATION**

In socialization there is one particular individual on the one side and on the other there are other persons who have before them some accepted truths and the norms of the desirable behavior. It is the process of mutual relationships. The behavior of particular person is modified by coming in contact with others. The members of the society who come in contact with the person have expectations of a specific behavior from the person on the basis of accepted truth and the norms of desirable behavior. This particular person brings modifications in his behavior in accordance with those expectations. This process of modification of behavior is known as socialization.

Socialization can also be defined as the process by which an individual learns the beliefs, values, and behaviors that are appropriate for his or her society. Throughout this lifelong process, a person develops his or her personality and sense of self.

In socialization those values, beliefs and the ways of perceiving the society are followed and internalized which are of members of the group. When internalization is effective then the person wishes to adopt that type of behavior which is expected of him by the members of a responsible group. When the person is not able to internalize the norms of the group then he becomes a deviate from the norms.

In fact socialization takes place at each and every such place where a person has to adjust himself in accordance with the demands of new group. For example, the new recruit in the army, the new student in the school, the new employee etc. has to internalize all those beliefs and values which are specific to that group. Thus in socialization that activity of the adult is also included by which he adopts those behaviors which are in keeping with those expectations which are in relation to group organization or the new social situation. No doubt socialization is also concerned with the modification of adult behavior but in psychological literature the process of socialization is kept confined to the sociological development of the child. In this sense in socialization that process is involved through which the child makes an effort to respond to elders in the society so that he may learn their behavior pattern, ideals etc. Socialization may be considered as a process which puts restrictions on the behaviors, ideals, values, attitudes etc. up to that extent to which the individual accepts the well established social norms.

## **DEFINITIONS OF SOCIALIZATION**

**Jansen (1961)** says that, “Socialization is learning that enables the learner to perform social roles.”

**Kimbal Young**, “Socialization mean the process of inducting the individual into the social and cultural world.”

**Secord and Backman**, “Socialization is an interactional process whereby a person’s behavior is modified to confirm to expectations held by members of the group to which he belongs.

### **10.3 SOCIALIZATION PROCESS**

It is quite difficult to understand socialization. But it is an interesting process. We employ *various techniques* in studying this process. We get much knowledge about this process through experimental methods, interviews, cross-cultural studies, systematic observation of the behavior of children, and through anecdotal records etc. Below we are describing how this process takes place.

A human child cannot survive without the help of others. From the very beginning of his life he becomes entangled in social relations which are essential for his survival. The dependence of the child on the adult members prepares him for performing those behaviors which are approved by the elders. The *parents* are the *first agents of*

*socialization* of the child. They control those stimuli which result in desirable response. They provide guidance to their child. It is through conditioning that they teach the child to give desirable response. For example, they teach the child to eat at fix time and place. They teach him when to sleep and for how long to sleep. Thus the parents by reinforcing some behaviors and by discouraging some other behaviors teach the child the desirable norms of conduct. The child is told again and again to wash his hands before eating and if he does not do so he is not given food. Slowly the child internalizes this pattern of behavior that before eating his meals he must wash his hands. Therefore, we may say that because of **effect dependence** the socialization of the child begins from his family.

Besides, effect dependence the child also has **information dependence**. He is also dependent on the other members of the family for information. He has a desire to get information about his environment and wishes to understand it. He wants to learn the existing choices for his various actions. Much of the environmental knowledge he obtains through his sense organs by his own efforts but much of useful knowledge he obtains by mixing with other people in his social environment. It is inherent in information dependence that the agents of socialization keep full control over his cognitive structure. They give the explanation of some events in such a way that the child learns only those things which they want him to learn. Thus the child's concept of reality is influenced by the agents of socialization.

In the process of socialization values and norms of the society are very important. The individual after family comes in contact with the society and learns these values and norms. Since in every society these norms and values go on changing with time so the individual has to learn to change his behavior in conformity to the prevailing norms and values of the society. In the process of socialization the individual assimilates the values and norms of the society in himself.

Several research findings have led sociologists to develop two key hypotheses about socialization process. The first hypothesis is that socialization occurs on three levels.

- The first of these levels is called **primary socialization** and refers to the basic and fundamental aspects of interacting that help an individual develop self-awareness. This level of socialization occurs most often through infancy and childhood and is influenced most strongly by the family.

- **Secondary socialization** occurs in later childhood through adolescence. As the social sphere widens, social influence moves beyond the family and extends to peer groups and other nonfamily forces.
- Finally, **adult socialization** occurs as the individual takes on adult roles such as spouse, employee, or parent, adapting to the complexity of changing roles that occurs throughout the adult years.

Individuals who do not undergo adequate primary socialization within a given period of time will likely not proceed through secondary or adult socialization. Instead, as their biological potential is not met, the individuals will remain trapped at the level of a child.

Thus, the second key hypothesis about socialization, the **critical period hypothesis**, suggests that there is a window of time for primary socialization to operate. Once this period has passed, primary socialization becomes increasingly difficult and less effective. This suggests that the effects of socialization are strongest and most important at the earlier stages in life.

## 10.4 AGENTS OF SOCIALIZATION

There are numerous agents of socialization that teach a person the beliefs, values, and behaviors that are appropriate in his or her society. Sociologists see socialization as taking place in three general stages that span the life course: primary, secondary, and adult. At each stage, various agents of socialization affect the individual's cultural learning. Agents of socialization are groups, individuals, or circumstances in society that socialize an individual. Socialization is strongest in infancy and childhood, probably because there is simply so much cultural learning that needs to take place. Additionally, the brain is most susceptible to learning at younger ages. At this stage, the family is by far the strongest agent of socialization. By adolescence, the agents of socialization change and the overall impact of socialization begins to weaken. Peer groups, school, and the media replace family as strong agents of socialization. By adulthood, although socialization continues to occur, the brain has matured and the individual core personality has stabilized. As a result, socialization is weakest at this stage.

- **Family**

The family remains the most important agent of socialization in infancy and childhood. In modern societies, nuclear family units are most common, and most socialization of young children takes place in this context. However, even in modern society, there is variation in the structure of the family that may have an impact on the socialization of the child.

- **School**

School is also an important agent of socialization. While parents provide basic values to children, the school imparts specific knowledge and skills that society has deemed important. School formalizes the process of acquiring these skills. Schools also teach broader social values, such as diversity and multiculturalism, both through curriculum as well as through the process of interacting with peers.

- **Peer Group**

As a child ages, his or her social sphere gradually widens. The influence of the family gradually wanes, and the influence of peers increases. The process likely begins at school, as the child interacts more and more with peers. A *peer group* is defined as a group of people, usually of similar age, background, and social status. Peer groups often separate themselves into discrete units (Adler & Adler 1998). In elementary school, peer groups separate themselves by sex. Males at this age tend to prefer the company of other males, and females prefer the company of other females. However, as the children transition into adolescence, peer groups gradually become mixed. In addition to segregating by sex, peer groups also segregate in other ways. Each of these groups develops its own set of norms and socializes members of that group to accept those specific norms. These may be based on characteristics such as athletic ability or toughness in boys or physical appearance in girls. For males, academic success is tacitly discouraged because it diminishes their popularity. For females, however, academic success increases popularity.

- **Workplace**

By young adulthood, the influence of peer groups tends to diminish. Work becomes an increasingly important agent of socialization as an individual attempts to match his or her interests and skills to a job. Often, this means that a person tries many different jobs

involving different skills. This in turn involves *anticipatory socialization*—that is, learning to play a role before entering it. This involves learning the expectations of the role prior to adopting it. Through the process of anticipatory socialization, a person gains a sense of identity and understanding with the role, which may help with the actual transition into that role. On the other hand, anticipatory socialization may help us avoid roles that we would find to be unrewarding.

- **Religion**

Religious institutions influence the core values and beliefs that people hold. For many people, religion defines the boundaries between right and wrong and offers a means of dealing with crisis and emotional trauma. Religious beliefs, customs, and rituals have the effect of creating a sense of solidarity among a religion's members. Religion offers people a sense of social identity, a sense that they belong to something greater than themselves. In this way, religion has a stabilizing effect on society.

- **Mass Media, and Social Media**

Every day, we are bombarded with advertisements and other messages from newspapers, magazines, television, radio, and the Internet. These messages have an effect on what we believe, what we buy, and what we value. *Mass media*, defined as a means of delivering impersonal communication to a large audience, thus act as agents of socialization.

### **Check your Progress Exercise-1**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Identify the major agents of socialization and describe their impact on an individual's understanding of culture.

---

---



Q2. What do you understand by Socialization? Describe its process.

---

---

Q3. What do you understand by the terms Primary, Secondary and Adult Socialization?

---

---

### **10.5 STAGES OF SOCIALIZATION: INFANCY, CHILDHOOD AND ADOLESCENCE**

Socialization is a lifelong process that has varying impact at different stages of life. We have learned that socialization is a lifelong process. However, the process of socialization and the effects it has on shaping beliefs, values, and behaviors differs at different stages of life. There are five general stages of development that are important for understanding socialization through the life course. These stages are infancy, childhood, adolescence, adulthood, and old age. We will describe below in detail only three important stages of socialization: Infancy, Childhood and Adolescence.

- **Socialization in Infancy**

The brain is most malleable at birth. The infant comes into the world with biological predispositions and reflexes. One of those predispositions is the ability to bond. Research shows that from birth, infants respond positively to faces. This is believed to facilitate the bonding process, as infants gradually learn to identify familiar faces. Infants also respond to smell. Within days of birth, an infant recognizes the unique smell of its mother and identifies that smell with safety, warmth, security, and food. As the infant develops and grows, certain skills, such as sitting, rolling over, and crawling, come naturally. However, the child learns the significance of these actions only through the reinforcement that is given at each developmental milestone. The child's world expands

through the process of development, but its understanding of that world develops through socialization. Now we will discuss in detail this process of socialization in infancy.

The child just after birth comes in contact with the mother. He starts recognizing her and slowly starts smiling on seeing her. If she is not with him he misses her. Then he gets acquainted with other women among whom may be his nurse or grandmother and starts responding to them. When he comes in contact with his father he starts recognizing him. All these recognitions take place within a few weeks after his birth. As he grows old other people come in his contact and he starts responding to them by a smile or through crying or raising his hands or feet.

In the socialization of the child breast feeding is very important. The mother's milk is not only good for nourishment but also provides security and love to the child. When the child is close to the breast of the mother he feels her love which in future affects the development of his personality.

When the child is nearly ten months old his toilet training begins which continues till he is of eighteen months. The child learns the use of toilets etc. slowly as he advances in age.

In case there is shown over-affection to the child by the parents then in him the dependency behavior develops. Dependency is also an aspect of socialization. No one is completely independent in this world. Everyone is dependent on others in one or another. The infant learns this in the very beginning of his life.

The infant learns to speak a few words through the process of imitation. The mother and other persons in his social environment teach him to say "mama", "papa", "baba" etc. Slowly the infant starts associating these words with the persons to whom they apply.

At about the age of one and half years the infant starts taking interest in other children. After one year he starts adopting the behavior of cooperation, shame, jealousy etc. He shows shyness when strangers come in front of him. He also shows jealousy whenever her mother shows affection to someone else. He also depicts attraction towards other infants.

At about the age of two years he shows anger and annoyance etc. He also shows obstinacy.

- **Socialization in Early Childhood**

In early childhood, the child begins to speak. The development of speech signifies a milestone because it allows the child to communicate in increasingly complex ways with the adults who care for him or her. Speech also allows the adult to teach the child in new ways. Thus, socialization takes on a new dimension as the child begins to enter the symbolic world of the adult. The child gradually learns to use language not just to express needs and wants but to express ideas as well. But speech is important in other ways. By about age two or three, the child is able to form friendships with other children. The growing sphere of social interaction is gradually widening.

The period of two to six years is very vital in the socialization of an individual. Now the child comes in contact with different members of the society. If he attends nursery or kindergarten school then he comes in contact with other children and teachers. In the beginning the child plays with his toys all alone. At the age of three or four years he starts playing with other children. The boys and girls play together and there is no sexual discrimination at this age.

The child becomes very obstinate at about the age of four or five years. He shows temper tantrums and becomes aggressive. He runs out of the home, quarrels with his siblings, annoys others and develops a tendency to do exactly opposite to that which he is asked to do. We call it as negative behavior. But he also has the tendency to work cooperatively. He wants social approval. He develops friendship and cares for the others cooperation. At this stage also the feeling of dependency continuous. But at times he acts contrary to the wishes of his parent.

For many children, however, childhood is also a time of stress. In many nations, childhood is seen as a time when the child can begin to contribute to the household. While in developed nations we may begin teaching children responsibility by giving them light chores, such as setting the table, in some countries, children are expected to work outside of the home.

- **Socialization in Late Childhood**

This stage is from 6 years to 11-12 years. At this stage the child learns the laws and codes of the society. The number of his friends increases and he becomes interested

in team games. Now the boys start preferring the company of boys and girls of girls. The boys and girls learn their sex specific roles. If a boy behaves like a girl he is called “sissy” or “girlie” etc. similarly if a girl acts like a boy she is called “tom boy” etc., all in fun.

There is rapid language development at this stage which enables the children to exchange their ideas with others.

The children love to go on picnic or excursion. They make their own groups or gang together and develop strong affiliation to their group or gang. There also develop rivalries and competitions between different gangs and groups and often there are gang wars or group clashes. In friendly games they show much competitiveness. They make all efforts to win or achieve higher than their rivals.

The children seek the approval of their parents and other family members. They also become firm believers in the norms of their society and become very much conscious of their responsibilities.

- **Socialization in Adolescence**

This is the period between the ages of 12 years to 18-19 years. In the beginning of this period there occur many physical changes in the adolescents which lead to changes in their behavior pattern. They start feeling awkward before the other members of the society because of the changes in their physical makeup. The boys start getting taller day by day. Their voice becomes hoarse and heavy. The hair grows on their chin and cheeks and the semen formation starts. Among the girls the bodily changes lead to heavy buttocks. The breasts develop and the hairs appear in the armpits and thighs etc. Because of these bodily changes the boys and girls feel shy of meeting with each other.

In the early stage of adolescent period these changes develop anti-social behavior. The adolescent feels that the norms of the society are for repressing him and so he starts taking interest in opposing them.

It may be noted that while in the period of childhood the child tries to strictly follow the norms and the codes of the society at about the age of 12-13 years the adolescent challenges them. But as the adolescent moves towards maturity there is once again shown conformity behavior.

The friendships at the adolescent stage are quite deep-rooted and they last for whole of the life time of the individual. The peer group exercises very powerful influence upon the adolescent. The adolescent gives greater importance to the opinions of his friends and peers as compared to his parents and relations.

In the adolescent period attractions to the opposite sex are aroused. The boys are attracted towards girls and girls towards boys. The love affair between boys and girls also become common but in most cases the adolescent love to the opposite sex is of transitory nature. As the adolescent boys and girls become mature there also develops maturity in the love relationships. Early love affairs may be in the form of crushes but later on if love affairs continue then they become enduring.

The adolescent loves to do social service. He wishes to be an agent of desirable social changes and if he gets good guidance then he becomes a good social worker. But if he falls in the group of bad leaders then he becomes involved in anti-social behavior and in destructive activities.

In our country because of lack of opportunities mixing of adolescent boys and girls there develops a tendency of eve teasing among the boys.

Many cultures do not have a life stage known as adolescence. These cultures transition from childhood to adulthood through a rite of passage. The new adult is then entitled to all of the benefits that adulthood has to offer in that society. In the developed world, however, adolescence is a transition time between childhood and adulthood. When one is no longer a child but not yet an adult, adolescence can be a time of significant stress. Research shows that most adolescents transition through this stage quite well. Still, a significant proportion faces an unusual mix of physiological and cultural change that makes this period of life challenging. Unlike other societies, in the developed world, there is no single ritual that marks the transition into adulthood. Adolescents are allowed to drive at 16. They can vote and join the military at 18. However, these same individuals are prevented from legally drinking alcohol until they are 21. While parents tell adolescents to delay sex, mass media seems to encourage sexual behaviors. This cultural confusion can lead some adolescents to engage in rebellious behavior. They may dress in socially inappropriate ways or deliberately defy other cultural norms in an effort to express their independence. This rebellion is often an

attempt at negotiating the cultural contradictions that manifest themselves most clearly during adolescence. During this time, the adolescent seeks to find his or her place in the world, deciding which values he or she wishes to adopt and which values to reject.

### **Check Your Progress Exercise-2**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. What are the various stages of socialization? Explain the process of socialization in early and late childhood.

---

---

Q2. At which stage of socialization the effects of socialization are strongest and most important?

---

---

## **10.6 LET US SUM UP**

In socialization there is one particular individual on the one side and on the other there are other persons who have before them some accepted truths and the norms of the desirable behavior. It is the process of mutual relationships. The behavior of particular person is modified by coming in contact with others. The members of the society who come in contact with the person have expectations of a specific behavior from the person on the basis of accepted truth and the norms of desirable behavior. This particular person brings modifications in his behavior in accordance with those expectations. This process of modification of behavior is known as socialization. Several research findings have led sociologists to develop two key hypotheses about socialization process. The first hypothesis is that socialization occurs on three levels: primary socialization, Secondary socialization

and adult socialization Individuals who do not undergo adequate primary socialization within a given period of time will likely not proceed through secondary or adult socialization.

Thus, the second key hypothesis about socialization, the critical period hypothesis, suggests that there is a window of time for primary socialization to operate. Once this period has passed, primary socialization becomes increasingly difficult and less effective. This suggests that the effects of socialization are strongest and most important at the earlier stages in life. There are numerous agents of socialization that teach a person the beliefs, values, and behaviors that are appropriate in his or her society. Agents of socialization are groups, individuals, or circumstances in society that socialize an individual. Peer groups, school, and the media replace family as strong agents of socialization during adolescence. Socialization is a lifelong process that has varying impact at different stages of life. There are five general stages of development that are important for understanding socialization through the life course. These stages are infancy, childhood, adolescence, adulthood, and old age. We have described above in detail only three important stages of socialization: Infancy, Childhood and Adolescence. In infancy, socialization is oriented toward attachment to caregivers and mastering early developmental milestones. In childhood, the social sphere widens as the child begins to develop friendships. School becomes an important influence in the socialization of the child. During adolescence, peers become the most important agent of socialization. During adulthood, socialization centers around beginning a family and work. During old age, a person is socialized toward acceptance of the end of life.

## 10.7 GLOSSRY

1. **Socialization:** It is an interactional process whereby a person's behavior is modified to confirm to expectations held by members of the group to which he belongs.
2. **Primary socialization:** Basic and fundamental aspects of interacting that help an individual develop self-awareness. This level of socialization occurs most often through infancy and childhood and is influenced most strongly by the family.
3. **Secondary socialization:** It occurs in later childhood through adolescence. As the social sphere widens, social influence moves beyond

the family and extends to peer groups and other nonfamily forces.

4. **Adult socialization: It** occurs as the individual takes on adult roles such as spouse, employee, or parent, adapting to the complexity of changing roles that occurs throughout the adult years.
5. **Information dependence (ID).** In early years of childhood the child has a desire to get information about his environment and wishes to understand it. His dependence on the other members of the family for information is called as ID.
6. **Critical period hypothesis:** This suggests that the effects of socialization are strongest and most important at the earlier stages in life.

## 10.8 LESSON END EXERCISE

- Q1. Define Socialization. Explain in detail the Socialization in Infancy.
- Q2. Write briefly the various stages of Socialization.
- Q3. Write a detailed note on Socialization in adolescence.
- Q4. Write Short notes on
  - a) Socialization in adolescence.
  - b) Information dependence.
  - c) Critical period hypothesis.

## 10.9 SUGGESTED FURTHER READINGS

Back, K. W. (1977). *Social Psychology*. New York: John Wiley.

Mathur, S. S. (2007). *Social Psychology*. (3<sup>rd</sup> ed) Agra: Vinod Pustak Mandir.

McDavid, J. W., & Harari, H. (1994). *Social Psychology* (1<sup>st</sup> ed.). Delhi: CBS Publishers.

Sherif, M., & Sherif, C. W. (1969). *Social Psychology* (Int. ed.). New York: Harper and Row.

~~~


THEORIES OF SOCIALIZATION: COOLEY, FREUD AND BEHAVIOURIST

STRUCTURE

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Charles H. Cooley and the Looking-Glass Self Theory
- 11.3 Freud and the Psychoanalytic Perspective
- 11.4 Behaviouristic Theory of Socialization
- 11.5 Let Us Sum Up
- 11.6 Glossary
- 11.7 Lesson End Exercise
- 11.8 Suggested Further Readings

11.0 INTRODUCTION

Socialization is a process of mutual relationships. The behavior of particular person is modified by coming in contact with others. In fact socialization takes place at each and every such place where a person has to adjust himself in accordance with the demands of new group. Even though the effects of socialization are strongest during infancy and childhood, most people consider socialization to be a lifelong process. Often, the exact mechanisms and processes of socialization remain difficult to discover. Yet various theorists in both psychology and sociology have made lasting contributions to our understanding of

the process of socialization. This lesson will acquaint you with Charles H. Cooley, Freud and Behaviouristic theory of socialization

11.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Elaborate the the looking-glass self theory
- Describe the psychoanalytic perspective
- Discuss the behaviouristic theory

11.2 CHARLES H. COOLEY AND THE LOOKING-GLASS SELF THEORY

Charles Horton Cooley (1864-1929) was an American sociologist who was interested in how people developed their sense of self. Cooley believed that individuals developed their sense of who they are through social interaction, and he set out to describe the process by which the self emerges. Like Erikson, Cooley saw the process of socialization as lifelong.

Cooley argued that the most basic forms of interaction occur in *primary groups*. These are small groups, such as family, characterized by intimacy, face-to-face interaction, and strong commitments to one another. Socialization through primary groups is highly personal. Thus, in primary groups, the self is defined in relation to the group. According to Cooley, primary groups exert a lasting influence on us and serve as the foundation for the development of our social selves. In contrast to primary groups, with which we interact because it fulfills a basic need, *secondary groups* are larger, more impersonal groups that fulfill strictly instrumental needs. That is, we join secondary groups to achieve a specific goal or to accomplish a particular task. Examples of secondary groups include schools, clubs, governmental organizations, or work.

As we interact through primary and secondary groups, we notice that the people in these groups react to our behaviors. If these reactions are negative, we will change our behaviors to meet the expectations of the group. If the reactions are positive, those behaviors are reinforced. Thus, we judge our actions and ourselves by how think we appear to others. Cooley (1902) termed this the *looking-glass self* because this process resembles looking in a mirror.

We see . . . our face, figure, and dress in the glass, and are interested in them because they are ours, and pleased or otherwise with them according as they do or do not answer to what we should like them to be; so in imagination we perceive in another's mind some thought of our appearance, manners, aim . . . and so on, and are variously affected by it. (Cooley 1902 182)

Cooley asserted that our self-image is shaped largely by three constantly interacting elements within the personality.

1. **Presentation:** How we think we are seen by others, which affects how we present ourselves in each interaction situation.
2. **Identification:** How we think others judge or evaluate us each time we interact with them.
3. **Subjective interpretation:** How we feel about and deal with their evaluations. This process which is largely unconscious occurs as a result of our varied and constantly evolving relationships with individuals and groups. Therefore, our self-concept is continually being influenced by these interactions as we “take readings” (identification) on how we appear to others by examining the image we see reflected in our social mirror.

A favorable reflection in the “social mirror” leads to a positive self-concept, while a negative reflection leads to a negative self-concept. Even if we misjudge others' reactions, the misjudgments become part of our self-concept.

In conclusion the concept of the looking-glass self implies that the self emerges through the process of interaction. The self is continuously constructed through judgments we make about how others see us. Thus, the self is a product of socialization. According to Cooley, without socialization a sense of self will not emerge.

Check your Progress Exercise-1

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Write briefly the Charles H. Cooley and the looking-glass self.

Q2. What is the role of primary and secondary groups in the process of socialization?

Q 3. “Our self-image is shaped largely by three constantly interacting elements within the personality”. What are those elements according to Cooley?

11.3 FREUD AND THE PSYCHOANALYTIC PERSPECTIVE

Sigmund Freud was an Austrian physician whose interests led him to theorize about how the human mind develops and maintains personality. Eventually Freud developed the theory of psychoanalysis, which has maintained an influential role in psychology, psychiatry, and medicine. At the time of its development, the idea that human behavior was biologically determined was dominant. Freud’s theory reflects the core of this belief, but with important caveats. Freud believed that humans have two basic general instincts that guide behavior toward the satisfaction of those instincts. The first instinct, which Freud called *eros*, is the instinct for life. According to Freud, this is often represented in the form of a sexual drive. In contrast, *thanatos* is the death instinct. This instinct is often represented by the need to destroy or act aggressively. These two drives operate in a constant state of tension, vying for the primacy of satisfaction. Freud believed that the tension caused by these opposing instinctual forces formed the basis for the human personality (Slee 2002).

Freud's Model of the Human Mind

Freud represented the tension between *thanatos* and *eros* with a single concept—the id. The *id* represents the most basic part of the human personality, containing all of the basic impulses and drives that are necessary for human survival. The id is present at birth and is geared solely toward the satisfaction of the basic instincts. Freud noted that infants are constantly needy, demanding attention, contact, and food. However, as children grow, they realize that in many cases, their desires may not be satisfied or their needs may go unmet. This creates a level of frustration that is acted upon by the id in the form of crying or tantrums.

As the child learns to deal with the frustration that accompanies unmet needs, the second aspect of Freud's personality emerges. The *ego* represents the conscious part of the personality. As the conscious individual realizes that he or she cannot always satisfy his or her basic desires, the ego helps balance these desires with the demands of society.

As the demands of society are learned and reinforced through interaction, the norms and values of the society become part of the individual psyche. The *superego* is the expression of these internalized societal values, reinforcing the ego's conscious realizations and lessons learned from early childhood.

Freud believed that personality development—and thus socialization—ended by the end of adolescence. His views reflected a radical departure from the prevailing views of his time. Freud considered that the development of the child takes place at many stages.

The first stage he referred to as the ***Oral stage***: lasts for the first 18 months of life and is a time when the infant's pleasure seeking is centered on the mouth. At this stage the child's sex urges are satisfied through putting things in the mouth.

The second stage according to Freud is the ***Anal stage***: The anal stage lasts from the age of about 1½ to 3 years and is a time when the infant's pleasure seeking is centered on the anus and its functions of elimination.

The third stage is ***Phallic Stage***: this stage lasts from 3 to 6 yrs and is a time when the infant's pleasure seeking is centered on the genitals. Freud theorized that the phallic stage is particularly important for personality development because of the occurrence of the Oedipus complex.

The fourth stage is ***Latency Stage***: The latency stage, which lasts from about age 6 to puberty, is a time when the child represses sexual thoughts and engages in nonsexual activities, such as developing social and intellectual skills. At puberty, sexuality reappears and marks the beginning of a new stage, called the genital stage.

And the last stage is ***Genital Stage***: this stage lasts from puberty through adulthood and is a time when the individual has renewed sexual desires that he or she seeks to fulfill through relationships with other people.

According to Freud the socialization of a child is a continuous encounter which occur because of an individual's growing capabilities and the changing pressures of the society. The child withholds his excreta inside himself. When their pressure become so great that it becomes very difficult for him to withhold them any longer then he passes them out at whatever place he is. Many a times his clothes are spoiled. His parents and other persons call him dirty child. The child internalizes these feelings and begins to understand what is called good or bad behavior by the society. When the child becomes more mature he comes out of his family and starts mixing with the larger community. Now he faces such problems which require, as Erickson believes, with his dexterity, identification and intimacy. By facing these problems he develops certain qualities which become the prominent parts of his personality. Freud believes that whatever happens after his birth and till five or six years that becomes relatively stable. This mainly occurs because the early experiences are internalized at the unconscious level. In later years they are not influenced by rational and cognitive learning. Hence at very early age the nature and type of person one individual will become is determined and his socialization takes a stable direction. Freud's theory has subsequently become one of the most novel and influential approaches to understanding the human mind. The legacy of Freud was the challenge to rethink our views of children and the importance of socialization in the early years.

At the same time, Freud's views have been widely criticized and challenged from many different professions. Indeed, Freud did no actual experiments, and the only corroboration we have of his theories come from his own reports of treatments he gave to his own patients. Subsequent investigations of these cases have shown his reports of successful treatments to likely be exaggerated (Kramer 2010). Empirical investigations into other aspects of his theory have revealed general but pervasive problems with the validity of the theory (Fisher and Greenberg 1996).

Check your Progress Exercise-2

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Freud considered that the development of the child takes place at many stages. Explain.

Q3. Describe the Sigmund Freud's Model of the Human Mind.

11.4 BEHAVIOURISTIC THEORY OF SOCIALIZATION

J. B Watson was the founder of the behavioristic approach. He stated that psychology is not study of mind rather it is the study of behavior. B.F Skinner successor of Watson has shared his strong advocacy for a behavioral approach but felt his extreme statements created the wrong impression of behaviorism.

The behaviorists consider that the process of socialization is totally the function of external forces. According to behaviorism socialization indicates the changes in the behavior through direct experiences. On the other hand the psychoanalytic viewpoint gives importance to internal forces. The behaviorist emphasize that if parents give proper reinforcement then the child's socialization takes place in the right direction. But if the improper reinforcements are given then his socialization takes wrong direction.

The boys and girls do not learn sex specific behavior because they have sexual differences but because their parents reinforce their sex specific behaviors. A boy is encouraged to be aggressive and a girl is praised for her shyness. Hence they learn these behaviors as specific to their sex.

Behavioral theories are extremely important in understanding many aspects of social development. One version of behaviorism, termed ***classical conditioning***, is about learned associations. The essence of Pavlov's classical conditioning is the association of a neutral stimulus with a previously conditioned or naturally conditioned stimulus and response. Historic examples of classical conditioning are the experiments of Pavlov and Watson. Classical conditioning includes the following key features: unconditioned stimulus, Unconditioned response, conditioned stimulus and conditioned response.

Another type of behaviorism called ***Operant conditioning*** is primarily about the ways that environmental contingencies influence the likelihood of behavior. Historic experiments by Skinner and Martin Seligman demonstrated that various types of rewards and punishments could be used to influence whether a given behavior would increase or decrease over time. More specifically, a *reward* increases the likelihood of a behavior, and a *punishment* decreases the likelihood of a behavior. Note that reward and punishment are social processes and need not be intentional. That is many rewards and punishments in the environment occur naturally, even when individuals do not mean to impose consequences on other person's actions.

In the mid twentieth century, a researcher named Arbert Bandura began research on a third type of behaviorism called ***Social learning theory***. According to this theory, an individual need not experience a contingency directly in order to learn from it. That is, people can learn indirectly by watching others model behaviors and observing the contingency those models experience. When one person observes another person experiencing a punishment in response to a behavior, the observer generally becomes less likely to engage in that behavior. On the other hand, if one person observes another person being rewarded in response to a behavior, the observer will generally become more likely to engage in that behavior. Consider Bandura's classic bobo doll experiment. The four components of modeling (attention, retention, reproduction, & motivation) are essential for successful modeling. A primary area for the application of social learning theory is in media influences: what children learn from watching television characters being rewarded or punished for their actions.

The ultimate goal of social learning theory is self-regulation. Self-regulation is essentially the intrinsic ability to understand and control one's own behavior through goal

setting, monitoring of one's own behavior, reinforcing and punishing oneself, and selecting environments that will facilitate one's appropriate behavior.

In our opinion the behaviorist viewpoint is right to certain extent but it is not entirely correct. A child's physical, social, emotional and sexual developments are as important as reinforcements. We know that the same thing is liked by one while hated by other. The children of the same parents differ from each other. One child learns by force while the other by persuasion. It happens because of differences in their personalities or varying emotional conditions. Hence we cannot consider only the external forces as the sources of socialization.

Check Your Progress Exercise-3

Notes: (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

Q1. Compare and contrast the key theories of the process of socialization.

Q2. Discuss the social learning theory of socialization.

Q3. "The behaviorists consider that the process of socialization is totally the function of external forces". Discuss any two theories to support this view point.

11.5 LET US SUM UP

In socialization there is one particular individual on the one side and on the other there are other persons who have before them some accepted truths and the norms of the desirable behavior. It is the process of mutual relationships. The behavior of particular person is modified by coming in contact with others. The members of the society who come in contact with the person have expectations of a specific behavior from the person on the basis of accepted truth and the norms of desirable behavior. This particular person brings modifications in his behavior in accordance with those expectations. This process of modification of behavior is known as *socialization*. Various theorists have made lasting contributions to our understanding of the process of socialization. *Cooley* asserted that our self-image is shaped largely by three constantly interacting elements within the personality: Presentation, Identification and Subjective interpretation. A favorable reflection in the “social mirror” leads to a positive self-concept, while a negative reflection leads to a negative self-concept. *Sigmund Freud* believed that the development of personality required proper social attachment and development. He believed that humans have two basic general instincts that guide behavior toward the satisfaction of those instincts: *eros* and *thanatos*. Freud represented the tension between *thanatos* and *eros* with a single concept—the id. The *id* represents the most basic part of the human personality, containing all of the basic impulses and drives that are necessary for human survival. The *ego* represents the conscious part of the personality. The *superego* is the expression of internalized societal values, reinforcing the ego’s conscious realizations and lessons learned from early childhood. Freud believed that personality development—and thus socialization—ended by the end of adolescence. Freud considered that the development of the child takes place at many stages. The *behaviorists* consider that the process of socialization is totally the function of external forces. According to behaviorism socialization indicates the changes in the behavior through direct experiences. The behaviorist emphasize that if parents give proper reinforcement then the child’s socialization takes place in the right direction. But if the improper reinforcements are given then his socialization takes wrong direction. The three main approaches to behaviorism are classical conditioning, operant conditioning and Bandura’s Social learning theory.

11.6 GLOSSARY

1. **Primary groups:** Small groups, such as family, characterized by intimacy, face-to-face interaction, and strong commitments to one another. Socialization through primary groups is highly personal.
2. **Secondary groups:** Larger, more impersonal groups that fulfill strictly instrumental needs. That is, we join secondary groups to achieve a specific goal or to accomplish a particular task. Eg. schools, clubs, work etc.
3. **looking-glass self:** Our judgment of our actions and ourselves by how think we appear to others.
4. **Id:** It represents the most basic part of the human personality, containing all of the basic impulses and drives that are necessary for human survival.
5. **Ego:** It represents the conscious part of the personality.
6. **Superego:** It is the expression of internalized societal values, reinforcing the ego's conscious realizations and lessons learned from early childhood.
7. **Classical conditioning:** It is about learned associations. The essence of Pavlov's classical conditioning is the association of a neutral stimulus with a previously conditioned or naturally conditioned stimulus and response.
8. **Operant conditioning:** It is primarily about the ways that environmental contingencies influence the likelihood of behavior. More specifically, a *reward* increases the likelihood of a behavior, and a *punishment* decreases the likelihood of a behavior.

11.7 LESSON END EXERCISE

- Q1. Discuss the psychoanalytic perspective of socialization and compare it with the behaviorist theory.
- Q2. Describe in brief the theory of Cooley.
- Q3. Discuss the Behaviouristic theory of socialization.
- Q4. Describe the psychosexual stages of development given by Sigmund Freud.

11.8 SUGGESTED FURTHER READINGS

Cooley, C. H. (1902). *Human Nature and the Social Order*. New York: Scribner.

Fisher, S., and C. R. Greenberg. (1996). *Freud Scientifically Reappraised: Testing the Theories and the Therapy*. New York: Wiley

Kramer, P. (2010). *Freud: Inventor of the Modern Mind*. New York: Harper.

Mathur, S. S. (2007). *Social Psychology*. (3rd ed) Agra: Vinod Pustak Mandir.

McDavid, J. W., & Harari, H. (1994). *Social Psychology* (1st ed.). Delhi: CBS Publishers.

~~~~~

## **SOCIAL INTERACTION**

### **STRUCTURE :**

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Nature of Social Interaction
- 12.3 Types and Process
- 12.4 Let Us Sum Up
- 12.5 Glossary
- 12.6 Lesson End Exercise
- 12.7 Suggested Further Readings

### **12.0 INTRODUCTION:**

Social interaction is the essence of life. When people live in a group, they interact with one another. Such interaction is a persisting process. When a person says or does anything, the other person or persons around him react to what he says or does. The process may not and usually does not, stop here. It may continue for some more time, depending on circumstances.

Sociologists study the interaction process at two levels, micro and macro. Personal interaction(as between two or more persons) is the focus of micro level studies. The macro level studies, on the other hand, consists of interaction with large scale structures, such as government, political parties religious or educational institutions, etc. In any social setting people interact of both levels.

## 12.1 OBJECTIVES

By the end of this lesson the student should be able to :

- Discuss the nature of social interaction
- Reproduce the definitions of social interaction
- Describe the various types of social interaction.

## 12.2 NATURE OF SOCIAL INTERACTION

Social interaction is the foundation of society. It is the very essence of social life. Hence, the concept is crucial to any study of the dynamics of society and culture. Without Interaction there would be no group life. Here presence of individuals does not weld them into a social unit or group. It is when persons or groups of persons do such things as work or play or talk together with commonend, or when they compete or quarrel with each other that group life, properly speaking, exists. Thus, it can be said that interaction is the basic social process, the broadest term of describing dynamic social relationships. Social interaction is the dynamic element in society, while statuses and norms represents its static element. It is true that life is fast moving, dynamic and changing, breaking out at the weak part (or where conflict is greater). People are on the move. They are striving, competing, conflicting, cooperating, appearing, adjusting, reconciling and then challenging again. This action demand or functional element itself represents social interaction.

### Definitions

- Eldredge and Merrill:** 'Social interaction is the general process whereby two or persons are in meaningful contact as a result of which their behaviour is modified however slightly.
- Drawson and Gettys:** 'Social interaction is a process whereby men interpenetrate the minds of each other.'
- Gish. N.P. :** 'Social interaction is the reciprocal influence human beings exert on each other through interstimulation and response.'

## 12.3 TYPES OF SOCIAL INTERACTION

**1. Communication :-** Communication is the medium of interaction. In communication one person infers from the behaviour of another the idea or feeling of the other person. It may take place at three levels - through the senses, the emotions and the sentiments and ideas. The first two are called 'the natural forms of communication.' They are common to man and the animals. On the sensory level, seeing, hearing, smelling and touching all play a role in evoking responses. On the emotional level, such things as facial expression, blushing and laughing arouse responses. Communication on the third level, taking place through the intellect is, strictly limited to man. Here speech and language play an important role. Language helps man to transmit abstract ideas to his fellow beings. It facilitates the transmission of cultural heritage.

**Need of a communication:** A person who rarely communicates with other members of society or group is called a social isolate. All round development of his personality is affected. He can neither contribute nor receive anything from others. Consequently, his knowledge will be limited and learning will be affected. If the members of a particular group depend for information on members of his own group only, his information, awareness and knowledge is only confined to his own group and he has to entirely depend on his group members for all kinds of information. Communication should extend to other social groups also as it is an important key to social structure.

**2. Cooperation :-** Co-operation is a form of social interaction wherein two or more persons work together to gain a common end. It is one of the most basic, pervasive and continuous social processes. It is the very basis of social existence. The term 'Cooperation' is derived from the two Latin words : 'Co' meaning together and 'operan' meaning to work. Literally, cooperation means joint work or working together for common rewards.

- (a) **Merrill and Eldredge** defined cooperation as a form of social interaction wherein two or more persons working together to gain a common end.
- (b) **A. W. Green** defined cooperation as the continuous and common endeavour of two or more persons to perform a task or to reach a goal that is commonly cherished.

Cooperation may be direct, indirect or it may be primary, secondary and tertiary in character.

- (a) **Direct Cooperation:** In direct cooperation, individuals do the identical function. e. g. playing together, worshipping together, tilling the field together etc. People do work in company with other members.
- (b) **Indirect Cooperation :** In this case, people work individually for the attainment of a common end. This is based on the principle of division of labour and specialization. For example, farmers, spinners, weavers, dyers, tailors are different people engaged in different activities. But their end remains the same, that of producing clothes.
- (c) **Primary Cooperation:** Primary Cooperation is found in primary groups such as family, neighbourhood, friend's group, children's play group and so on. Here, there is an identity of ends. Every member works for the betterment of all. Means and goals become one, for cooperation itself is a highly prized value.
- (d) **Secondary Cooperation :** It is found mainly in secondary groups. Most members of the group feel some loyalty toward the group, but the welfare of the group is not their first consideration. Each may work in cooperation with others for his own wages, salaries, promotions, profits and in some cases power and prestige.
- (e) **Tertiary Cooperation:** Cooperation may be found between bigger groups also. It may be found between two or more political parties, castes, tribes and so on. The two groups may work together for antagonistic goals that is two defeat the third party.

Cooperation as a form of social process is universal and continuous. It surrounds us on all sides. It is both a psychological and biological necessity and a social condition of main continued existence.

Cooperation takes place under some conditions. First of all, it requires motivation to seek a goal. Secondly, people must have some knowledge of the benefit of cooperative activity. Thirdly, people must have a favourable attitude towards sharing both the work and the rewards involved. Finally, they need to equip themselves with the skills necessary to make the cooperative plan work.



Cooperation is an urgent need of the present day world. It is needed not only among the individuals, association, groups and communities but also among the nations. It provides solution for many international problems and disputes. Since interdependence is widespread in all walks of life, cooperation is all the more needed. Society advances through cooperation and declines in its absence.

**3. Competition :-** Competition is the most fundamental form of social struggle. It is based on the fact that all people can never satisfy all their desires. Competition takes place wherever there is insufficient supply of things that human beings commonly desire. Whenever and wherever commodities which people want are available in a limited supply, there is a competition.

### **Definitions**

- (a) **Park and Buraers** defined competition as an interaction without social contact.
- (b) **Beisanz :-** Competition is the striving of two or more persons for the same goal which is limited so that all cannot share.
- (c) **Horton and Hunt :-** Competition is the struggle for possession of rewards which are limited in supply goods, status, power, love anything.

### **Bernard mentions three broad types of competition :**

#### **Social, Economic and Political Competition :**

- (a) **Social Competition :-** People always compete, to get into higher status and position. Competition of this kind is mostly observed in open societies.
- (b) **Economic Competition :-** The most important and at the same time the most vigorous form of competition is the economic competition. Men compete for jobs, customers, clients, patients, profits, wages, salaries, increments and promotions, money, property etc. Man always struggle for higher standard of living.
- (c) **Political Competition :-** In the modern world competition for political power is always present. Political parties are always engaged in competition to secure power. Such a competition becomes apparent especially during elections.

Competition may take place between racial groups such as the Negroes and the whites, Hindus and Muslims, Muslims and Christians and so on.

Competition assigns individuals their respective place in the social system. Some people compete with others to retain their status, others compete to enhance their status.

Competition is a source of motivation for the individuals. It makes the individual to show his ability and express the talents. It increases individual efficiency.

Fair competition is conducive to economic as well as social progress. It even contributes to general welfare because it spurs individuals and groups on to exert their best efforts.

Competition is beneficial only when it is constructive. It must function within limits. Uncontrolled competition is always dangerous. Unhealthy competitions may even cause disorder in society.

**4. Conformity :-** Conformity is a type of social interaction in which individuals change their attitudes or behaviour in order to adhere to existing social norms.

In many instances one found oneself in a situation in which you felt that you stuck out like the proverbial sore thumb. In such a case, that person have already had direct experience with pressures towards conformity. In such situations, he/she probably experienced a strong desire to "get back into linen to fit in with other people around you. Such pressure towards conformity stem from the fact that in many contexts there are explicit or unspoken rules indicating how we should or ought to behave. Those rules are known as social norms, and they often exert powerful effects on our behaviour. In some instances, governments generally function through constitutions and written laws, and athletic contests are usually regulated by written rules. Signs in many public places describe expected behaviour in considerable detail, as in Speed Limit, No Swimming, No Parking, keep off the Grass. In contrast, other norms are unspoken or implicit. We are often influenced by current and rapidly changing standards of dress, speech and grooming. Regardless of whether social norms are explicit or implicit though, one fact is clear: Most people obey them most of the time.

At first glance, this strong tendency toward conformity - toward going along with our society's or our group's expectations about how we should behave in various situations - may strike you as objectionable. After all, it does place restrictions on

personal freedom. Actually though, there is a strong basis for so much conformity., Without it, we would quickly find ourselves facing social chaos. Imagine what would happen outside movie theatres, at stadiums or at supermarket checkout counters if people did not obey the norm 'form a line and wait your turn". In many situation conformity serves a useful function.

**Factor affecting conformity :**

- a. **Cohesiveness:** Cohesiveness can be defined as the degree of attraction felt by individuals towards some group. When cohesiveness is high, when we like and admire some group of person pressures toward conformity are magnified. After all, we know that one way of gaining the acceptance of such person is to be like them in various ways, even if this induces alterations in our own anatomy. When cohesiveness is low, on the other hand, pressures towards conformity are also low why should we change our behaviour to be like other people we don't especially like or admire.

Suppose the fashion of attaching artificial horns on your head appeared in your neighbourhood. Further, imagine that the people who adopted it were the most populars and admired in the entire area. Would their adoption of this new style lead to its rapid spread? Perhaps, in any case, these fact that they adopted it would tempt many persons to do the same. But now suppose that instead, the only ones who adopted the new fad were the looser in your neighbourhood - people who were viewed as weird and unpopular. Would their adoption of the new fashion lead to its rapid expansion? Probably not - after all, who would want to be like them.

- b. **Group size :** Second factor that exerts important effect on the tendency to conform is the size of the influencing group. Asch (1956) and other early researches found that conformity increased with group size, but only upto about their members; beyonds that point, it appeared to level offer even decrease. More recent research, however, has failed to confirm these early findings. Instead, these later studies have found that conformity tends to increase with group size upto eight group members and beyond. So, it appears that the larger the group, the greater our tendency to go along with

it. Even if this means behaving in ways different from the ones we'd really prefer.

**5. Compliance :** Compliance is a form of social influence involving direct requests from one person to another.

Suppose that you wanted someone to do something for you, how would you go about getting them to do it? If you think about this question for a moment, you'll quickly realize that you have quite a few tricks up your sleeve for gaining compliance - for getting others to say yes to your requests. What are these techniques like? Which ones work best?

The well known social psychological Robert Cialdini decided that the best way to find out about compliance was to study what he termed compliance professionals - people whose success depends on their ability to get others to say yes. These persons are sales people, advertisers, political lobbyists, fund raisers, politicians, professional negotiators and many others. Cialdini's technique for learning from these people was simple he temporarily concealed his true identity and took job in various settings where gaining compliance is a way of life. On the basis of first hand experiences, he concluded that although techniques for gaining take many different forms, they all rest to some degree on six basic principles.

- a. **Friendship / liking :** In general, we are more willing to comply with requests from friends or from people we like than with requests from strangers or people we don't like.
- b. **Commitment / consistency :** Once we have committed ourselves to a position or action, we are more willing to comply with requests for behaviour that are consistent with this position or action than to accede to requests that are inconsistent with it.
- c. **Scarcity :** In general, we value, we try to secure, outcomes or objects that are scarce or decreasing in their availability. As a result, we are more likely to comply with requests that focus on scarcity than with ones that make no reference to this issue.
- d. **Reciprocity :** We are generally more willing to comply with a request from someone who has previously provided a favour or concession to us than to oblige someone who has not. In other words we feel impelled to pay people back in some way for what they have done for us.

- e. **Social Validation :** We are generally more willing to comply with a request for some action if this action is consisted with what we believe persons similar to ourselves are doing (or thinking). We want to be correct, and one way to do so is to act and think like others.
- f. **Authority:** In general, we are willing to comply with requests from someone who holds legitimate authority or who simply appears to do so.

According to Cialdini (1994), these six basic principle underlie many techniques that professionals and we ourselves use for gaining compliance from others.

- 6. **Social Facilitation:** Social facilitation is the idea that you will likely do better on a simple task when other people are watching you. However, you would tend to do less well on complex tasks where you were being watched or evaluated. For example, say you were asked by your boss to perform a relatively easy task, such as cleaning up a common work area. Social facilitation theory says that you would be likely to go the extra steps to put everything in its place and make the area very tidy if there were people watching you while you were working. But, if you were doing this same task after-hours, when everyone had gone home for the day, you might not be as attentive to all the details.

Studies have shown that social facilitation is evident in many realms of life. For example, in the sporting realm, cyclists were timed when racing alone versus when they were in the presence of other cyclists. The athletes consistently had faster race times when in the presence of their teammates versus when they were racing alone. The conclusion of the study was that the presence of the other cyclists made them more competitive.

Studies where more complex tasks were performed tended to produce the opposite effect. For example, a study that monitored the performance of people taking a driving test to obtain their license found that the presence of an additional person in the car (in addition to the instructor) decreased the likelihood that the person taking the test would pass.

Knowing about social facilitation can help you understand motivation from a new perspective. We often interpret someone's performance based solely on his or

her abilities. For example, if a person doesn't perform well on a given task we might just assume that he or she isn't good at it or isn't willing to put forth the effort that is needed to do it well. That may be the case. However, social facilitation helps us to appreciate that our motivation for doing a task is also influenced by how good we perceive ourselves to be at the task and whether we are being evaluated by others.

Motivation is high when performing an easy task that others observe. We are likely to get positive feedback as a result. Motivation is lower for more difficult tasks because we fear making mistakes and this could result in unfavorable comments from others.

### **Check Your Progress Exercise-1**

**Notes:** (a) Space is given below for your answers.

(b) Check your answers with the above mentioned text.

1. What do you mean by Social Interaction?

---

---

2. Explain compliance as a type of Social Interaction.

---

---

3. Differentiate between cooperation and competition.

---

---

4. Enumerate the functions of competition in society.

---

---

## 12.4 LET US SUM UP :

Social interaction is the general process whereby two or more persons are in meaningful contact as a result of which their behaviour is modified however slightly. Communication, competition, cooperation, conformity, compliance are the types of social interaction. Most people behave in accordance with social norms most of the time; in other words, they strong tendencies towards conformity. Individuals use many different tactics for gaining compliance - getting others to say yes to various requests. Many of these tactics rest on basic principles well known to social psychologist.

## 12.5 GLOSSARY :

1. **Social interaction** : The give and take between individuals in social situation is known as social interaction.
2. **Co-operation** : It is a form of social interaction wherein two or more person work together to gain a common end.
3. **Communication** : It is the medium of interaction in which one person infers from the behaviour of another the idea or feeling of the person.
4. **Social Facilitation** : Social facilitation is the idea that will likely to do better on a simple task when other people are watching you.
5. **Conformity** : It is type of social interaction in which individuals change their attitudes or behaviour in order to adhere to existing social norms.

## 12.6 LESSON END EXERCISE

- Q1. Describe social interaction. Give a detailed account of co-operation and one of the interaction process.
- Q2. Briefly discuss the role of compliance and competetion in social interaction.
- Q3. Write short notes on the following
  - (i) Social facilitation
  - (ii) Conformity
  - (iii) Communication

## **12.7 SUGGESTED FURTHER READINGS :**

Baron, R. A., & Branscombe, N. R. (2012). *Social Psychology* (13<sup>th</sup> ed).  
New Jersey: Pearson Education Limited.

Mohanty, G. (2016). *Social Psychology* (4<sup>th</sup> ed). New Delhi: Kalyani Publishers.

~~~