

ACHIEVER'S EDUCATION CONSULTANT
08141710097
SUMMARY OF CSS121 WITH PAST QUESTIONS

Introduction

The material has been developed to suit students in Nigeria by virtue of the fact that it has practical examples from the local environment. This Course guide tells you briefly what the course is about, what course materials you will be using and how you can work your way through the materials. It suggests some general guidelines for the amount of time you should spend on each unit of the course in order to complete it successfully. You are advised to attend these sessions.

What You will Learn in this Course

The overall aim of CSS 1 03 -Introduction to psychology -is to introduce specific definitions of psychology and provide approaches to the study of behaviour, the nature of psychology, specialties in psychology and how psychologists develop and test their theories. Psychology is vital to the understanding and prediction of human behaviour. You will learn what approaches are used to study behaviour and specialties in psychology. In addition, you will understand some important factors in person perception and impression formation.

Correct interpretation of signals from others and the understanding and attribution of causes to others' behaviour, accuracy of judgments including deviant behaviour are important in today's world. You will understand how these can be achieved and how delinquent behaviour can be modified.

Course Aims

This course aims to give you an understanding of the definitions of psychology, what psychology is, approaches to the study of behaviour, the objectives of psychology, specialties in psychology and areas that overlap with other disciplines. You will be taught how psychologists develop and test their theories and how you can apply psychology to policing. The factors Influencing deception attempts and factors influencing the detection of deception would also be understood.

Giving you situations and environmental influences on

Describing how psychology can be applied to policing. Explaining what perception is and factors affecting perception. Giving you explanation on how human aggression can be managed.

Course Objectives

You may want to refer to them during your study of the unit to check on your progress. In this way you can be sure that you have done what was required of you by the unit.

Discuss the situational and environmental influence on

Describe how psychology can be applied to policing.

Working through this Course

Each unit contains self- assessment exercises, and at points in the course you are required to submit assignments for assessment purposes. The course should take you about 17 weeks in total to complete.

[...]

The presentation schedule included in your course materials gives you the important dates for this year for the completion of tutor-marked assignments and for attending tutorials. Remember, you are required to submit all your assignments by the due date. You should guard against falling behind in your work.

Assignment File

In tackling the assignments, you are expected to be sincere in attempting the exercises, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor against formal deadlines stated in the presentation schedule and the assignment file. The work you submit to your tutor for assessment will make up 50% of your total course mark. At the end of the course you will need to sit for a final written examination of three hours' duration.

This examination will make up the remaining 50% of your total course mark. You are encouraged to submit all assignments. Assignment questions for the units in this course are contained in the assignment file. You will be able to complete your assignments from the information and materials contained in your reading, and study units.

However, it is desirable in all degree level education to demonstrate that you have read and researched more widely than the required minimum. Using other references will give you a broader viewpoint and may provide a deeper understanding of the subject. Make sure that each assignment reaches your tutor on or before the deadline given in the presentation schedule and assignment file. If, for any reason, you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension.

Extensions will not be granted after the due date unless in exceptional circumstances.

Final Examinations and Grading

The examination will consist of questions which reflect the type of self- testing, practice exercises and tutor-marked problems you have previously encountered. All areas of the course will be assessed. Use the time between finishing the last unit and sitting for the examination to revise the entire course. You might find it useful to review your self-tests, tutor- marked assignments and comments on them before the examination.

Course Marking Scheme

The following table lays out how the actual course marking is done.

50% of overall course marks Course marking scheme Course Overview

The next table brings together the units, the number of weeks you should take to complete them, and the assignments that follow them. How to Get the Most from this Course In distance learning, the study units replace the university lecturer. Think of it as reading the lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your other materials.

Just as a lecturer might give you an in-class exercise, your study units provide exercises for you to do at appropriate points. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit.

You should use these objectives to guide your study. When you have finished the unit, you must go back and check whether you have achieved the objectives or not. If you make a habit of doing this, you will significantly improve your chances of passing the course. The main body of the unit guides you through the required reading from other sources.

This will usually be either from a reading section or some other sources. You will be directed when there is the need for it. Self-tests are interspersed throughout the units, and answers are given at the end of units. Working through these tests will help you to achieve the objectives of the unit and prepare you for the assignments and the examination.

[...]

The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor. When you need help, don't hesitate to call and ask your tutor to provide it. Note the time you are expected to spend on each unit and how the assignments relate to the units.

You need to gather together all this information in one place, such as in your diary or a wall calendar. Whatever method you choose to use, you should write in your own dates for working on each unit. Once you have created your own study schedule, do everything you can to stick to it. If you get into difficulties with your schedule, please let your tutor know before it is too late for him to help you.

You will almost always read both the study unit you are viii working on and one of the materials for further reading on your desk at the same time. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit, you will be instructed to read sections from other sources. Use the unit to guide your reading.

Keep in mind that you will learn a lot by doing all your assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that

you keep yourself on schedule.

When you have submitted an assignment to your tutor for marking, do not wait until you get it back before starting on the next unit. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also as written on the assignment itself. Check that you have achieved the unit objectives and the course objectives .

Facilitators/Tutors and Tutorials

There are 17 hours of tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group. Your tutor will mark and comment on your assignments. He will also keep a close watch on your progress or any difficulties you might encounter and provide assistance to you during the course.

You must mail your tutor-marked assignments to your tutor well before the due ix date . They will be marked by your tutor and returned to you as soon as possible. The following might be circumstances in which you would find help necessary. You do not understand any part of the study units or the assigned readings.

You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment. You should try your best to attend the tutorials. You will learn a lot from participating in discussions actively. CSS 103 intends to introduce psychology to you.

Upon completing this course, you will be equipped with basic knowledge of psychology, its approaches and methods. You will be able to answer questions like these ones.

[...]

By now, you should have read through the course guide, which was sent to you as part of your institutional package furthering course. Let us look at what you should learn in this unit, as specified in the unit objectives below. These are often one- sided views exaggerating some opinions held by only a few psychologists or even by some who are not properly qualified psychologists. This is because human behaviour can be observed by all and sundry who attempt to explain occurrences from their own intuition, or belief.

In other branches of science, for example physics and chemistry, common sense or intuition does not help observers to explain why diatomic hydrogen behaves differently from a monatomic one, when these are bombarded by neutrons. Here we will look at some of the descriptions of the concept of psychology. You will probably have come across the word 'psychology' before, and you may have your own idea of what psychology is all about. Unfortunately there are a number of misconceptions and misunderstandings as to what psychology is exactly, and for this reason we will consider why this is so and then examine some descriptions of this subject area.

Make a few brief notes before moving on to the next section.

While people have been interested in human behaviour for thousands of years, psychology has only become a discipline in its own right in the last

At this time, Wilhelm Wundt founded the first laboratory devoted to experimental psychology. Over the next 40 years, many universities throughout Europe and the United States set up their own laboratories. The first recognized book on psychology was written by William James and published in 1890. From these early beginnings, psychology expanded quite rapidly and achieved various important milestones in its history.

Many see the writings of Sigmund Freud as very significant in the development of psychology, although as you will see later, his work has been criticized for lacking in sound scientific basis. Psychology today encompasses a wide range of perspectives and has been applied to a large number of different areas of human functioning. You will learn about some of these in what follows. I know you now find our discussion meaningful and interesting.

There are at least two reasons why psychologists do not always agree on a simple common description of psychology. The second reason is that psychology already covers a diverse range of subjects, and psychologists working in different areas see psychology in slightly different ways. Let us cite an example so that you can have a clear understanding. Educational psychologists will be mainly concerned with the way in which children learn, and how to help children who are not doing well at school.

By contrast, a clinical psychologist will deal almost exclusively with people who are mentally ill or who are experiencing behavioural problems. It is time for you to try your hand on a question.

Is Psychology more than just 'Common Sense'?

One reaction that people have when they hear of the results of a psychological research is that it is all just 'common sense'. While it is true that psychologists do sometimes confirm what people may already believe, their research also allow them to ascertain the conditions under which certain events do or do not occur. Different people have different views of how the world works and may presume different things about 'human nature'. Sometimes common sense appears to be contradictory.

Both of these expressions are well known, yet surely both cannot be true. A psychologist may wish to examine this and determine whether one is more accurate than the other, or identify the circumstances under which one is truer than the other. There are many other examples of 'common sense' which turn out not necessary to be true. We will see in another unit of this course that both of these presumptions may not actually be true.

Open any recent book on introductory psychology at the contents page and note the different subjects that are covered. If possible, compare it with an introductory psychology book published more than 20 years ago. What a mad world it would be if a smile were answered by a kick and angry shout by a friendly greeting. Efforts at thinking about these questions and hazarding answers for them have to do with a branch of knowledge known as psychology.

Many people would insert the word 'human' in this definitions, as the vast majority of psychologists are interested exclusively in studying human behaviour . However, some psychologists study animals other than humans, partly because such study is interesting in itself and partly because studying animals allows researchers to carry out experiments and then extend the results into the human domain. Many of Skinner's findings were expanded to cover human

populations and valuable lessons were learnt. In some cases, psychologists have used animals such as rats and mice because such subjects are more easily recruited than humans.

My dear student, I know you are getting more interested in our discussion. You are likely to find the next section even more interesting. So, psychologists generally study human behaviour and try to understand why people behave the way they do. We will see in unit 2 some of the ways in which psychologists might go about studying human behaviour.

Now assess yourself on the progress you have made in this course by answering this question. We must continue now. It is important for you to remember that psychology is the science that studies behaviour and what goes on in the mind that causes behaviour to occur. Psychology has to do with the concepts of learning, memory, perception, motivation and personality traits.

Because we are unable to see the mind, we have to study it through the ways in which it manifests itself. Dennis Child sees behaviour to include 'all those aspects of human activity which we can observe'. Let us cite an example to ensure you understand our discussion. Philosophy seeks to discover and to recommend principles for deciding what actions and qualities are good and why they are so.

This may be why Child saw psychology as a discipline with a wide area of interest. It covers, according to Child, from the scientific study to all kinds of pursuits including making dogs salivate at the sound of a bell and a study of the growth of intelligence in human beings. From our discussion, it is clear that there are many definitions of psychology. While many writers of psychology textbooks give differing definitions of the subject area, a common thread still runs through these definitions.

Zimbardo captures the views of many by suggesting that the goals of psychology are

We will discuss in unit 2 of this In this unit, you have learnt some descriptions of psychology. Psychology is mainly concerned with the systematic study of human behaviour. Such systematic study allows psychologists to offer explanations for different behaviour and in some cases to make predictions about future behaviour. The unit has served to introduce you to other units in the course.

The units that follow shall build upon this introduction to ensure clarity of concepts and understanding of contents.

APPROACHES TO PSYCHOLOGY

Objectives of Psychology In unit 1, we discussed misconception descriptions and definitions of psychology. The unit also served to introduce you to other units in this course. You can now describe and define psychology from your own understanding. Because psychology is a relatively new discipline, it is still adopting different approaches to the study of behaviour.

Let us look at what other content you should learn in this unit as specified in the unit objectives below. From our discussion in unit 1, you will remember that part of the problem with offering a simple but all embracing definition of psychology is that the term 'psychology' includes a number of different approaches. Let us cite an example to drive home this point. A psychologist

working from this perspective might for example, search for abnormalities in the brain chemistry of depressed people.

The psychologists might try to alleviate the symptoms by suggesting techniques such as administering anti depressant drugs , thus altering the brains chemistry. In addition a lot of his work involved trying to find ways of tapping into the unconscious. You need to remember that while psychologists do not refer to Freud's writings a great deal today, there are some areas where his views may be relevant. We will discuss more on aggression later in this course.

From our discussion, there is a particular approach that attempts to find out the cause of behaviour. State in the space that follows which approach we are referring to. List one particular area of psychology where Freud's writing may be of relevance today. Behaviourists such as Ivan Pavlov and B.F. Skinner would thus spend a great deal of time studying the behaviour itself and the environmental conditions that appear to sustain or discourage the behaviour.

You must note that for the behaviourist, any piece of behaviour can be explained simply by reference to the environmental factors that are present and which reinforce the behaviour in question. Let us cite an example to ensure clarity and understanding. He/She may observe that whenever the child is disruptive, he receives attention from the teacher, but when he is well behaved, he is ignored. The behaviourist might suggest that the teacher starts to ignore the boy when he is being disruptive, and reinforce his good behaviour instead.

As such the cognitive approach sees humans not as passive organisms shaped entirely by their genes or by the environment, but rather as thinking, rationalizing individuals who can work through and solve problems and plan their actions. You must note that the cognitive approach has gained influence over the last 30 years. You should be aware that there are other approaches. For example, humanism is another approach concerned with the individual and his/her unique qualities, and ecological psychology, which is concerned with the study of behaviour in its natural environment.

State in the space below the main interest of behaviourists

One test of a theory's accuracy and usefulness is its ability to predict behaviour and mental processes. Applying knowledge to promote human welfare. When psychology is referred to as a 'new' science we mean that the methods of studying psychological problems are new. This is bound to be so since psychology became a science in the modern sense of the concept, in the mid nineteenth century.

That was when scientific methods were first applied to psychological problems. I am sure our discussion is clear and understandable to you. -----

-----I am sure you are eager to know how psychologists achieve the objectives discussed above.

The most important methods psychologists use to accomplish their objectives are

You must remember that this method has two general characteristics.

The observer does not attempt to interfere with natural behaviour of the subjects

The result of observation can be realized in various situations and is therefore useful for control and prediction. Amongst the disadvantages of observation are that what is observed may not necessarily reveal the true feelings of an individual subject, and the individual who is observing may have his own biases which may possibly colour his interpretation of the findings.

The Case Study

The case study is an essential part of understanding and helping people with psychological disorders. Sigmund Freud, the Austrian psychologist was probably the first man to introduce case history as a method of scientific investigation. Case history may be described as mainly a clinical method. Let us give an example to assist you in gaining a clear understanding.

In order to treat a patient, the psychologist needs to know what sort of difficulties the patient is experiencing.

Surveys

Surveys are questionnaires, conducted in person or through the mail, that inquire into the ways a group thinks or acts. It is important for you to remember that in conducting surveys, the population or groups of subjects to be surveyed must be identified. Thereafter, a statistical method must be used to pick a random but representative sample of that population. Although the mathematics involved is a little complex, the idea is very simple.

Measure two variables, like height and weight, and see if they are related. They are correlated when changes in the value of one are associated with changes in the value of the other. Such tests are referred to as test batteries. Through this method a very large sample of the subjects can be covered.

Questionnaires are widely used in educational psychology. At this stage, it is important for you to note that there are two types of questionnaires. They are assigned to elicit information from people either about themselves, other people or things. The first seeks information about the nature and characteristics of the respondents -their age, sex, social class, education and so on.

The second part is concerned mainly with measurement.

Time is now ripe for you to clap for yourself for your active participation in our discussion

You should note that the administration and scoring of a structured questionnaire is straightforward and the results lend themselves readily to statistical analysis. Unstructured questionnaire has the advantage of giving the respondents freedom to reveal their opinions and attitudes. However, they have the disadvantage that the information they generate is difficult to process and analysis. Generally, most investigators avoid this type of questionnaire and prefer to use the structured types.

One important point that we must remember is that we should always pre-test our questionnaire in order to remove vagueness and misinterpretations before administering them to the actual sample in question. In this unit you have learnt some approaches to the study of behaviour, objectives of psychology and the methods of psychology. You should also have learned about the different perspectives from which psychologists approach their subject. You

will have seen that psychologists usually adopt a scientific methodology in trying to understand the complexities of human behaviour and go beyond simply falling back on 'common sense' explanations.

The most important methods psychologists use to accomplish these objectives are naturalistic observation, case study, surveys, correlational studies, experimentation and tests, and questionnaires. The objectives of psychology are to describe and explain these behaviours and processes to predict their possible variation, and Sigmund Freud, the Austrian psychologist was probably the first man to introduce case history as a method of scientific investigation. What you have learnt in this unit concerns the approaches to the study of behaviour.

SOME BASIC CONCEPTS IN PSYCHOLOGY

You can now explain approaches to the study of behaviour, List the objectives of psychology, and describe some of the methods used by psychologists in their research. Let us look at other contents that you will learn in this unit as specified in the objectives below. Let us cite some examples to ensure you have a clear understanding of the concept. Learning of relationships can be clearly seen in the phenomenon of insight.

All of a sudden there will be a flash of understanding in which the pupil or student sees through the problem or reform his responses into a more complex habit. It appeared that there had been a sudden perceptual change in which these animals saw the relationship of the sticks or boxes to themselves and the goal in a new way. Fine, we must go on. Aristotle talked of learning as a association of ideas following the laws of similarity, contrast, and continuity.

He believed that people learn and remember those things that are alike, that are striking because of their difference, and that occur together in space and time . Bugelski on his own parts sees learning as the process of the formation of relatively permanent neural circuits through the simultaneous activity of the elements of the circuit to be. Such activity is of the nature of change in cell structure through growth in such a manner as to facilitate the arousal of the entire circuit when a component element is aroused or activated. Lindgren posts that learning is a central process in understanding human behaviour.

Most aspects of human behaviour, the writer argues, the learned contrary to the widely held view at the turn of the century that human behaviour is instinctive in nature. Learning is a dynamic process whereby, through interactive experience, insights or cognitive structures of life spaces are changed and so become more useful for future guidance. In spite of the above discussion, note that leaning may not be easy to define adequately. Let us give an example to drive home this point.

The child is now capable of doing some things which he could not do earlier in his life. It may be said that in these respects, the child has learned because 'observed changes in behaviour are evidence of learning' . Connon submits that a study of learning is part of the larger study of psychology, which may be defined as the scientific study of human experience and human and animal behaviour.

For Mukherjee learning may be held to be an inference from some performance of the organism manifesting a change of behaviour venile for

Olaitan , learning refers to a collection of experiences which a person progressively acquires to be regarded as educated in his/her society. Complete the following psychological statements in the spaces provided. Let us keep the ball rolling. Maturation denotes both a change in the physical equipment of the organism but more importantly it is a change in function and the capacity to perform through the use of this equipment.

If in spite of the growth of the legs the baby cannot stand or walk, then maturation of the can germ cells of the muscles has not taken place. The concept of maturation has some indirect relationship with learning. In one sense, both learning and maturation depend on change of function. However, while maturation is not noticeable and takes place inside the organism, leaning is entirely based on experience and practice.

The concept of maturation leads to the concept of phylogenetic function or prehensile skills sometimes referred to as developmental tasks. Such tasks include crawling, creeping, walking and so on. Remember that they are cross cultural and therefore common to all races. More importantly, remember that training is of little importance if maturation is not ready.

So while an American child of four can ride a bicycle, a child of eight in a remote African village may not be able to do so. Whereas maturation provides the raw time table for learning, the culture directs or determines what is learnt. Here's a question for you to answer.

Concept of Growth and Development

Modern educationists stress the point that a teacher should not only know his subject matter but also the child he teaches. The knowledge of the child would include knowing the child's growth patterns' developments, social and emotional characteristics. It is a thorough understanding of the growth and development of the child that would enable the teacher to make his education more meaningful to the child. Each stage is related to another and not clearly marked out as distinct.

Some of the stages are very short but some are long. Generally, when we refer to a child or any human organism as growing, we mean that such organism is becoming larger or heavier. Physical growth can be measured in terms of height and in terms of weight . In effect, growth can be either horizontal or vertical.

You need to remember that psychologists usually see development as the process that leads to greater strength and stability. It is time to stretch your legs and hands. So, take 5 minutes to do that.

The principles of growth and development are

Growth may be continuous but not always smooth and gradual. If anything interferes with the development of an organ at that particular time, it results in permanent deficiency or malfunctioning. Eric Erikson, a psychologist postulates that if a child of 1 fails to learn to trust people, he may never trust people throughout his life. The basic personality of any individual is set during the first years of his life.

In this unit you have learnt the concept of learning and the relationship between maturation and learning. You also have learned the concept of growth and development as well as the principles

of growth and development. You have learnt that the concept of maturation has some indirect relationship with learning. You will have seen that psychologists usually see development as the process of greater strength and stability.

The different aspects of growth such as physical, mental, social and emotional are inter-related because all these are taking place in one individual. What you have learnt in this unit concerns the concept of learning, and the relationship between maturation and learning. You also learnt the concept of growth and development and the principles of growth and development. The units that follow shall build upon this reflective understanding into the study of basic concepts in psychology to ensure an overall understanding of contents.

Describe maturation

The Role of Motivation in School Learning. Gestalt Psychology Live Right.

SPECIALTIES IN PSYCHOLOGY

The Psychology of Eating In unit 3, we discussed some basic concepts in psychology. The unit also tire concepts of learning, maturation, growth and development. We will now consider the areas in which psychology can be applied. Developmental psychology is a broad field of interest in which the physical, emotional and intellectual characteristics and development of youngsters from pre-natal stage onwards are studied.

An educational psychologist will use the subject matter of psychology mainly to help children going through the education system. Following such an assessment the psychologist may be able to recommend the best way in which the school might deal with the individual or meet his/her needs. The application of psychology in education therefore gives us a means of appraising children's similarities and differences when attempting to create more efficient learning environments for them. In the light of our discussion above, educational psychology could be seen as a fundamental discipline in education, performing functions similar to what the pure sciences do to applied sciences.

Berliner argued that teachers combine insight from educational psychology with philosophical reasoning. It concentrates on the external agencies which influence man. Social psychologists would be interested in the study of family, village, and role of the head teacher or effect of family background on achievement at school.

List any 4 areas that may generate research interest in social psychology

The domain of the physiological psychology is the examination of the biological bases of behaviour with particular reference to the biochemical reactions underlying memory and learning, and the role of various portions of the brain in the regulation of such motives as hunger and thirst, and such basic processes as sleep. Such a person will have received specialized training, usually involving a further three year course of study. You should note that to clinical psychologists often work within hospitals or specialist psychiatric facilities and many sometimes are part of a team comprising psychiatrists, nurses, and so on. It concerns the application psychology to improve the quality of work life and to protect and promote the safety, health and well being of workers.

Psychology has a great deal to offer any law enforcement agency -large or small. Law enforcement officers and their management structure face a considerable variety of problems, many of which can be addressed by knowledgeable and skillful professional psychologists. This is the branch of psychology that will be of most interest to those studying this course. Let us continue by checking your progress in understanding our discussion.

Why do you prefer that specialty?

Unlike the approach of counseling psychology, the approach of philosophical counseling is more open-ended and reflective- there are no fixed ideas or goals. You must remember that philosophical practice has been a world-wide movement that is starting to flourish in Germany, the Netherlands, the USA, Canada, Britain, France, Israel and South Africa. It is to be noted that each of these countries now has its own certification organization. We must of course add police psychology, as this is the subject matter of another unit in this course.

In the unit, you will see the extent to which psychology might be useful in the training of police recruits and in everyday policing. In this unit, you have learnt branches of psychology. You have therefore learnt the areas in which psychology can be applied. What you have learnt in this unit concerns the specialties in You also learnt occupational health psychology, psychology of law, forensic psychology, feminist psychology, and police psychology.

The units that follow shall build upon this interesting and revealing unit. In this way, you will gain a better understanding of the contents. The social psychologist will be interested in the study of two areas.

[...]

Testing Hypotheses In unit 4, we discussed specialties in psychology. The unit also served to introduce us other units in this course. We will consider the scientific method.

Awareness in the Scientific Method

The first stage is that a problem is felt when a man encounters a problem which puzzles him and he apparently has no answer for.

Collections of Data

When man has defined the problem before him precisely, he begins to collect relevant or possible data. He starts to take closer observation of the part of the now localized problem.

Formulation of Hypotheses

On the basis of the accumulated data, man starts to formulate possible hypotheses. These hypotheses can be seen as educated guesses or answers to the problem. His preliminary study of the facts has led him to these now intelligent guesses about the possible solution to his problem. At this stage these possible solutions are tentative, hence they are many and all cannot be the solution.

Where the hypothesis is one, it is still tentative unit it is proved to be the correct solution. In fact

some scientists at this stage label them as hunches.

Testing the Hypotheses

The guesses are tested as to their solubility of the problem. If A and B are true, then C must be true. If for example the strange object which caused fear is four footed, mobile and makes some noise, then it is a wild animal. This will mean testing another hypothesis.

This may mean testing the workability or solubility of the accepted hypotheses. It is therefore left for man to select a suitable and safe method which will help him to confirm whether or not the hypotheses will work.

The above scientific method gives one an Idea about the procedures

One may find out that while applying the scientific method, a psychologist does not necessarily tackle one step at a time, complete that process and then move on to the next step. For example, the scientist may formulate his hypotheses and move to the next step of testing. He discovers that none of the hypotheses works, then he shuttles back to formulate new hypotheses or even to take a second look at his definition of the problem. But in the final analysis, his results, when presented, will show a logically arranged sequence which parallels the scientific method.

You have been very active in our discussion, well done. State what you must do before testing an hypothesis. State what you must do after defining a problem. Psychologists often gather information by carrying out experiments to test certain ideas.

Let us cite an example to illustrate this process. Suppose a psychologist thinks that male police officers may have better memories than female officers. A couple of questions might be asked about the example cited above. It may be that if any differences were found, they could be accounted for entirely by the fact that one group was, on average, more intelligent than the other and this fact rather than gender differences accounts for the results.

In comparing two groups of people and trying to find differences, the psychologist would need to be sure that members in his/her sample were representative . Of the groups from which they were drawn. Similarly, the psychologist would need to be sure that his comparison group of male officers contained those who were normal or representative of the whole population of male police officers. The psychologist might obtain a list of all local male and female officers and include every tenth name on the list until samples of a roughly equal size were obtained.

This random sampling would negate any accusation that certain individuals were more likely to 'prove' that the researcher's theory was correct. At this stage, you deserve to clap for your active participation. Now, we must continue our discussion. The psychologist would therefore want to compare a random, comparable and representative sample of male and female officers.

You need to remember that psychologists routinely subject their results to statistical analysis in order to prove to themselves and to others that any differences are real differences. That the results are not due to chance. As you read about various psychology experiments, you will often see sentences such as 'the results were found to be significant at the 0.05 level'. You are eager to know what that means.

You will not wait for too long. Similarly, if a researcher states that 'The difference was found to be significant at the 0.01 level' this would mean that the probability that any differences found were due to chance were one in 100. It should be noted that one basic rule is that the larger the size of any sample, the more likely it is that small differences will prove to be statistically significant. In this unit, you have learnt how psychologists develop and test their theories.

You have therefore learnt the scientific method. For example, as we discussed earlier, we must have awareness of the problem, location and definition of the problem, collection of data, formulation of hypotheses, testing the hypotheses and verification of the hypotheses as steps in the scientific method. What you have learnt in this unit concerns how psychologists develop and test their theories. You have also learnt that psychologists usually use a scientific method in carrying out their research.

Allows other researchers to see how studies were carried out and to replicate them. State 4 reasons why psychologists usually use a scientific method in carrying out their research if a psychologist states that the results of his research were found to be significant at the 0.01 level. The same psychologist reports the results of another investigation to be significant at the 0.05 level.

Intelligence in the Early Days

The Concept of Intelligence Quotient In Unit 5, we discussed how psychologists develop and test their theories. The unit also served to introduce us to other units in this course. In addition, you can explain how a psychologist can test an hypothesis at 0.01 and 0.05 levels of significance.

Conceptual Clarification

Burt equally accepted the theory of a general cognitive capacity that is probably dependent upon the number, complexity or connection of the organization of the nerve cells in the cerebral context.

There was the technique of factor analysis which was introduced by

The emphasis here was laid on the breakdown of the specific abilities explaining different types of activities and the performance of these activities. Of all the words used by professionals, no other word seems so clear when we hear it, and yet is so difficult to define, as intelligence. The concept of growth has been taken up by the environmentalists who claim that intelligence is not determined by heredity but by the type of environmental interaction in the history of early childhood. It is important for you to note that the type of environment and interaction will shape and determine a child's adult intelligence.

But you must remember that all children, given the same history of environmental interaction, will attain the same level of intelligence in adult life. The definition of intelligence based on the growth theory does not explain completely why there are some amounts of individual differences in cognitive behaviour. By implication, intelligence is also determined by heredity. They argued further that the differences in the social class origins of individuals compelled them to undergo differential environmental changes and hence differential levels of intelligent behaviour in later life.

I can see that you are more eager to learn about more definitions of intelligence. Such an individual is one who exceeds a hypothetical cut-off point separating intelligent individuals from the general run of humans. Thus, although intelligence undoubtedly varies along a continuum, only the rare individual who makes a singularly original and significant contribution to art, science, literature, philosophy, government, and so forth, can be called a creative person. If we observe events and behaviour which are concrete things as they can be recorded and measured.

Let us cite an example so that you can have a clearer understanding. We observe the difference between individuals of the same background, same chronological age and same previous history of learning in problems-solving. If one individual solves the problem more quickly than the other, we say the former individual is more intelligent, thereby implying that the former individual has something to a greater degree than the latter. It is the 'something' that is called intelligence.

Intelligence is therefore a kind of mental or cognitive ability which comes to play in problem solving. Intelligence is also referred to as the reasoning ability of individuals. If valid instruments exist to measure these traits, then intelligence can as well be measured. Any trait or characteristic which is a continuum is amenable to statistical techniques leading to factor analysis.

Thus when an experienced motor-car driver wants to negotiate a corner, he shifts gear easily and the car's function is still the same. The same technique is used by stenographers, textile workers, who usually produce more than their fellows. According to Ryle, there is no kind of performance or behaviour which can be described without qualification as 'intelligence'. Confronted with such diversity in the nature of intelligence behaviour, it is not surprising that psychologists have often failed to agree on a comprehensive definition.

Years ago, the editors of Journal of Educational Psychology, London, invited seventeen leading scholars to express their opinions on the nature of intelligence. While they achieved some agreement, nearly seventeen different definitions of intelligence emerged from this symposium. The ability to carry on abstract thinking.

Freeman classified descriptions of intelligence into those emphasizing

Although modern psychologists know much more about mental abilities, the difficulty is far from resolved. One possible solution is to create a broad definition that addresses the complexity. Wechsler's definitions provide a useful overview of the meaning of intelligence, but difficulties still persist. Although Wechsler used broad terms-coping, resourcefulness, and rationality - they, all the same, imply particular values.

You must remember that in any given culture different circumstances demand different types of coping and resourcefulness. We have many of such children in Nigeria particularly, and developing countries in general. Find out your level of understanding by trying your hands on this question.

Explain why you so describe yourself?

We must continue our discussion. The Concept of Intelligence Quotient I.Q. is the result obtained when an individual's mental age is divided by his/ her chronological age and multiplied

by 100. Alfred Binet was credited with the first successful attempt to measure intelligence. He was asked by the French government to investigate the causes of retardation in the schools of Paris.

Through a sampling process he identified the questions that would be solved easily by the children. From there, he developed the concept of units on MA. Note that Alfred Binet was called the father of intelligence testing. The Binet scale was later revised and named the Stanford-Binet scale.

[...]

In this unit, you have learnt how the layman describes intelligence, how psychologists define intelligence and what we mean by intelligence quotient. Definitions of intelligence You also learnt that psychologists define intelligence differently.

Normal Curve

In this unit, the various reasons that may account for differences in intelligence are examined. Globally, people differ greatly in intelligence, aptitudes, physical strength, manual dexterity, knowledge, skill, interests, personality traits, motivation, threshold of tolerance, and many other attributes which potentially influence behaviour and productivity. Of a group of exceptionally intelligent persons, one may be an artist, another writer, a third a mathematician, a fourth a historian, and so on.

Gardener suggests that intelligence comes in at least the following forms

We will now consider two styles of reasoning. We will describe the boys as convergers and divergers. It may well be that 30% are divergers, and the remaining 40% could be in the middle as all-rounders. As it has been argued elsewhere, the most important element in all of education is the element of individual differences.

Normal Probability Curve

The figure looks simple, but it is significant that most people are just average and, therefore, cannot be expected to perform well on many jobs that demand the complex mental process required, for example in most scientific and professional positions.

It is important for you to note that an individual's IQ, would be equal to

100 if his mental age exactly matched his chronological age. Thus, IQ's greater than 100 reflect advanced or accelerated intellectual development, while those below 100 reflect some degree of intellectual slowness or backwardness. It is to be noted that any plan for Universal Basic Education in Nigeria must provide for the intellectual diversity of children. It is clearly undesirable to educate children to take an examination which they are unlikely to pass.

A secondary school which concentrates on getting as many senior secondary school students as possible to the university would provide a poor education for children of low IQ. As students of Developmental Psychology, we know that mental development seems to reach a maximum in the late teens or early twenties. I am sure you feel something should be done to remove the weakness

in IQ. In this unit, you have learnt that the most important element in all of education is the element of individual differences.

You have therefore learnt that universally, people 100 if differ greatly in intelligence, aptitudes, manual dexterity, and personality traits, amongst others. What you have learnt in this unit concerns differences in intelligence.

[...]

We have discussed individual differences in intelligence. The unit also normal probability curve, identify different forms in which intelligence comes into play. In addition, you can describe the concept of IQ and explain its defect. This relates to the question of whether behaviour is best explained by reference to genetic or to environmental factors.

Let us cite an example to ensure clear understanding. Similarly, if genetics were found to largely determine criminality, there would be profound implications regarding how society deals with those who exhibit criminal tendencies from an early age. Most psychologists would accept that any behaviour results from the interaction between genetic factors and the environment.

What is nurture?

Now, we need to consider how genetic influences might affect behaviour. Note that this is the blueprint for the individual's passage through life and as originating from his or her parents. When a baby is first born, relatives often look to see whether the child looks more like the mother or father. If you think about a large family with a number of brothers and sisters, each family member may share common characteristics but there will also be identifiable differences between each individual.

You may have your own view as to whether or not crime runs in families. The evidence suggests that children born to criminal parents run an increased risk of becoming criminals themselves. It is to be noted that while crime may run in families, this does not necessarily prove that genetics is the correct or the only explanation. It may be that criminal parents instill values in their children that make them more likely to adopt a criminal lifestyle as they grow up.

Those who wish to argue for the importance of genetic factors often look to the study of twins for evidence to support their viewpoint. Such twins are referred to as monozygotic or MZ. Non-identical twins are the result of two different eggs being fertilized by two different sperms around the same point in time. Non-identical twins are also known as dizygotic or DZ.

Note that although they are conceived at the same time, they are genetically no more similar than brothers or sisters conceived and born at different times. Us continue by attempting this question. If this was the case, it might be suggested that genetic Influences are perhaps more important than those of the environment. Where such research has been carried out it shows consistently that identical twin pairs do often end up more similar that non-identical twin pairs, even when they have been raised in different environment.

Where such research has been carried out it shows consistently that identical twin pairs do often end up more similar that non-identical twin pairs, even when they have been raised in different environments. This can be illustrated by research on identical twins.

Determinants of Editorial Subject

We saw in the previous section that genetics can play an important role in understanding human behaviour. We also noted that genetics alone can never fully explain why people behave as they do. It is important for you to note that while all individuals enter the world with a genetic make-up, they are not raised in a social or environmental vacuum. If we are to fully understand why people behave as they do, we need to consider both their genetic make-up and the environment in which they are raised.

From the moment of conception, the developing child is subject to all sorts of environmental influences. Even in the womb, the child may develop differently if the mother smokes, takes drugs or is ill while pregnant. Once born, the baby will be subject to a vast array of environment influences that will help to shape him/her. As this writer explained elsewhere, environment is the aggregate of all external and internal conditions affecting the existence, growth, and welfare of organisms in general and the child in particular.

Of course the cultural environment is all-embracing. Yet social psychology provides ample evidence of the powerful effects that social situations can have. Police Officers will tend to presume that the vast majority of people who are arrested and questioned might initially deny the offence but may eventually confess to the crime. It may never occur to the officer concerned that if a person does confess, this results from the powerful situational environmental forces to which the suspect is subjected.

In this unit, you have learnt influences on behaviour. You have therefore learnt the important role of genetics in all human behaviour but genetics rarely has a direct or total influence. We also learnt that the environment in which people are raised must be considered. What you have learnt in this unit concerns the role of genetics and environment on behaviour.

You equally learnt that situations exert a powerful influence over people's behaviour and make them do things that we might not predict.

Explain 'nurture'

State two reasons why the nature vs nurture debate is important.

APPLYING PSYCHOLOGY TO POLICING

We have discussed behaviour-genetic influences and environmental influences. In addition, you can explain the relative influences of nature and nurture on human behaviour. We will now consider what policing involves. Let us take a look at what other contents you should learn in this unit as specified in the objective below.

Provide examples of how psychology can be applied to policing the environment. In the previous units, we have seen some of the ways in which psychologists conduct their research and gather information. We have noted that only by carefully considering internal and external factors can we hope to understand or offer explanations for human behaviour. We have also seen that theories and research findings can be applied to many everyday situations.

One of the areas to which psychology can be applied is policing. A great deal of policing involves interacting with others, be they citizens in distress, witnesses, colleagues, suspects or whatever. Psychology can be of great benefit in helping police officers understand human behaviour and so deal with others in a more effective way. wide range of skills, and over the years police organizations in Nigeria have built up array of techniques that help their officers do their job.

There is the need for police officers to accept that psychology can be of benefit to individual police officers and to the organization. Police psychologists may, for example, offer advice on the selection of the most able candidates for promotion, or help counsel those who have been traumatized by particular incidents, and so on. Describe how you will persuade police officers in your state of origin that psychologists can offer valuable help and understanding. Remember that psychology can never be a substitute for knowledge about the law, powers of arrest, and so on, but it can add to other knowledge and hopefully improve individual officers' effective and efficient functioning within the Most psychologists who work with law enforcement agencies act as consultants.

The degree to which a consultant can be effective in police work depends a great deal on who the consultant serves and to whom the consultant reports. This might include such issues as poor upward communication among negative discipline. It is important for you to note that every consultant can expect a good deal of initial caution and hostility on the part of the people he or she works with. Suspicion and distrust may accompany the stereotypes on both sides of the interface.

Remember that openness and sensitivity are required, and the psychologist must readily present these qualities. An attitude of humility and willingness to listen is helpful. The psychologist working as a consultant must be willing to accept and tolerate the slowness of change commonly found in bureaucratic institutions. If possible, the consultant should report directly to the chief.

[...]

The range of services is generally capped at the narrowest level, for fiscal and administrative reasons.

There is less opportunity for research

The psychologist is able to develop a network that helps in dealing with conflicts and opportunities.

The psychologist is a staff member subject to the bureaucratic stresses and the anatagonisms of entrenched staff members who may feel threatened by 'psychology'

The staff member may be overwhelmed with requests and demands for service far beyond his/her realistic capabilities. Along with other law enforcement staff members, the psychologist is subject to a host of minor criticisms and resentment. Continual stresses and pressure occur as the psychologist deals with expectations and demands of staff members that may involve serious ethical dilemmas. In this unit, you have learnt what policing involves.

You have therefore learnt that the psychologist may be a consultant in police organizations. We

also learnt the advantages and disadvantages of the psychologist who is a staff member in a law enforcement agency. What you have learnt in this unit concerns what policing involves.

PERCEPTION: A BASIC PROCESS

In the last unit, we discussed application of psychology to policing. In addition, you can explain the advantages and disadvantages of a psychologist serving as consultant. We will now consider what is meant by perception.

Without Cognition, there can be no learning. It is therefore likely that wrong percepts may lead to wrong or mistaken concepts, and hence the psychology of perception becomes so basic a topic in any introductory text of educational psychology. In addition, the psychology of perception and attention are closely interlinked and the understanding of their functioning becomes very relevant considered from the teacher's point of view. Perception implies the psychological process occurring in the brains of the organisms.

This leads to the organization and interpretation of sensory information received from the stimulus or stimuli. When several individuals confront an object or thing in their environment, the input of information that impinges their respective sense organs, for example, eyes, ears, and so on, is the same for every individual, though they perceive differently. Various explanations can be offered as to why individuals perceive differently even when they are all confronted with the same stimulus. The entire process of filtering the whole range of information, sensations, and motor activities of the nerves including the features of comparison of errors in interpretation before the response is formed, may be termed as 'mediation'.

Since the individuals are likely to differ among themselves in their mediation mechanisms, they perceive differently the same stimulus object. Further, you must understand that the action of the 'filter' in the above model is to allow only the relevant aspects of the information bits to the organism. In the teaching of mathematics, it will help if the mathematics teacher can classify the problems of a mathematics exercise into sets of similar problems. We cannot attend to more than one thing at a time and perceive all at the same time.

You tend to select that stimulus information in which you are interested or directed to attend. The unattended messages tend to be filtered out, and the model of perception represented in Figure I explains this point. If teaching can be made interesting then there is no reason why the children in the classroom should fail to attend. It is true that none of us can keep attention fixed at a thing or object for longer than a few.

A simple experiment will show the validity of the above statement. When you are reading this unit, take a pencil in your hand and hold it a foot away from you, trying to keep your attention on it for as long a time as you possibly can. During this period of your voluntary attention, you will soon find so many different things or thoughts crossing your mind. Since without attention, meaningful perception may not be achieved, it is now necessary to consider the ways and means which would facilitate attention of the children.

Of the various factors facilitating attention of individuals, the following may be cited. Each advertiser makes use of one or more features of the stimuli to secure attention of his potential buyers. It is also true that many aspects of our day to day perception take place without our being

aware of the presence of the stimuli in our environment. If commercial advertisers can make use of these important psychological findings to draw the attention of their customers, then there is no reason why the teachers should fail to secure the attention of even the most inattentive pupils of their classes.

Contrasted with these individuals are those who are called

Reflective pupils learn well if the teacher is patient with them. They are usually good in mathematics and problem solving types of subjects, while the impulsive ones are those who need special care especially if the topic of learning is complex, that is, problem solving. Children who are motivated to learn will perceive more easily the lesson materials than those who are not so motivated to learn. It may be that such children do not seem to possess the relevant interests or values with the topic of the lessons in the classrooms.

There is therefore the need to modify the interests of such children.

Experience and Perception

What you have learnt in this unit concerns the process of perception. It can be said that perception is due to the organization of the sensory information of the data from the stimulus objects.

MARKED ASSIGNMENT

List any 4 attention factors affecting perception.

Accuracy of Judgment

Two freshmen who are destined to be roommates arrive at college and meet for the first time. Each one's personality -how easy each one is to get along with, how considerate each is - will have an important effect on the other's life. They try to find out as much about each other as they can. Perceivers pay special attention to the most salient features of a person, rather than paying attention to everything.

Upon identifying a woman as a doctor, we use our information about doctors more generally to infer the meaning of her. A perceiver's own needs and personal goals influence how he or she perceives others.

Think of your arrival at the study centre for your Distance Learning

You meet a fellow student who also intends to use the library where you also intend to work. In the first minutes of your meeting, state the impressions you may have of the fellow student.

The Information we use to Form Impression

A glance at someone's picture or at an individual passing on the street gives us ideas about the kind of person he/she is. Even learning a name tends to conjure up-images of what its owner is like. When two people meet, if only for an instant, they form impression of each other. With more contact, they form fuller and richer impressions .that determine how they behave towards

each other, how much they like each other, whether they will associate often, and so on.

Physical Cues

The observation that a person is wearing conservative clothes, for example, may lead to the imputation of a variety of other characteristics, such as being conservative politically. We also use behaviour to draw inferences about people. We observe a fellow distance learner helping a primary school pupil across the street and infer that he is kind.

Salience

This is termed the 'figure-ground principle'. In the case of impression formation, the main implication is that most salient cues will be used most heavily. If a distance learner appears at the study centre in a wheelchair the first day of the first semester, everyone else in the library, everyone else in the room is likely to form an impression that is most heavily influenced by the fact of the person's physical disability. Clothing, hair style, and perhaps even age and sex will be secondary.

The student who sits in the front row of the classroom and asks an occasional question is more likely to be perceived as dominating the discussion than the student who sits 'in the back and contributes just as much. They are seen as the most causally powerful, they produce the most extreme evaluative judgments. The effects of salience are sufficiently interesting and exciting to attract the perceiver's attention. In this unit, you have learnt what the general principles of forming impressions of others are.

You have therefore learnt the information we use to form impressions. What you have learnt in this unit concerns general principles of impression formation. You also learnt the information we use to form impressions.

FACTORS IN PERSON PERCEPTION AND

Let us take a look at what other content you should learn in this unit as specified in the objectives below. Often an opinion about another person is not based on direct information but on statements by others or knowledge of the person, received from other sources. It is important for you to note that opinions, feelings, and impressions are rather on subjective processes, and inferences drawn on the basis of such subjective judgments go to constitute what person perception is all about. State the opinions you have of the Librarian at your study center.

There are three sources in forming impressions of personality which are stimulus information, perceiver variables, and impressions of stimulus person. The last source consists of perception of causality, intent, justifiability, attribution of personality traits and other cognitions towards the stimulus person. In spite of the paucity of information, all subjects readily accepted the task of completing the sketch of the person. Their responses showed significant differences in making use of the traits, though they were all given the same list of traits.

Some perceivers saw the hypothetical person as cold, inquisitive and ironical, others perceived him as energetic and assured, and some perceived him as talkative, and persuasive. In all cases, there was one predominant trait that characterized the hypothetical person. There was also evidence that new traits were invented, and ascribed to the person.

In another experiment, a group of children were taught the same lesson by a

‘popular teacher’ who was instructed to make as many ‘mistakes’ in teaching as possible, and by another ‘unpopular teacher’ who was-instructed to give a ‘copy-book lesson’. Remember that no hard and fast generalisation can be made from either of these opposite types of evidence. You should commend yourself for actively participating in our discussion.

The Most Important Aspect of Impression Evaluation

This point was shown in a study by Osgood using a measurement procedure called the semantic differential. In this study, participants were given a list of trait pairs and asked to indicate which trait more closely described particular persons and objects. Once we know that someone rate ‘mother’ as very good, moderately, strong, and somewhat passive, we learn little more about these perceptions of ‘mother’ by asking for additional ratings. Let us cite an example to enhance your level of understanding.

In one study, students rated 97% of their professors in college favorably , despite all the mixed experiences students have in their college classes . There is a hypothesis about why people are evaluated so favorably. It has been suggested that people feel better when they are surrounded by good things, pleasant experiences, nice people, good weather, and so on.

Negativity Effect

This has been called the negativity effect. The main explanation for this effect is based on the figure-ground principle. As just noted, positive evaluations of other people are much more common than negative evaluations. Positive behaviours, in contrast, are perceived to be performed by both moral and immoral persons.

Emotional Information

In this unit, you have learnt person perception. You have therefore learnt important factors in person perception. Describe three sources in forming impressions of personality State 4 modes of perceiving others.

WHAT THE PERSON IS LIKE

From Behaviours to Traits In unit 2, we discussed understanding some important factors in person perception and impression formation. Also, the unit served to introduce us to other units in this course.

From Behaviour to Traits

We will move from observable information, such as appearance, behaviour, even gestures, to personality trait inferences about what the person is like. Note that referring to traits is a more economical and general way of describing a person than is referring to behaviour. Instead, you would use traits to summarize aspect of your roommate. This process appears to occur spontaneously, even automatically, as behaviour is perceived.

These traits, in turn, can act as indicators for predicting future behaviour. The fact that we move from behaviours to traits so quickly is compounded by the fact that traits imply each other. On observing a person patting a dog in a friendly manner, we may infer that she is kind, and from our inference of kindness, we may infer that she is friendly, warm, and helpful to her friends. From a very simple incident of behaviour, then we can infer almost a whole personality.

The implications that traits have for other traits is called 'implicit personality theory'. People who demonstrate a high need for structure, that is a need to have organized and distinct patterns of information, are more likely to make continuous inferences than individuals who do not demonstrate this quality.

The traits inferences that we make about other people fall out along two important dimensions

We tend to evaluate others in terms of their task-related qualities or intellectual competence. We tend to evaluate others in terms of their interpersonal or social qualities. It is important for you to note that within these general dimensions, we also make more detailed impressions or judgments about a person, such as how he treats his parents versus his friends or how good he is at physics versus music.

Central Traits

The pair of traits, warm-cold, appears to be associated with a great number of other characteristics, whereas the pair, polite-blunt is associated with fewer. Traits that are highly associated with many other characteristics have been called central traits. In a unique demonstration of their importance of traits, Kelley gave students in psychology course personality trait descriptions of a guest lecturer before he spoke. The results are shown in Table 1.

[...]

In addition, those students who expected the speaker to be warm tended to interact with him more freely and to initiate more conversations with him. Remember that different descriptions affected not only the students' impressions of the lecturer, but also their behaviour towards him.

The Perseverance of Traits

Once we have made personality trait inferences about the meaning of another person's behaviour, those inferences take on a life of their own. You may recall your impression of your friend as kind and helpful long after you have forgotten the specific instance when she helped the elderly person across the street.

Will you describe your best friend as 'cold' and 'warm'?

Fine, we must continue our discussion now. Social categories, such as gender, tribe, religion, and social class influence our perceptions as well. At this stage, we need to ask a relevant question. Determining that an individual is a member of a particular category may lead to social judgments about that person that are consistent with the category-based stereotype.

In this unit, you learnt behaviours, you have therefore moved from behaviours to traits. In addition, you have learnt categorization and how social categories influence our perception. What you have learnt in this unit concerns how we move from behaviour to traits. You also learnt that social categories, such as gender, tribe, religion and social class, influence our perceptions.

You have therefore learnt that perceivers immediately and spontaneously perceive stimuli as part of some group or category.

On what basis are traits inferences made?

If you go to a football game, state six categories of people you will see and State how people use traits Asch, S.E. .

TO OTHERS' BEHAVIOUR

Let us take a look at what other content you will learn in this unit as specified in the objectives below. In one study, participants were told that another student would be either their partner or opponent in a forthcoming game. After interacting with the student in a simulated quiz show during which the student answered some questions correctly and others incorrectly, the participant's impression corresponded to their motivations. This occurred even though the student exhibited exactly the same pattern of answers in both conditions.

Generally speaking, under impression goal conditions, people form more organized impressions of others than when their goal is simply to remember the information .

List the goals you intend to achieve by applying and getting admitted into the National Open University of Nigeria to read the Diploma in HIV

Anticipating future interactions with somebody creates very different social goals than simply trying to learn about that person, and research shows that people remember more and organize the information differently when they expect to interact with someone in the future. The type of impression one forms of another person also depends on the kind of interaction one anticipates having with that individual. Outcome dependency that is, the situation in which achievement of an individual's own goals depends heavily on the behaviour of another person typically leads the individual to form a careful impression of the other. Participants whose goals are not dependent upon the behaviour of another person are more likely to form their impressions quickly and casually.

The process of gathering information for another person greatly influences not only what information people communicate to that other person, but also the impression they finally form themselves. Sedikides asked participants to form their own impressions of a target to a third individual. In fact, participants actually reformulated their own impressions in the direction of the positive, negative, or neutral impression they had been instructed to convey. When people communicate information about a target individual to a listener, they not only modify their own perceptions about the target, they systematically affect the impressions formed by the listener.

The influence of social goals on the kinds of impressions that people form of others is

substantial. People who have a particular social goal when they interact with another person appear to make inferences that are consistent with their goals about the other person, even when they do not intend to do so or are completely unaware that they are doing so.

How will you describe the process of gathering information on your study centre to another distance learner whom you come across in the bookshop?

Sometimes we use our internal state as a basis for judging other people, and this can lead to systematic errors. When people are emotional, they are more likely to attend to emotional information and use that in their impression. Let us cite an example to drive the point home. When we are aroused, we tend to perceive other people in a more extreme manner than when we are not aroused .

When we are in a good mood, we tend to see another person more positively, and when we are in a bad mood, we tend to view that person more negatively. The effects of mood appear to be stronger for judgments about unusual people than for more ordinary individuals.

Attributing Causes to Behaviour

Attribution theory is the area of psychology concerned with when and how people ask ‘why’ questions. Theorizing about causal attributions that is, how and why people infer what causes what began with Heider . In this unit you have learnt about goals, you have therefore learnt about affective cues. In addition you have learnt about attributing causes to What you learnt in this unit concerns goals and feelings about other You also learnt affective cues.

Often we are in the position of wanting to know why a person committed a particular action. State the reason the effects of mood appear to be stronger for judgments, about unusual people than for more ordinary individuals.)

In the last unit, we discussed understanding and attributing causes to others’

In addition the unit served to introduce us to other units in this course. We will now consider the need for society to function smoothly. Let us take a closer look at what other content you should learn in this unit as specified in the objectives below. A man in the blue uniform with a gun strapped to his side is a police officer, and we must treat him accordingly.

Note that person perception becomes difficult when we try to infer internal states, such as traits, feelings, emotions, or personalities. Complete the following statements.

The Eye of the Beholder

One of the most surprising aspects of person perception is the fact that different people observing the same individual can come to quite different conclusions about that person’s personality. Thus observing a talkative, cheerful and outgoing young woman, one person may conclude that she is warm and appealing, while another may infer that she is shallow and rather silly. Not only do people emphasize different aspects of other people and their impressions, they often put information together in playful ways . This finding implies that the more complex and integrated our impression of someone becomes, the more likely it is to diverge from that of others.

Each child was asked to describe all the other children in the camp. Rather, each rater tended to use the same characteristics no matter which child he or she was describing. Older children and adults share more consistent perceptions of attributes and behaviour than is true for young children. Sometimes what we notice in another person is influenced more by our ways of looking at people than by that person's actual characteristics.

There is some research on how accurate people are in judging others'

Accuracy is found to be compromised by several factors. First, people's perceptions of others are sometimes determined by their playful preferences for particular personality dimensions than by objective attributes of the person being evaluated. Second, it is difficult to measure personality traits, and so it is difficult to establish the proper criteria for accuracy. The third factor has to do with how consistent people's personality traits are, especially in predicting their behaviour.

Generally speaking, agreement between peer ratings depends upon how well the two people are acquainted. When you know a person less well, agreement may be high on publicly visible qualities, but not on qualities less open to observation. It is important for you to note that accurate perception of another person's attributes can be improved when we have information about situation in which the traits occur. For example, if people learn that an individual has a particular goal in a situation, they are more likely to make a trait inference from observation of behaviour.

Surprisingly, even strangers are able to rate others in a manner consistent with those others' self-perceptions after relatively brief exposures to their behaviours. Remember that when we attempt to predict future behaviour, we fare rather badly. That is for the most part we are overconfident about predicting the behaviour of both other people and of ourselves. This inaccuracy seems to be due to two factors.

First, when people express high confidence that certain things will happen to themselves or others in the future, it is rarely warranted.

Recognition of Emotions

In a typical study, a person is presented with a set of photographs of people portraying different emotions and asked to judge what those emotions are. More recent research has made use of video taped clips of emotional reactions. Research has now shown the virtual universal recognition of several facial expressions of emotion in both literate and pre literate Friesen, cultures. It is now time to ask a relevant question.

Darwin proposed that facial expressions convey the same emotional states in all cultures.

A number of empirical investigations have supported this point Craig and

Patrick induced pain by immersing participants' hands and wrists into icy water just at freezing temperature.

[...]

Among the positive emotions such as fear and anger can be distinguished from non arousing

ones such as sadness. In this unit, you have learnt the need for society to function smoothly. You have therefore learnt accurate person perception. In addition, you have learnt cues used to make judgments.

What you have learnt in this unit concerns the need for society to function smoothly. People universally draw on the same highly specific cues for judging emotions.

THE PROBLEM OF DECEPTION

In addition, the unit served to introduce us to other units in this course. You can now describe person perception and explain cues used to make judgments. Let us look at what other content you should learn in this unit as specified in the objectives below. First not all channels of non-verbal communication are alike, some seem to be more under voluntary control than others.

Second, a number of factors influence success in deceiving others. Finally, a range of factors associated with the observer or message recipient influences the extent of detecting deception. For example, degree of suspicion, extent of probing questions asked and experience.

How will you define leakage cues?

These are listed as control, arousal, felt emotion and cognitive processing. Lie tellers are insecure, more concerned with the impression they are making, more guilty or anxious or more aroused than truth tellers. Because most people tell lies rather less frequently than they tell the truth there may be a general tendency to feel less confident and insecure when trying to deceive. As a result, deceptive behaviour may appear to be planned, rehearsed or lacking in spontaneity.

I know you are enjoying our discussion given your active participation. We must go on now. It is important for you to note that deception seems to increase body arousal. Behaviours associated with arousal includes increased pupil dilation, eye blinks, voice pitch, speech errors and hesitations.

Note that this is not unusual in many interrogative interviews.

Motivation

It has been found that judges who could see the speakers' facial expressions and body movements, or hear the tone of voice cues, were more successful at detecting the lies of motivated than unmotivated speakers. A similar effect was suggested by De Paulo in another study where undergraduates were urged to make a good impression while telling lies and truths to attractive or unattractive members of the same sex or opposite sex.

Experienced Deceivers

The ability to use non-verbal behaviour is gained by practice and experience. For example, there is some evidence that experienced sales people are effective liars. In this study, sales people were videotaped while making pitches for products they liked and products they disliked but still had to try to sell. This failure to detect deception showed that the relevant cues were simply not present.

De Paulo and De Paulo suggest four possible explanations for their results

Sales people may be more practiced or experienced at telling similar lies. They may have confidence in their ability to deceive.

SOCIALISATION

In the last unit, we discussed the problem of deception. You can now identify channels of communication, explain deceptive non-verbal cues, and list factors influencing deception attempts. Let us take a look at other content you should learn in this unit as specified in the objectives below.

This is referred to as physiological needs in psychology. The human baby has no means of avoiding these tensions and may even be unaware of the precise cause of the discomfort. Early in this process, an incipient social relationship is established between the baby and its mother, when the former cries and the latter responds. The human being, though born with the potential for social life, must nevertheless undergo a long and often arduous process of socialization.

He must learn first to live with others and then to participate in his society in satisfying and rewarding ways.

CSS121 List of Questions

Latex formatted questions may not properly render

Q1 The mechanism which includes analysis, synthesis, and integration of sensory information is _____.

- ☐ Perception
- ☐ Criminology
- ☐ clinical
- ☐ Sociology

Q2 The branch of psychology that involves mainly the application of psychology to the area of crime and the legal system is _____

- ☐ forensic
- ☐ Community
- ☐ Criminology
- ☐ Sociology

Q3 A _____ psychologist is someone who specialises in the treatment of those with behavioural problems and mental illness

- ☐ clinical
- ☐ Developmental
- ☐ physiological

- ☐ Health

Q4 The domain of the _____ psychology is the examination of the biological bases of behaviour with particular reference to the biochemical reactions underlying memory and learning.

- ☐ Developmental
- ☐ physiological
- ☐ clinical
- ☐ Health

Q5 The psychology of _____ deal generally on human behaviour with reference to testimony, evidence, influences, crime, truancy, delinquency, and emotion.

- ☐ Criminology
- ☐ Deviance
- ☐ Sociology
- ☐ law

Q6 The developmental task such as crawling, creeping, walking is known as _____ skills

- ☐ Development
- ☐ Hensile
- ☐ Oboliah
- ☐ prehensile

Q7 The Nobel Prize winning ethnologist who proposed that humans, like animals also band together to defend their territory and that this is one of the primary causes of human aggression is

- ☐ Chukwuka clement
- ☐ Sigmund Freud
- ☐ Konrad Lorenz
- ☐ Smith Freud

Q8 The process concerned with thinking, the processing of information, perception, memory, problem solving, and consciousness is _____

- ☐ dynamic
- ☐ Cognitive
- ☐ biological drives
- ☐ human behavior

Q9 The psychology of the psychoanalysis perspective is related to

- ☐ Sigmund Freud
- ☐ Chukwuka Clement
- ☐ Obohia Ndoki
- ☐ child delinquency

Q10 Aristotle talked of learning as an association of ideas following the laws of similarity, contrast, and_____

- ☐ comfort
- ☐ space
- ☐ formation
- ☐ Continuity

Q11 To see if two variables are associated or related in some way, psychologists use a statistical technique known as_____.

- ☐ Survey
- ☐ Case Study
- ☐ correlation
- ☐ sample

Q12 Psychology is mainly concerned with the____ study of human behavior

- ☐ future
- ☐ prediction
- ☐ systematic
- ☐ Random

Q13 Psychology as an ancient discipline was part of_____

- ☐ philosophy
- ☐ Sociology
- ☐ Anthropology
- ☐ Physiology

Q14 Psychology is the science that studies behaviour and what goes on in the____ that causes behaviour to occur.

- ☐ environment
- ☐ mind
- ☐ concepts
- ☐ motivation

Q15 B.F. Skinner, who carried out many experiments using rats and _____

- ☐ pigeons
- ☐ Human
- ☐ Stones
- ☐ environment

Q16 People with similar interests, habits, and personalities tend to be _____ to each other

- ☐ attracted
- ☐ alternative
- ☐ contradictory
- ☐ speculate

Q17 The first recognized book on psychology was written by _____

- ☐ Sigmund Freud
- ☐ Wilhelm Wundt
- ☐ Chukwunka clement
- ☐ William James

Q18 The main belief shared by these early pioneers was that human psychological processes could be studied _____

- ☐ speculatively
- ☐ Negatively
- ☐ objectively
- ☐ Subjectively

Q19 Scientific facts are only understood after _____ learning.

- ☐ common
- ☐ labels
- ☐ Matter
- ☐ sustained

Q20 Psychology is vital to the understanding and prediction of _____ behaviour

- ☐ Human
- ☐ Animal
- ☐ Perception
- ☐ formation

Q21 The act of not seeing the mind, but study it through the ways in which it manifests

itself is ____

- ☐ Psychology
- ☐ Physiology
- ☐ Behaviour
- ☐ Experience

Q22 Who carried out many experiments using rats, pigeons and other animals in order to understand how they respond to their environment_____

- ☐ Alhassan
- ☐ Chukwuka
- ☐ B.F. Skinner
- ☐ Walllce

Q23 Who defined psychology as the scientific study of human behavior_____

- ☐ Chukwuka
- ☐ Alhassan
- ☐ B.F. Skinner
- ☐ Walllce

Q24 The type of psychology that deals almost exclusively with people who are mentally ill or who are experiencing behavioural problems is ____

- ☐ learning
- ☐ Training
- ☐ Education
- ☐ Clinical

Q25 The type of psychology that stresses the way in which children learn, and how to help children who are not doing well at school is ____

- ☐ learning
- ☐ Training
- ☐ Education
- ☐ Clinical

Q26 The writings of _____was very significant in the development of psychology

- ☐ Chukwuka
- ☐ Obohia
- ☐ William James
- ☐ Sigmund Freud

Q27 The _____ Stereotype is a situation we often find ourselves having only categorical information concerning a person.

- ☐ physical
- ☐ Economic
- ☐ Social
- ☐ political

Q28 Non-Verbal Cues is a major source of _____ formation

- ☐ Entropression
- ☐ Expression
- ☐ Impression
- ☐ Experience

Q29 The two basic dimensions of emotional expressions are _____ and arousal

- ☐ Pleasantry
- ☐ Problem
- ☐ gesture
- ☐ Experience

Q30 People judges the emotional states of others as in grimace when they feel ____

- ☐ Happy
- ☐ Pleasantry
- ☐ Expression
- ☐ Pain

Q31 _____ is a psychological operation that is basic to the determination of terminal human behavior

- ☐ Attitude
- ☐ Perception
- ☐ Attitude
- ☐ Personality

Q32 Fear is the _____ factor of person's perception.

- ☐ Positive
- ☐ Idol
- ☐ Negative
- ☐ Main

Q33 Happiness is the _____ factor of person's perception.

- ☐ Positive
- ☐ Negative
- ☐ Main
- ☐ Idol

Q34 The Reason that influences how another person perceives is _____

- ☐ Personity
- ☐ habity
- ☐ behavoiur
- ☐ Mood

Q35 Heider argues that all human beings have two strong _____

- ☐ Aims
- ☐ Motives
- ☐ factors
- ☐ responsibility

Q36 Perceiver variability is the main factor of _____ personality.

- ☐ Entropression
- ☐ Expression
- ☐ Impressive
- ☐ Appreciation

Q37 The feeling about others is the main process of _____

- ☐ Appreciation
- ☐ Perception
- ☐ Expression
- ☐ Impressive

Q38 Identical twins are genetically identical and result from a splitting of the _____ around the time of conception.

- ☐ Dizygotic
- ☐ Snygotic
- ☐ Monozygotic
- ☐ Zygote

Q39 Non-identical twins are also known as_____

- ☐ Dizygotic
- ☐ Monozygotic
- ☐ Trerogotic
- ☐ Snygotic

Q40 Identical twins are genetically identical and such twins are referred to as____

- ☐ Dizygotic
- ☐ Snygotic
- ☐ Monozygotic
- ☐ Trerogotic

Q41 Non-identical twins are the result of two different eggs being fertilized by two different _____ around the same point in time.

- ☐ Germs
- ☐ Sperms
- ☐ Sex
- ☐ Males

Q42 Alfred Binet was called the father of _____ testing.

- ☐ Intelligence
- ☐ Biology
- ☐ Questions
- ☐ Method

Q43 The subjective judgment of a person is based on _____

- ☐ Reasoning
- ☐ Thinking
- ☐ Perception
- ☐ Objective

Q44 The biological wants of human being is ____needs.

- ☐ Sex
- ☐ Food
- ☐ Biological
- ☐ Physiological

Q45 The genetic factor determines the existence of every _____

- ☐ Woman
- ☐ Man
- ☐ Boy
- ☐ Girl

Q46 1. The first five years of individual determined the _____ of the Life.

- ☐ Thinking
- ☐ Reasoning
- ☐ Personality
- ☐ Perception

Q47 The use statistical method to pick a representative of a population.

- ☐ Sample
- ☐ Procedure
- ☐ Statistic
- ☐ Problem

Q48 The unstructured questionnaire gives the respondents freedom to reveal their opinions and ____

- ☐ Biography
- ☐ Objective
- ☐ Statistics
- ☐ Attitudes

Q49 The type of questionnaire that tries to explain items in exhaustive and mutually is ____

- ☐ Inclusive
- ☐ Sample
- ☐ Exclusive
- ☐ Testing

Q50 The educated guesses or answers to the problem is _

- ☐ Theory
- ☐ Hypotheses
- ☐ Problem
- ☐ Method

Q51 The direction of Psychology to family-care programmes and programmes in child guidance and rehabilitation centres is ____

- ☐ Community
- ☐ Environment
- ☐ Welfare
- ☐ NGO

Q52 Psychology has a great deal to offer in any law enforcement agency -large or small is

-
- ☐ Law
 - ☐ Court
 - ☐ Criminology
 - ☐ Police

Q53 The application of psychology to the area of crime and the legal system is__.

- ☐ Court
- ☐ Criminology
- ☐ Method
- ☐ forensic

Q54 ____ learning refers to a collection of experiences which a person progressively acquires to be regarded as educated in his/her society

- ☐ Animasun
- ☐ Aristotle
- ☐ Olaitan
- ☐ Chukwuka

Q55 ____ posts that learning is a central process in understanding human behaviour

- ☐ Karl Marx
- ☐ Aristotle
- ☐ Lindgren
- ☐ Chukwuka

Q56 ____ talked of learning as a association of ideas following the laws of similarity, contrast, and continuity

- ☐ Chukwuka
- ☐ Lindgren
- ☐ Aristotle
- ☐ Karl Marx

Q57 The information which relates to the attitudes, opinions and beliefs of the respondents is the _____ part of the questionnaire.

- ☐ Method
- ☐ descriptive
- ☐ Case study
- ☐ analytic

Q58 The processing of information, perception, memory, problem solving, and consciousness is__

- ☐ Abstract
- ☐ Empowermenmt
- ☐ Cognitive
- ☐ Subjective

Q59 The respondents age, sex, social class ,and education is the _____ part of the questionnaire

- ☐ descriptive
- ☐ Survey
- ☐ Method
- ☐ Case study

Q60 The study of two variables as associated was a statistical technique devised by

- ☐ Chukwunka
- ☐ Francis Galton
- ☐ Obohia
- ☐ Johnson Emerson

Introduction

The material has been developed to suit students in Nigeria by virtue of the fact that it has practical examples from the local environment. This Course guide tells you briefly what the course is about, what course materials you will be using and how you can work your way through the materials. It suggests some general guidelines for the amount of time you should spend on each unit of the course in order to complete it successfully. You are advised to attend these sessions.

What You will Learn in this Course

The overall aim of CSS 1 03 -Introduction to psychology -is to introduce specific definitions of psychology and provide approaches to the study of behaviour, the nature of psychology, specialties in psychology and how psychologists develop and test their theories. Psychology is vital to the understanding and prediction of human behaviour. You will learn what approaches are used to study behaviour and specialties in psychology. In

addition, you will understand some important factors in person perception and impression formation.

Correct interpretation of signals from others and the understanding and attribution of causes to others' behaviour, accuracy of judgments including deviant behaviour are important in today's world. You will understand how these can be achieved and how delinquent behaviour can be modified.

Course Aims

This course aims to give you an understanding of the definitions of psychology, what psychology is, approaches to the study of behaviour, the objectives of psychology, specialties in psychology and areas that overlap with other disciplines. You will be taught how psychologists develop and test their theories and how you can apply psychology to policing. The factors influencing deception attempts and factors influencing the detection of deception would also be understood.

Giving you situations and environmental influences on

Describing how psychology can be applied to policing. Explaining what perception is and factors affecting perception. Giving you explanation on how human aggression can be managed.

Course Objectives

You may want to refer to them during your study of the unit to check on your progress. In this way you can be sure that you have done what was required of you by the unit.

Discuss the situational and environmental influence on

Describe how psychology can be applied to policing.

Working through this Course

Each unit contains self-assessment exercises, and at points in the course you are required to submit assignments for assessment purposes. The course should take you about 17 weeks in total to complete.

[...]

The presentation schedule included in your course materials gives you the important dates for this year for the completion of tutor-marked assignments and for attending tutorials. Remember, you are required to submit all your assignments by the due date. You should guard against falling behind in your work.

Assignment File

In tackling the assignments, you are expected to be sincere in attempting the exercises, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor against formal deadlines stated in the presentation schedule and the assignment file. The work you submit to your tutor for assessment will make up

50% of your total course mark. At the end of the course you will need to sit for a final written examination of three hours' duration.

This examination will make up the remaining 50% of your total course mark. You are encouraged to submit all assignments. Assignment questions for the units in this course are contained in the assignment file. You will be able to complete your assignments from the information and materials contained in your reading, and study units.

However, it is desirable in all degree level education to demonstrate that you have read and researched more widely than the required minimum. Using other references will give you a broader viewpoint and may provide a deeper understanding of the subject. Make sure that each assignment reaches your tutor on or before the deadline given in the presentation schedule and assignment file. If, for any reason, you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension.

Extensions will not be granted after the due date unless in exceptional circumstances.

Final Examinations and Grading

The examination will consist of questions which reflect the type of self- testing, practice exercises and tutor-marked problems you have previously encountered. All areas of the course will be assessed. Use the time between finishing the last unit and sitting for the examination to revise the entire course. You might find it useful to review your self-tests, tutor- marked assignments and comments on them before the examination.

Course Marking Scheme

The following table lays out how the actual course marking is done.

50% of overall course marks Course marking scheme Course Overview

The next table brings together the units, the number of weeks you should take to complete them, and the assignments that follow them. How to Get the Most from this Course In distance learning, the study units replace the university lecturer. Think of it as reading the lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your other materials.

Just as a lecturer might give you an in-class exercise, your study units provide exercises for you to do at appropriate points. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit.

You should use these objectives to guide your study. When you have finished the unit, you must go back and check whether you have achieved the objectives or not. If you make a habit of doing this, you will significantly improve your chances of passing the course. The main body of the unit guides you through the required reading from other sources.

This will usually be either from a reading section or some other sources. You will be directed

when there is the need for it. Self-tests are interspersed throughout the units, and answers are given at the end of units. Working through these tests will help you to achieve the objectives of the unit and prepare you for the assignments and the examination.

[...]

The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor. When you need help, don't hesitate to call and ask your tutor to provide it. Note the time you are expected to spend on each unit and how the assignments relate to the units.

You need to gather together all this information in one place, such as in your diary or a wall calendar. Whatever method you choose to use, you should write in your own dates for working on each unit. Once you have created your own study schedule, do everything you can to stick to it. If you get into difficulties with your schedule, please let your tutor know before it is too late for him to help you.

You will almost always read both the study unit you are viii working on and one of the materials for further reading on your desk at the same time. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit, you will be instructed to read sections from other sources. Use the unit to guide your reading.

Keep in mind that you will learn a lot by doing all your assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

When you have submitted an assignment to your tutor for marking, do not wait until you get it back before starting on the next unit. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also as written on the assignment itself. Check that you have achieved the unit objectives and the course objectives .

Facilitators/Tutors and Tutorials

There are 17 hours of tutorials provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group. Your tutor will mark and comment on your assignments. He will also keep a close watch on your progress or any difficulties you might encounter and provide assistance to you during the course.

You must mail your tutor-marked assignments to your tutor well before the due ix date . They will be marked by your tutor and returned to you as soon as possible. The following might be circumstances in which you would find help necessary. You do not understand any part of the study units or the assigned readings.

You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment. You should try your best to attend the tutorials. You will learn a lot from participating in discussions actively. CSS 103 intends to

introduce psychology to you.

Upon completing this course, you will be equipped with basic knowledge of psychology, its approaches and methods. You will be able to answer questions like these ones.

[...]

By now, you should have read through the course guide, which was sent to you as part of your institutional package furthering course. Let us look at what you should learn in this unit, as specified in the unit objectives below. These are often one- sided views exaggerating some opinions held by only a few psychologists or even by some who are not properly qualified psychologists. This is because human behaviour can be observed by all and sundry who attempt to explain occurrences from their own intuition, or belief.

In other branches of science, for example physics and chemistry, common sense or intuition does not help observers to explain why diatomic hydrogen behaves differently from a monatomic one, when these are bombarded by neutrons. Here we will look at some of the descriptions of the concept of psychology. You will probably have come across the word 'psychology' before, and you may have your own idea of what psychology is all about. Unfortunately there are a number of misconceptions and misunderstandings as to what psychology is exactly, and for this reason we will consider why this is so and then examine some descriptions of this subject area.

Make a few brief notes before moving on to the next section.

While people have been interested in human behaviour for thousands of years, psychology has only become a discipline in its own right in the last

At this time, Wilhelm Wundt founded the first laboratory devoted to experimental psychology. Over the next 40 years, many universities throughout Europe and the United States set up their own laboratories. The first recognized book on psychology was written by William James and published in 1890. From these early beginnings, psychology expanded quite rapidly and achieved various important milestones in its history.

Many see the writings of Sigmund Freud as very significant in the development of psychology, although as you will see later, his work has been criticized for lacking in sound scientific basis. Psychology today encompasses a wide range of perspectives and has been applied to a large number of different areas of human functioning. You will learn about some of these in what follows. I know you now find our discussion meaningful and interesting.

There are at least two reasons why psychologists do not always agree on a simple common description of psychology. The second reason is that psychology already covers a diverse range of subjects, and psychologists working in different areas see psychology in slightly different ways. Let us cite an example so that you can have a clear understanding. Educational psychologists will be mainly concerned with the way in which children learn, and how to help children who are not doing well at school.

By contrast, a clinical psychologist will deal almost exclusively with people who are mentally ill or who are experiencing behavioural problems. It is time for you to try your hand on a question.

Is Psychology more than just 'Common Sense'?

One reaction that people have when they hear of the results of a psychological research is that it is all just 'common sense'. While it is true that psychologists do sometimes confirm what people may already believe, their research also allow them to ascertain the conditions under which certain events do or do not occur. Different people have different views of how the world works and may presume different things about 'human nature'. Sometimes common sense appears to be contradictory.

Both of these expressions are well known, yet surely both cannot be true. A psychologist may wish to examine this and determine whether one is more accurate than the other, or identify the circumstances under which one is truer than the other. There are many other examples of 'common sense' which turn out not necessary to be true. We will see in another unit of this course that both of these presumptions may not actually be true.

Open any recent book on introductory psychology at the contents page and note the different subjects that are covered. If possible, compare it with an introductory psychology book published more than 20 years ago. What a mad world it would be if a smile were answered by a kick and angry shout by a friendly greeting. Efforts at thinking about these questions and hazarding answers for them have to do with a branch of knowledge known as psychology.

Many people would insert the word 'human' in this definitions, as the vast majority of psychologists are interested exclusively in studying human behaviour . However, some psychologists study animals other than humans, partly because such study is interesting in itself and partly because studying animals allows researchers to carry out experiments and then extend the results into the human domain. Many of Skinner's findings were expanded to cover human populations and valuable lessons were learnt . In some cases, psychologists have used animals such as rats and mice because such subjects are more easily recruited than humans.

My dear student, I know you are getting more interested in our discussion. You are likely to find the next section even more interesting. So, psychologists generally study human behaviour and try to understand why people behave the way they do. We will see in unit 2 some of the ways in which psychologists might go about studying human behaviour.

Now assess yourself on the progress you have made in this course by answering this question. We must continue now. It is important for you to remember that psychology is the science that studies behaviour and what goes on in the mind that causes behaviour to occur. Psychology has to do with the concepts of learning, memory, perception, motivation and personality traits.

Because we are unable to see the mind, we have to study it through the ways in which it manifests itself. Dennis Child sees behaviour to include 'all those aspects of human activity which we can observe'. Let us cite an example to ensure you understand our discussion. Philosophy seeks to discover and to recommend principles for deciding what actions and qualities are good and why they are so.

This may be why Child saw psychology as a discipline with a wide area of interest. It covers, according to Child, from the scientific study to all kinds of pursuits including making dogs salivate at the sound of a bell and a study of the growth of intelligence in human

beings. From our discussion, it is clear that there are many definitions of psychology. While many writers of psychology textbooks give differing definitions of the subject area, a common thread still runs through these definitions.

Zimbardo captures the views of many by suggesting that the goals of psychology are

We will discuss in unit 2 of this In this unit, you have learnt some descriptions of psychology. Psychology is mainly concerned with the systematic study of human behaviour. Such systematic study allows psychologists to offer explanations for different behaviour and in some cases to make predictions about future behaviour. The unit has served to introduce you to other units in the course.

The units that follow shall build upon this introduction to ensure clarity of concepts and understanding of contents.

APPROACHES TO PSYCHOLOGY

Objectives of Psychology In unit 1, we discussed misconception descriptions and definitions of psychology. The unit also served to introduce you to other units in this course. You can now describe and define psychology from your own understanding. Because psychology is a relatively new discipline, it is still adopting different approaches to the study of behaviour.

Let us look at what other content you should learn in this unit as specified in the unit objectives below. From our discussion in unit 1, you will remember that part of the problem with offering a simple but all embracing definition of psychology is that the term ‘psychology’ includes a number of different approaches. Let us cite an example to drive home this point. A psychologist working from this perspective might for example, search for abnormalities in the brain chemistry of depressed people.

The psychologists might try to alleviate the symptoms by suggesting techniques such as administering anti depressant drugs , thus altering the brains chemistry. In addition a lot of his work involved trying to find ways of tapping into the unconscious. You need to remember that while psychologists do not refer to Freud’s writings a great deal today, there are some areas where his views may be relevant. We will discuss more on aggression later in this course.

From our discussion, there is a particular approach that attempts to find out the cause of behaviour. State in the space that follows which approach we are referring to. List one particular area of psychology where Freud’s writing may be of relevance today. Behaviourists such as Ivan Pavlov and B.F. Skinner would thus spend a great deal of time studying the behaviour itself and the environmental conditions that appear to sustain or discourage the behaviour.

You must note that for the behaviourist, any piece of behaviour can be explained simply by reference to the environmental factors that are present and which reinforce the behaviour in question. Let us cite an example to ensure clarity and understanding. He/She may observe that whenever the child is disruptive, he receives attention from the teacher, but when he is well behaved, he is ignored. The behaviourist might suggest that the teacher starts to ignore the boy when he is being disruptive, and reinforce his good behaviour instead.

As such the cognitive approach sees humans not as passive organisms shaped entirely by their

genes or by the environment, but rather as thinking, rationalizing individuals who can work through and solve problems and plan their actions. You must note that the cognitive approach has gained influence over the last 30 years. You should be aware that there are other approaches. For example, humanism is another approach concerned with the individual and his/her unique qualities, and ecological psychology, which is concerned with the study of behaviour in its natural environment.

State in the space below the main interest of behaviourists

One test of a theory's accuracy and usefulness is its ability to predict behaviour and mental processes. Applying knowledge to promote human welfare. When psychology is referred to as a 'new' science we mean that the methods of studying psychological problems are new. This is bound to be so since psychology became a science in the modern sense of the concept, in the mid nineteenth century.

That was when scientific methods were first applied to psychological problems. I am sure our discussion is clear and understandable to you. -----

-----I am sure you are eager to know how psychologists achieve the objectives discussed above.

The most important methods psychologists use to accomplish their objectives are

You must remember that this method has two general characteristics.

The observer does not attempt to interfere with natural behaviour of the subjects

The result of observation can be realized in various situations and is therefore useful for control and prediction. Amongst the disadvantages of observation are that what is observed may not necessarily reveal the true feelings of an individual subject, and the individual who is observing may have his own biases which may possibly colour his interpretation of the findings.

The Case Study

The case study is an essential part of understanding and helping people with psychological disorders. Sigmund Freud, the Austrian, psychologist was probably the first man to introduce case history as a method of scientific investigation. Case history may be described as mainly a clinical method. Let us give an example to assist you in gaining a clear understanding.

In order to treat a patient, the psychologist needs to know what sort of difficulties the patient is experiencing.

Surveys

Surveys are questionnaires, conducted in person or through the mail, that inquire into the ways a group thinks or acts. It is important for you to remember that in conducting surveys, the population or groups of subjects to be surveyed must be identified. Thereafter, a statistical method must be used to pick a random but representative sample of that population. Although the mathematics involved is a little complex, the idea is very simple.

Measure two variables, like height and weight, and see if they are related. They are correlated when changes in the value of one are associated with changes in the value of the other. Such tests are referred to as test batteries. Through this method a very large sample of the subjects can be covered.

Questionnaires are widely used in educational psychology. At this stage, it is important for you to note that there are two types of questionnaires. They are assigned to elicit information from people either about themselves, other people or things. The first seeks information about the nature and characteristics of the respondents -their age, sex, social class, education and so on.

The second part is concerned mainly with measurement.

Time is now ripe for you to clap for yourself for your active participation in our discussion

You should note that the administration and scoring of a structured questionnaire is straightforward and the results lend themselves readily to statistical analysis. Unstructured questionnaire has the advantage of giving the respondents freedom to reveal their opinions and attitudes. However, they have the disadvantage that the information they generate is difficult to process and analysis. Generally, most investigators avoid this type of questionnaire and prefer to use the structured types.

One important point that we must remember is that we should always pre-test our questionnaire in order to remove vagueness and misinterpretations before administering them to the actual sample in question. In this unit you have learnt some approaches to the study of behaviour, objectives of psychology and the methods of psychology. You should also have learned about the different perspectives from which psychologists approach their subject. You will have seen that psychologists usually adopt a scientific methodology in trying to understand the complexities of human behaviour and go beyond simply falling back on 'common sense' explanations.

The most important methods psychologists use to accomplish these objectives are naturalistic observation, case study, surveys, correlational studies, experimentation and tests, and questionnaires. The objectives of psychology are to describe and explain these behaviours and processes to predict their possible variation, and Sigmund Freud, the Austrian psychologist was probably the first man to introduce case history as a method of scientific investigation. What you have learnt in this unit concerns the approaches to the study of behaviour.

SOME BASIC CONCEPTS IN PSYCHOLOGY

You can now explain approaches to the study of behaviour, List the objectives of psychology, and describe some of the methods used by psychologists in their research. Let us look at other contents that you will learn in this unit as specified in the objectives below. Let us cite some examples to ensure you have a clear understanding of the concept. Learning of relationships can be clearly seen in the phenomenon of insight.

All of a sudden there will be a flash of understanding in which the pupil or student sees through the problem or reform his responses into a more complex habit. It appeared that there had been a sudden perceptual change in which these animals saw the relationship of the sticks or boxes to themselves and the goal in a new way. Fine, we must go on. Aristotle talked of learning as a

association of ideas following the laws of similarity, contrast, and continuity.

He believed that people learn and remember those things that are alike, that are striking because of their difference, and that occur together in space and time. Bugelski on his own parts sees learning as the process of the formation of relatively permanent neural circuits through the simultaneous activity of the elements of the circuit to be. Such activity is of the nature of change in cell structure through growth in such a manner as to facilitate the arousal of the entire circuit when a component element is aroused or activated. Lindgren posts that learning is a central process in understanding human behaviour.

Most aspects of human behaviour, the writer argues, the learned contrary to the widely held view at the turn of the century that human behaviour is instinctive in nature. Learning is a dynamic process whereby, through interactive experience, insights or cognitive structures of life spaces are changed and so become more useful for future guidance. In spite of the above discussion, note that leaning may not be easy to define adequately. Let us give an example to drive home this point.

The child is now capable of doing some things which he could not do earlier in his life. It may be said that in these respects, the child has learned because 'observed changes in behaviour are evidence of learning'. Connon submits that a study of learning is part of the larger study of psychology, which may be defined as the scientific study of human experience and human and animal behaviour.

For Mukherjee learning may be held to be an inference from some performance of the organism manifesting a change of behaviour venile for

Olaitan, learning refers to a collection of experiences which a person progressively acquires to be regarded as educated in his/her society. Complete the following psychological statements in the spaces provided. Let us keep the ball rolling. Maturation denotes both a change in the physical equipment of the organism but more importantly it is a change in function and the capacity to perform through the use of this equipment.

If in spite of the growth of the legs the baby cannot stand or walk, then maturation of the can germ cells of the muscles has not taken place. The concept of maturation has some indirect relationship with learning. In one sense, both learning and maturation depend on change of function. However, while maturation is not noticeable and takes place inside the organism, leaning is entirely based on experience and practice.

The concept of maturation leads to the concept of phylogenetic function or prehensile skills sometimes referred to as developmental tasks. Such tasks include crawling, creeping, walking and so on. Remember that they are cross cultural and therefore common to all races. More importantly, remember that training is of little importance if maturation is not ready.

So while an American child of four can ride a bicycle, a child of eight in a remote African village may not be able to do so. Whereas maturation provides the raw time table for learning, the culture directs or determines what is learnt. Here's a question for you to answer.

Concept of Growth and Development

Modern educationists stress the point that a teacher should not only know his subject matter but also the child he teaches. The knowledge of the child would include knowing the child's growth patterns' developments, social and emotional characteristics. It is a thorough understanding of the growth and development of the child that would enable the teacher to make his education more meaningful to the child. Each stage is related to another and not clearly marked out as distinct.

Some of the stages are very short but some are long. Generally, when we refer to a child or any human organism as growing, we mean that such organism is becoming larger or heavier. Physical growth can be measured in terms of height and in terms of weight. In effect, growth can be either horizontal or vertical.

You need to remember that psychologists usually see development as the process that leads to greater strength and stability. It is time to stretch your legs and hands. So, take 5 minutes to do that.

The principles of growth and development are

Growth may be continuous but not always smooth and gradual. If anything interferes with the development of an organ at that particular time, it results in permanent deficiency or malfunctioning. Eric Erikson, a psychologist postulates that if a child of 1 fails to learn to trust people, he may never trust people throughout his life. The basic personality of any individual is set during the first years of his life.

In this unit you have learnt the concept of learning and the relationship between maturation and learning. You also have learned the concept of growth and development as well as the principles of growth and development. You have learnt that the concept of maturation has some indirect relationship with learning. You will have seen that psychologists usually see development as the process of greater strength and stability.

The different aspects of growth such as physical, mental, social and emotional are inter-related because all these are taking place in one individual. What you have learnt in this unit concerns the concept of learning, and the relationship between maturation and learning. You also learnt the concept of growth and development and the principles of growth and development. The units that follow shall build upon this reflective understanding into the study of basic concepts in psychology to ensure an overall understanding of contents.

Describe maturation

The Role of Motivation in School Learning. Gestalt Psychology Live Right.

SPECIALTIES IN PSYCHOLOGY

The Psychology of Eating In unit 3, we discussed some basic concepts in psychology. The unit also tire concepts of learning, maturation, growth and development. We will now consider the areas in which psychology can be applied. Developmental psychology is a broad field of interest in which the physical, emotional and intellectual characteristics and development of youngsters from pre-natal stage onwards are studied.

An educational psychologist will use the subject matter of psychology mainly to help children going through the education system. Following such an assessment the psychologist may be able to recommend the best way in which the school might deal with the individual or meet his/her needs. The application of psychology in education therefore gives us a means of appraising children's similarities and differences when attempting to create more efficient learning environments for them. In the light of our discussion above, educational psychology could be seen as a fundamental discipline in education, performing functions similar to what the pure sciences do to applied sciences .

Berliner argued that teachers combine insight from educational psychology with philosophical reasoning. It concentrates on the external agencies which influence man. Social psychologists would be interested in the study of family, village, and role of the head teacher or effect of family background on achievement at school.

List any 4 areas that may generate research interest in social psychology

The domain of the physiological psychology is the examination of the biological bases of behaviour with particular reference to the biochemical reactions underlying memory and learning, and the role of various portions of the brain in the regulation of such motives as hunger and thirst, and such basic processes as sleep. Such a person will have received specialized training, usually involving a further three year course of study. You should note that to clinical psychologists often work within hospitals or specialist psychiatric facilities and many sometimes are part of a team comprising psychiatrists, nurses, and so on. It concerns the application psychology to improve the quality of work life and to protect and promote the safety, health and well being of workers.

Psychology has a great deal to offer any law enforcement agency -large or small. Law enforcement officers and their management structure face a considerable variety of problems, many of which can be addressed by knowledgeable and skillful professional psychologists. This is the branch of psychology that will be of most interest to those studying this course. Let us continue by checking your progress in understanding our discussion.

Why do you prefer that specialty?

Unlike the approach of counseling psychology, the approach of philosophical counseling is more open-ended and reflective- there are no fixed ideas or goals. You must remember that philosophical practice has been a world-wide movement that is starting to flourish in Germany, the Netherlands, the USA, Canada, Britain, France, Israel and South Africa. It is to be noted that each of these countries now has its own certification organization. We must of course add police psychology, as this is the subject matter of another unit in this course.

In the unit, you will see the extent to which psychology might be useful in the training of police recruits and in everyday policing. In this unit, you have learnt branches of psychology. You have therefore learnt the areas in which psychology can be applied. What you have learnt in this unit concerns the specialties in You also learnt occupational health psychology, psychology of law, forensic psychology, feminist psychology, and police psychology.

The units that follow shall build upon this interesting and revealing unit. In this way, you will gain a better understanding of the contents. The social psychologist will be interested in the study

of two areas.

[...]

Testing Hypotheses In unit 4, we discussed specialties in psychology. The unit also served to introduce us other units in this course. We will consider the scientific method.

Awareness in the Scientific Method

The first stage is that a problem is felt when a man encounters a problem which puzzles him and he apparently has no answer for.

Collections of Data

When man has defined the problem before him precisely, he begins to collect relevant or possible data. He starts to take closer observation of the part of the now localized problem.

Formulation of Hypotheses

On the basis of the accumulated data, man starts to formulate possible hypotheses. These hypotheses can be seen as educated guesses or answers to the problem. His preliminary study of the facts has led him to these now intelligent guesses about the possible solution to his problem. At this stage these possible solutions are tentative, hence they are many and all cannot be the solution.

Where the hypothesis is one, it is still tentative until it is proved to be the correct solution. In fact some scientists at this stage label them as hunches.

Testing the Hypotheses

The guesses are tested as to their solubility of the problem. If A and B are true, then C must be true. If for example the strange object which caused fear is four footed, mobile and makes some noise, then it is a wild animal. This will mean testing another hypothesis.

This may mean testing the workability or solubility of the accepted hypotheses. It is therefore left for man to select a suitable and safe method which will help him to confirm whether or not the hypotheses will work.

The above scientific method gives one an Idea about the procedures

One may find out that while applying the scientific method, a psychologist does not necessarily tackle one step at a time, complete that process and then move on to the next step. For example, the scientist may formulate his hypotheses and move to the next step of testing. He discovers that none of the hypotheses works, then he shuttles back to formulate new hypotheses or even to take a second look at his definition of the problem. But in the final analysis, his results, when presented, will show a logically arranged sequence which parallels the scientific method.

You have been very active in our discussion, well done. State what you must do before testing an

hypothesis. State what you must do after defining a problem. Psychologists often gather information by carrying out experiments to test certain ideas.

Let us cite an example to illustrate this process. Suppose a psychologist thinks that male police officers may have better memories than female officers. A couple of questions might be asked about the example cited above. It may be that if any differences were found, they could be accounted for entirely by the fact that one group was, on average, more intelligent than the other and this fact rather than gender differences accounts for the results.

In comparing two groups of people and trying to find differences, the psychologist would need to be sure that members in his/her sample were representative. Of the groups from which they were drawn. Similarly, the psychologist would need to be sure that his comparison group of male officers contained those who were normal or representative of the whole population of male police officers. The psychologist might obtain a list of all local male and female officers and include every tenth name on the list until samples of a roughly equal size were obtained.

This random sampling would negate any accusation that certain individuals were more likely to 'prove' that the researcher's theory was correct. At this stage, you deserve to clap for your active participation. Now, we must continue our discussion. The psychologist would therefore want to compare a random, comparable and representative sample of male and female officers.

You need to remember that psychologists routinely subject their results to statistical analysis in order to prove to themselves and to others that any differences are real differences. That the results are not due to chance. As you read about various psychology experiments, you will often see sentences such as 'the results were found to be significant at the 0.05 level'. You are eager to know what that means.

You will not wait for too long. Similarly, if a researcher states that 'The difference was found to be significant at the 0.01 level' this would mean that the probability that any differences found were due to chance were one in 100. It should be noted that one basic rule is that the larger the size of any sample, the more likely it is that small differences will prove to be statistically significant. In this unit, you have learnt how psychologists develop and test their theories.

You have therefore learnt the scientific method. For example, as we discussed earlier, we must have awareness of the problem, location and definition of the problem, collection of data, formulation of hypotheses, testing the hypotheses and verification of the hypotheses as steps in the scientific method. What you have learnt in this unit concerns how psychologists develop and test their theories. You have also learnt that psychologists usually use a scientific method in carrying out their research.

Allows other researchers to see how studies were carried out and to replicate them. State 4 reasons why psychologists usually use a scientific method in carrying out their research if a psychologist states that the results of his research were found to be significant at the 0.01 level. The same psychologist reports the results of another investigation to be significant at the 0.01 level.

Intelligence in the Early Days

The Concept of Intelligence Quotient In Unit 5, we discussed how psychologists develop and test their theories. The unit also served to introduce us to other units in this course. In addition, you

can explain how a psychologist can test an hypothesis at 0.01 and 0.05 levels of significance.

Conceptual Clarification

Burt equally accepted the theory of a general cognitive capacity that is probably dependent upon the number, complexity or connection of the organization of the nerve cells in the cerebral context.

There was the technique of factor analysis which was introduced by

The emphasis here was laid on the breakdown of the specific abilities explaining different types of activities and the performance of these activities. Of all the words used by professionals, no other word seems so clear when we hear it, and yet is so difficult to define, as intelligence. The concept of growth has been taken up by the environmentalists who claim that intelligence is not determined by heredity but by the type of environmental interaction in the history of early childhood. It is important for you to note that the type of environment and interaction will shape and determine a child's adult intelligence.

But you must remember that all children, given the same history of environmental interaction, will attain the same level of intelligence in adult life. The definition of intelligence based on the growth theory does not explain completely why there are some amounts of individual differences in cognitive behaviour. By implication, intelligence is also determined by heredity. They argued further that the differences in the social class origins of individuals compelled them to undergo differential environmental changes and hence differential levels of intelligent behaviour in later life.

I can see that you are more eager to learn about more definitions of intelligence. Such an individual is one who exceeds a hypothetical cut-off point separating intelligent individuals from the general run of humans. Thus, although creativity undoubtedly varies along a continuum, only the rare individual who makes a singularly original and significant contribution to art, science, literature, philosophy, government, and so forth, can be called a creative person. If we observe events and behaviour which are concrete things as they can be recorded and measured.

Let us cite an example so that you can have a clear understanding. We observe the difference between individuals of the same background, same chronological age and same previous history of learning in problems-solving. If one individual solves the problem more quickly than the other, we say the former individual is more intelligent, thereby implying that the former individual has something to a greater degree than the latter. It is the 'something' that is called intelligence.

Intelligence is therefore a kind of mental or cognitive ability which comes to play in problem solving. Intelligence is also referred to as the reasoning ability of individuals. If valid instruments exist to measure these traits, then intelligence can as well be measured. Any trait or characteristic which is a continuum is amenable to statistical techniques leading to factor analysis.

Thus when an experienced motor-car driver wants to negotiate a corner, he skips gear easily and the malfunction is still the same. The same technique is used by stenographers, textile workers, who usually produce more than their fellows. According to Ryle, there is no kind of

performance or behaviour which can be described without qualification as 'intelligence'. Confronted with such diversity in the nature of intelligence behaviour, it is not surprising that psychologists have often failed to agree on a comprehensive definition.

Years ago, the editors of Journal of Educational Psychology, London, invited seventeen leading scholars to express their opinions on the nature of intelligence. While they achieved some agreement, nearly seventeen different definitions of intelligence emerged from this symposium. The ability to carry on abstract thinking.

Freeman classified descriptions of intelligence into those emphasizing

Although modern psychologists know much more about mental abilities, the difficulty is far from resolved. One possible solution is to create a broad definition that addresses the complexity. Wechsler's definitions provide a useful overview of the meaning of intelligence, but difficulties still persist. Although Wechsler used broad terms-coping, resourcefulness, and rationality - they, all the same, imply particular values.

You must remember that in any given culture different circumstances demand different types of coping and resourcefulness. We have many of such children in Nigeria particularly, and developing countries in general. Find out your level of understanding by trying your hands on this question.

Explain why you so describe yourself?

We must continue our discussion. The Concept of Intelligence Quotient I.Q. is the result obtained when an individual's mental age is divided by his/ her chronological age and multiplied by 100. Alfred Binet was credited with the first successful attempt to measure intelligence. He was asked by the French government to investigate the causes of retardation in the schools of Paris.

Through a sampling process he identified the questions that would be solved easily by the children. From there, he developed the concept of units on MA. Note that Alfred Binet was called the father of intelligence testing. The Binet scale was later revised and named the Stanford-Binet scale.

[...]

In this unit, you have learnt how the layman describes intelligence, how psychologists define intelligence and what we mean by intelligence quotient. Definitions of intelligence You also learnt that psychologists define intelligence differently.

Normal Curve

In this unit, the various reasons that may account for differences in intelligence are examined. Globally, people differ greatly in intelligence, aptitudes, physical strength, manual dexterity, knowledge, skill, interests, personality traits, motivation, threshold of tolerance, and many other attributes which potentially influence behaviour and productivity. Of a group of exceptionally intelligent persons, one may be an artist, another writer, a third a mathematician, a fourth a historian, and so on.

Gardener suggests that intelligence comes in at least the following forms

We will now consider two styles of reasoning. We will describe the boys as convergers and divergers. It may well be that 30% are divergers, and the remaining 40% could be in the middle as all-rounders. As it has been argued elsewhere, the most important element in all of education is the element of individual differences.

Normal Probability Curve

The figure looks simple, but it is significant that most people are just average and, therefore, cannot be expected to perform well on many jobs that demand the complex mental process required, for example in most scientific and professional positions.

It is important for you to note that an individual's IQ, would be equal to

100 if his mental age exactly matched his chronological age. Thus, IQ's greater than 100 reflect advanced or accelerated intellectual development, while those below 100 reflect some degree of intellectual slowness or backwardness. It is to be noted that any plan for Universal Basic Education in Nigeria must provide for the intellectual diversity of children. It is clearly undesirable to educate children to take an examination which they are unlikely to pass.

A secondary school which concentrates on getting as many senior secondary school students as possible to the university would provide a poor education for children of low IQ. As students of Developmental Psychology, we know that mental development seems to reach a maximum in the late teens or early twenties. I am sure you feel something should be done to remove the weakness in IQ. In this unit, you have learnt that the most important element in all of education is the element of individual differences.

You have therefore learnt that universally, people differ greatly in intelligence, aptitudes, manual dexterity, and personality traits, amongst others. What you have learnt in this unit concerns differences in intelligence.

[...]

We have discussed individual differences in intelligence. The unit also normal probability curve, identify different forms in which intelligence comes into play. In addition, you can describe the concept of IQ and explain its defect. This relates to the question of whether behaviour is best explained by reference to genetic or to environmental factors.

Let us cite an example to ensure clear understanding. Similarly, if genetics were found to largely determine criminality, there would be profound implications regarding how society deals with those who exhibit criminal tendencies from an early age. Most psychologists would accept that any behaviour results from the interaction between genetic factors and the environment.

What is nurture?

Now, we need to consider how genetic influences might affect behaviour. Note that this is the blueprint for the individual's passage through life and as originating from his or her

parents. When a baby is first born, relatives often look to see whether the child looks more like the mother or father. If you think about a large family with a number of brothers and sisters, each family member may share common characteristics but there will also be identifiable differences between each individual.

You may have your own view as to whether or not crime runs in families. The evidence suggests that children born to criminal parents run an increased risk of becoming criminals themselves. It is to be noted that while crime may run in families, this does not necessarily prove that genetics is the correct or the only explanation. It may be that criminal parents instill values in their children that make them more likely to adopt a criminal lifestyle as they grow up.

Those who wish to argue for the importance of genetic factors often look to the study of twins for evidence to support their viewpoint. Such twins are referred to as monozygotic or MZ. Non-identical twins are the result of two different eggs being fertilized by two different sperms around the same point in time. Non-identical twins are also known as dizygotic or DZ.

Note that although they are conceived at the same time, they are genetically no more similar than brothers or sisters conceived and born at different times. Us continue by attempting this question. If this was the case, it might be suggested that genetic Influences are perhaps more important than those of the environment. Where such research has been carried out it shows consistently that identical twin pairs do often end up more similar that non-identical twin pairs, even when they have been raised in different environment.

Where such research has been carried out it shows consistently that identical twin pairs do often end up more similar that non-identical twin pairs, even when they have been raised in different environments. This can be illustrated by research on identical twins.

Determinants of Editorial Subject

We saw in the previous section that genetics can play an important role in understanding human behaviour. We also noted that genetics alone can never fully explain why people behave as they do. It is important for you to note that while all individuals enter the world with a genetic make-up, they are not raised in a social or environmental vacuum. If we are to fully understand why people behave as they do, we need to consider both their genetic make-up and the environment in which they are raised.

From the moment of conception, the developing child is subject to all sorts of environmental influences. Even in the womb, the child may develop differently if the mother smokes, takes drugs or is ill while pregnant. Once born, the baby will be subject to a vast array of environment influences that will help to shape him/her. As this writer explained elsewhere , environment is the aggregate of all external and internal conditions affecting the existence, growth, and welfare of organisms in general and the child in particular.

Of course the cultural environment is all-embracing. Yet social psychology provides ample evidence of the powerful effects that social situations can have. Police Officers will tend to presume that the vast majority of people who are arrested and questioned might initially deny the offence but may eventually confess to the crime. It may never occur to the officer concerned that if a person does confess, this results from the powerful situational environmental forces to which the suspect is subjected.

In this unit, you have learnt influences on behaviour. You have therefore learnt the important role of genetics in all human behaviour but genetics rarely has a direct or total influence. We also learnt that the environment in which people are raised must be considered. What you have learnt in this unit concerns the role of genetics and environment on behaviour.

You equally learnt that situations exert a powerful influence over people's behaviour and make them do things that we might not predict.

Explain 'nurture'

State two reasons why the nature vs nurture debate is important.

APPLYING PSYCHOLOGY TO POLICING

We have discussed behaviour-genetic influences and environmental influences. In addition, you can explain the relative influences of nature and nurture on human behaviour. We will now consider what policing involves. Let us take a look at what other contents you should learn in this unit as specified in the objective below.

Provide examples of how psychology can be applied to policing the environment. In the previous units, we have seen some of the ways in which psychologists conduct their research and gather information. We have noted that only by carefully considering internal and external factors can we hope to understand or offer explanations for human behaviour. We have also seen that theories and research findings can be applied to many everyday situations.

One of the areas to which psychology can be applied is policing. A great deal of policing involves interacting with others, be they citizens in distress, witnesses, colleagues, suspects or whatever. Psychology can be of great benefit in helping police officers understand human behaviour and so deal with others in a more effective way. wide range of skills, and over the years police organizations in Nigeria have built up array of techniques that help their officers do their job.

There is the need for police officers to accept that psychology can be of benefit to individual police officers and to the organization. Police psychologists may, for example, offer advice on the selection of the most able candidates for promotion, or help counsel those who have been traumatized by particular incidents, and so on. Describe how you will persuade police officers in your state of origin that psychologists can offer valuable help and understanding. Remember that psychology can never be a substitute for knowledge about the law, powers of arrest, and so on, but it can add to other knowledge and hopefully improve individual officers' effective and efficient functioning within the Most psychologists who work with law enforcement agencies act as consultants.

The degree to which a consultant can be effective in police work depends a great deal on who the consultant serves and to whom the consultant reports. This might include such issues as poor upward communication among negative discipline. It is important for you to note that every consultant can expect a good deal of initial caution and hostility on the part of the people he or she works with. Suspicion and distrust may accompany the stereotypes on both sides of the interface.

Remember that openness and sensitivity are required, and the psychologist must readily present these qualities. An attitude of humility and willingness to listen is helpful. The psychologist working as a consultant must be willing to accept and tolerate the slowness of change commonly found in bureaucratic institutions. If possible, the consultant should report directly to the chief.

[...]

The range of services is generally capped at the narrowest level, for fiscal and administrative reasons.

There is less opportunity for research

The psychologist is able to develop a network that helps in dealing with conflicts and opportunities.

The psychologist is a staff member subject to the bureaucratic stresses and the anatonisms of entrenched staff members who may feel threatened by 'psychology'

The staff member may be overwhelmed with requests and demands for service far beyond his/her realistic capabilities. Along with other law enforcement staff members, the psychologist is subject to a host of minor criticisms and resentment. Continual stresses and pressure occur as the psychologist deals with expectations and demands of staff members that may involve serious ethical dilemmas. In this unit, you have learnt what policing involves.

You have therefore learnt that the psychologist may be a consultant in police organizations. We also learnt the advantages and disadvantages of the psychologist who is a staff member in a law enforcement agency. What you have learnt in this unit concerns what policing involves.

PERCEPTION: A BASIC PROCESS

In the last unit, we discussed application of psychology to policing. In addition, you can explain the advantages and disadvantages of a psychologist serving as consultant. We will now consider what is meant by perception.

Without Cognition, there can be no learning. It is therefore likely .that wrong percepts may lead to wrong or mistaken concepts, and hence the psychology of perception becomes so basic a topic in any introductory text of educational psychology. In addition, the psychology of perception and attention are closely interlinked and the understanding of their functioning becomes very relevant considered from the teacher's point of view. Perception implies the psychological process occurring in the brains of the organisms.

This leads to the organization and interpretation-of sensory information received from the stimulus or stimuli. When several individuals confront an object or thing in their environment, the input of information that impinges their respective sense organs, for example, eyes, ears, and so on, is the same for every individual, though they perceive differently . Various explanations can be offered as to why individuals perceive differently even when they are all confronted with the same stimulus. The entire process of filtering the whole range of information, sensations, and motor activities of the nerves including the features of

comparison of errors in interpretation before the response is formed, may be termed as 'mediation'.

Since the individuals are likely to differ among themselves in their mediation mechanisms, they perceive differently the same stimulus object. Further, you must understand that the action of the 'filter' in the above model is to allow only the relevant aspects of the information bits to the organism. In the teaching of mathematics, it will help if the mathematics teacher can classify the problems of a mathematics exercise into sets of similar problems. We cannot attend to more than one thing at a time and perceive all at the same time.

You tend to select that stimulus information in which you are interested or directed to attend. The unattended messages tend to be filtered out, and the model of perception represented in Figure I explains this point. If teaching can be made interesting then there is no reason why the children in the classroom should fail to attend. It is true that none of us can keep attention fixed at a thing or object for longer than a few.

A simple experiment will show the validity of the above statement. When you are reading this unit, take a pencil in your hand and hold it a foot away from you, trying to keep your attention on it for as long a time as you possibly can. During this period of your voluntary attention, you will soon find so many different things or thoughts crossing your mind. Since without attention, meaningful perception may not be achieved, it is now necessary to consider the ways and means which would facilitate attention of the children.

Of the various factors facilitating attention of individuals, the following maybe cited. Each advertiser makes use of one or more features of the stimuli to secure attention of his potential buyers. It is also true that many aspects of our day to day perception take place without our being aware of the presence of the stimuli in our environment. If commercial advertisers can make use of these important psychological findings to draw the attention of their customers, then there is no reason why the teachers should fail to secure the attention of even the most inattentive pupils of their classes.

Contrasted with these individuals are those who are called

Reflective pupils learn well if the teacher is patient with them. They are usually good in mathematics and problem solving types of subjects, while the impulsive ones are those who need special care especially if the topic of learning is complex, that is, problem solving. Children who are motivated to learn will perceive more easily the lesson materials than those who are not so motivated to learn. It may be that such children do not seem to possess the relevant interests or values with the topic of the lessons in the classrooms.

There is therefore the need to modify the interests of such children.

Experience and Perception

What you have learnt in this unit concerns the process of perception. It can be said that perception is due to the organization of the sensory information of the data from the stimulus objects.

MARKED ASSIGNMENT

List any 4 attention factors affecting perception.

Accuracy of Judgment

Two freshmen who are destined to be roommates arrive at college and meet for the first time. Each one's personality -how easy each one is to get along with, how considerate each is - will have an important effect on the other's life. They try to find out as much about each other as they can. Perceivers pay special attention to the most salient features of a person, rather than paying attention to everything.

Upon identifying a woman as a doctor, we use our information about doctors more generally to infer the meaning of her. A perceiver's own needs and personal goals influence how he or she perceives others.

Think of your arrival at the study centre for your Distance Learning

You meet a fellow student who also intends to use the library where you also intend to work. In the first minutes of your meeting, state the impressions you may have of the fellow student.

The Information we use to Form Impression

A glance at someone's picture or at an individual passing on the street gives us ideas about the kind of person he/she is. Even learning a name tends to conjure up-images of what its owner is like. When two people meet, if only for an instant, they form impression of each other. With more contact, they form fuller and richer impressions .that determine how they behave towards each other, how much they like each other, whether they will associate often, and so on.

Physical Cues

The observation that a person is wearing conservative clothes, for example, may lead to the imputation of a variety of other characteristics, such as being conservative politically. We also use behaviour to draw inferences about people. We observe a fellow distance learner helping a primary school pupil across the street and infer that he is kind.

Salience

This is termed the 'figure-ground principle'. In the case of impression formation, the main implication is that most salient cues will be used most heavily. If a distance learner appears at the study centre in a wheelchair the first day of the first semester, everyone else in the library, everyone else in the room is likely to form an impression that is most heavily influenced by the fact of the person's physical disability. Clothing, hair style, and perhaps even age and sex will be secondary.

The student who sits in the front row of the classroom and asks an occasional question is more likely to be perceived as dominating the discussion than the student who sits 'in the back and contributes just as much. They are seen as the most causally powerful, they produce the most extreme evaluative judgments. The effects of salience are sufficiently interesting and exciting to attract the perceiver's attention. In this unit, you have learnt what the general principles of

forming impressions of others are.

You have therefore learnt the information we use to form impressions. What you have learnt in this unit concerns general principles of impression formation. You also learnt the information we use to form impressions.

FACTORS IN PERSON PERCEPTION AND

Let us take a look at what other content you should learn in this unit as specified in the objectives below. Often an opinion about another person is not based on direct information but on statements by others or knowledge of the person, received from other sources. It is important for you to note that opinions, feelings, and impressions are rather on subjective processes, and inferences drawn on the basis of such subjective judgments go to constitute what person perception is all about. State the opinions you have of the Librarian at your study center.

There are three sources in forming impressions of personality which are stimulus information, perceiver variables, and impressions of stimulus person. The last source consists of perception of causality, intent, justifiability, attribution of personality traits and other cognitions towards the stimulus person. In spite of the paucity of information, all subjects readily accepted the task of completing the sketch of the person. Their responses showed significant differences in making use of the traits, though they were all given the same list of traits.

Some perceivers saw the hypothetical person as cold, inquisitive and ironical, others perceived him as energetic and assured, and some perceived him as talkative, and persuasive. In all cases, there was one predominant trait that characterized the hypothetical person. There was also evidence that new traits were invented, and ascribed to the person.

In another experiment, a group of children were taught the same lesson by a

‘popular teacher’ who was instructed to make as many ‘mistakes’ in teaching as possible, and by another ‘unpopular teacher’ who was instructed to give a ‘copy-book lesson’. Remember that no hard and fast generalisation can be made from either of these opposite types of evidence. You should commend yourself for actively participating in our discussion.

The Most Important Aspect of Impression Evaluation

This point was shown in a study by Osgood using a measurement procedure called the semantic differential. In this study, participants were given a list of trait pairs and asked to indicate which trait more closely described particular persons and objects. Once we know that someone rates ‘mother’ as very good, moderately strong, and somewhat passive, we learn little more about these perceptions of ‘mother’ by asking for additional ratings. Let us cite an example to enhance your level of understanding.

In one study, students rated 97% of their professors in college favorably, despite all the mixed experiences students have in their college classes. There is a hypothesis about why people are evaluated so favorably. It has been suggested that people feel better when they are surrounded by good things, pleasant experiences, nice people, good weather, and so on.

Negativity Effect

This has been called the negativity effect. The main explanation for this effect is based on the figure-ground principle. As just noted, positive evaluations of other people are much more common than negative evaluations. Positive behaviours, in contrast, are perceived to be performed by both moral and immoral persons.

Emotional Information

In this unit, you have learnt person perception. You have therefore learnt important factors in person perception. Describe three sources in forming impressions of personality State 4 modes of perceiving others.

WHAT THE PERSON IS LIKE

From Behaviours to Traits In unit 2, we discussed understanding some important factors in person perception and impression formation. Also, the unit served to introduce us to other units in this course.

From Behaviour to Traits

We will move from observable information, such as appearance, behaviour, even gestures, to personality trait inferences about what the person is like. Note that referring to traits is a more economical and general way of describing a person than is referring to behaviour. Instead, you would use traits to summarize aspect of your roommate. This process appears to occur spontaneously, even automatically, as behaviour is perceived.

These traits, in turn, can act as indicators for predicting future behaviour . The fact that we move from behaviours to traits so quickly is compounded by the fact that traits imply each other. On observing a person patting a dog in a friendly manner, we may infer that she is kind, and from our inference of kindness, we may infer that she is friendly, warm, and helpful to her friends. From a very simple incident of behaviour, then we can infer almost a whole personality.

The implications that traits have for other traits is called 'implicit personality theory'. People who demonstrate a high need for structure, that is a need to have organized and distinct patterns of information, are more likely to make continuous inferences than individuals who do not demonstrate this quality.

The traits inferences that we make about other people fall out along two important dimensions

We tend to evaluate others in terms of their task-related qualities or intellectual competence. We tend to evaluate others in terms of their interpersonal or social qualities. It is important for you to note that within these general dimensions, we also make more detailed impressions or judgments about a person, such as how he treats his parents versus his friends or how good he is at physics versus music.

Central Traits

The pair of traits, warm-cold, appears to be associated with a great number of other

characteristics, whereas the pair, polite-blunt is associated with fewer. Traits that are highly associated with many other characteristics have been called central traits. In a unique demonstration of their importance of traits, Kelley gave students in psychology course personality trait descriptions of a guest lecturer before he spoke. The results are shown in Table 1.

[...]

In addition, those students who expected the speaker to be warm tended to interact with him more freely and to initiate more conversations with him. Remember that different descriptions affected not only the students' impressions of the lecturer, but also their behaviour towards him.

The Perseverance of Traits

Once we have made personality trait inferences about the meaning of another person's behaviour, those inferences take on a life of their own. You may recall your impression of your friend as kind and helpful long after you have forgotten the specific instance when she helped the elderly person across the street.

Will you describe your best friend as 'cold' and 'warm'?

Fine, we must continue our discussion now. Social' categories, such as gender, tribe, religion, and social class influence our perceptions as well. At this stage, we need to ask a relevant question. Determining that an individual is a member of a particular category may lead to social judgments about that person that are consistent with the category-based stereotype.

In this unit, you learnt behaviours, you have therefore moved from behaviours to traits. In addition, you have learnt categorization and how social categories influence our perception. What you have learnt in this unit concerns how we move from behaviour to traits. You also learnt that social categories, such as gender, tribe, religion and social class, influence our perceptions.

You have therefore learnt that perceivers immediately and spontaneously perceive stimuli as part of some group or category.

On what basis are traits inferences made?

If you go to a football game, state six categories of people you will see and State how people use traits Asch, S.E. .

TO OTHERS' BEHAVIOUR

Let us take a look at what other content you will learn in this unit as specified in the objectives below. In one study, participants were told that another student would be either their partner or opponent in a forthcoming game. After interacting with the student in a simulated quiz show during which the student answered some questions correctly and others incorrectly, the participant's impression corresponded to their motivations. This occurred even though the student exhibited exactly the same pattern of answers in both conditions.

Generally speaking, under impression goal conditions, people form more organized impressions of others than when their goal is simply to remember the information .

List the goals you intend to achieve by applying and getting admitted into the National Open University of Nigeria to read the Diploma in HIV

Anticipating future interactions with somebody creates very different social goals than simply trying to learn about that person, and research shows that people remember more and organize the information differently when they expect to interact with someone in the future. The type of impression one forms of another person also depends on the kind of interaction one anticipates having with that individual. Outcome dependency that is, the situation in which achievement of an individual's own goals depends heavily on the behaviour of another person typically leads the individual to form a careful impression of the other. Participants whose goals are not dependent upon the behaviour of another person are more likely to form their impressions quickly and casually.

The process of gathering information for another person greatly influences not only what information people communicate to that other person, but also the impression they finally form themselves. Sedikides asked participants to form their own impressions of a target to a third individual. In fact, participants actually reformulated their own impressions in the direction of the positive, negative, or neutral impression they had been instructed to convey. When people communicate information about a target individual to a listener, they not only modify their own perceptions about the target, they systematically affect the impressions formed by the listener.

The influence of social goals on the kinds of impressions that people form of others is substantial. People who have a particular social goal when they interact with another person appear to make inferences that are consistent with their goals about the other person, even when they do not intend to do so or are completely unaware that they are doing so.

How will you describe the process of gathering information on your study centre to another distance learner whom you come across in the bookshop?

Sometimes we use our internal state as a basis for judging other people, and this can lead to systematic errors. When people are emotional, they are more likely to attend to emotional information and use that in their impression. Let us cite an example to drive the point home. When we are aroused, we tend to perceive other people in a more extreme manner than when we are not aroused .

When we are in a good mood, we tend to see another person more positively, and when we are in a bad mood, we tend to view that person more negatively. The effects of mood appear to be stronger for judgments about unusual people than for more ordinary individuals.

Attributing Causes to Behaviour

Attribution theory is the area of psychology concerned with when and how people ask 'why' questions. Theorizing about causal attributions that is, how and why people infer what causes what began with Heider . In this unit you have learnt about goals, you have therefore learnt about affective cues. In addition you have learnt about attributing causes to What you learnt in this unit

concerns goals and feelings about other You also learnt affective cues.

Often we are in the position of wanting to know why a person committed a particular action. State the reason the effects of mood appear to be stronger for judgments, about unusual people than for more ordinary individuals.

In the last unit, we discussed understanding and attributing causes to others'

In addition the unit served to introduce us to other units in this course. We will now consider the need for society to function smoothly. Let us take a closer look at what other content you should learn in this unit as specified in the objectives below. A man in the blue uniform with a gun strapped to his side is a police officer, and we must treat him accordingly.

Note that person perception becomes difficult when we try to infer internal states, such as traits, feelings, emotions, or personalities. Complete the following statements.

The Eye of the Beholder

One of the most surprising aspects of person perception is the fact that different people observing the same individual can come to quite different conclusions about that person's personality. Thus observing a talkative, cheerful and outgoing young woman, one person may conclude that she is warm and appealing, while another may infer that she is shallow and rather silly. Not only do people emphasize different aspects of other people and their impressions, they often put information together in playful ways . This finding implies that the more complex and integrated our impression of someone becomes, the more likely it is to diverge from that of others.

Each child was asked to describe all the other children in the camp. Rather, each rater tended to use the same characteristics no matter which child he or she was describing. Older children and adults share more consistent perceptions of attributes and behaviour than is true for young children. Sometimes what we notice in another person is influenced more by our ways of looking at people than by that person's actual characteristics.

There is some research on how accurate people are in judging others'

Accuracy is found to be compromised by several factors. First, people's perceptions of others are sometimes determined by their playful preferences for particular personality dimensions than by objective attributes of the .person being evaluated. Second, it is difficult to measure personality traits, and so it is difficult to establish the proper criteria for accuracy. The third factor has to do with how consistent people's personality traits are, especially in predicting their behaviour.

Generally speaking, agreement between peer ratings depends upon how well the two people are acquainted . When you know a person less well, agreement may be high on publicly visible qualities, but not on qualities less open to observation. It is important for you to note that accurate perception of another person's attributes can be improved when we have information about situation in which the traits occur. For example, if people learn that an individual has a particular goal in a situation, they are more likely to make a trait inference from observation of behaviour.

Surprisingly, even strangers are able to rate others in a manner consistent with those others' self-

perceptions after relatively brief exposures to their behaviours. Remember that when we attempt to predict future behaviour, we fare rather badly. That is for the most part we are overconfident about predicting the behaviour of both other people and of ourselves. This inaccuracy seems to be due to two factors.

First, when people express high confidence that certain things will happen to themselves or others in the future, it is rarely warranted.

Recognition of Emotions

In a typical study, a person is presented with a set of photographs of people portraying different emotions and asked to judge what those emotions are. More recent research has made use of video taped clips of emotional reactions. Research has now shown the virtual universal recognition of several facial expressions of emotion in both literate and pre literate Friesen, cultures. It is now time to ask a relevant question.

Darwin proposed that facial expressions convey the same emotional states in all cultures.

A number of empirical investigations have supported this point Craig and

Patrick induced pain by immersing participants' hands and wrists into icy water just at freezing temperature.

[...]

Among the positive emotions such as fear and anger can be distinguished from non arousing ones such as sadness. In this unit, you have learnt the need for society to function smoothly. You have therefore learnt accurate person perception. In addition, you have learnt cues used to make judgments.

What you have learnt in this unit concerns the need for society to function smoothly. People universally draw on the same highly specific cues for judging emotions.

THE PROBLEM OF DECEPTION

In addition, the unit served to introduce us to other units in this course. You can now describe person perception and explain cues used to make judgments. Let us look at what other content you should learn in this unit as specified in the objectives below. First not all channels of non-verbal communication are alike, some seem to be more under voluntary control than others.

Second, a number of factors influence success in deceiving others. Finally, a range of factors associated with the observer or message recipient influences the extent of detecting deception. For example, degree of suspicion, extent of probing questions asked and experience.

How will you define leakage cues?

These are listed as control, arousal, felt emotion and cognitive processing. Lie tellers are insecure, more concerned with the impression they are making, more guilty or anxious or more aroused than truth tellers. Because most people tell lies rather less frequently than they tell the

truth there may be a general tendency to feel less confident and insecure when trying to deceive. As a result, deceptive behaviour may appear to be planned, rehearsed or lacking in spontaneity.

I know you are enjoying our discussion given your active participation. We must go on now. It is important for you to note that deception seems to increase body arousal. Behaviours associated with arousal includes increased pupil dilation, eye blinks, voice pitch, speech errors and hesitations.

Note that this is not unusual in many interrogative interviews.

Motivation

at found that judges who could see the speakers' facial expressions and body movements, or hear the tone of voice cues, were more successful at detecting the lies of motivated than unmotivated speakers. A similar effect was suggested by De Paulo in another study where undergraduates were urged to make a good impression while telling lies and truths to attractive or unattractive members of the same sex or opposite sex.

Experienced Deceivers

The ability to use non-verbal behaviour is gained by practice and experience. For example, there is some evidence that experienced sales people are effective liars . In this study, sales people were videotaped while making pitches for products they liked and products they disliked but still had to try to sell. This failure to detect deception showed that the relevant cues were simply not present.

De Paulo and De Paulo suggest four possible explanations for their results

Sales people may be more practiced or experienced at telling similar lies. They may have confidence in their ability to deceive.

SOCIALISATION

In the last unit, we discussed the problem of deception. You can now identify channels of communication, explain deceptive non-verbal cues, and list factors influencing deception attempts. Let us take a look at other content you should learn in this unit as specified in the objectives below.

This is referred to as physiological needs in psychology. The human baby has no means of avoiding these tensions and may even be unaware of the precise cause of the discomfort. Early in this process, an incipient social relationship is established between the baby and its mother, when the former cries and the latter responds. The human being, though born with the potential for social life, must nevertheless undergo a long and often arduous process of socialization.

He must learn first to live with others and then to participate in his society in satisfying and rewarding ways.