

Very Short Answer Questions

Q. 1. Define attitude.

Ans. An attitude is a set of views or opinions which have an evaluative feature (positive, negative or neutral quality) and is accompanied by ABC components namely affective, behavioural and cognitive components. For example, a positive attitude of students towards teachers and parents.

Q. 2. What is belief?

Ans. Beliefs refer to the cognitive component of attitudes such as belief in or belief in democracy

Q. 3. What are values?

Ans. alues are attitudes with a 'should' or 'ought' aspect, i.e., moral or ethical values. For example, one should work hard or one should be honest.

Q. 4. What is a stereotype?

Ans. A stereotype is a cluster of ideas regarding the characteristics of a specific group. They are category-based schemas about a group of people. For example, a stereotype that Americans are hardworking.

Q. 5. Explain the concept of prejudice.

Ans. Prejudices are negative attitudes towards a particular group and are based on stereotypes (the cognitive component). The cognitive component of prejudice is accompanied by dislike or hatred (the affective component). Prejudice gets translated into discrimination (the behavioural component) whereby people behave in less positive way towards a particular target group compared to another group which they favour. In our society there has been cases of discrimination due to prejudice based on gender, religion, community, caste, physical handicap and illness such as AIDS.

Q. 6. What is cognition?

Ans. Cognition refers to all those mental processes that deal with obtaining and processing of information.

Q. 7. What is social cognition?

Ans. Social cognition refers to all those psychological processes that deal with the gathering and processing of information related to social objects. For example, a teacher's conclusions regarding a student's behavior in school are quite different from his mother's conclusion who observes him at home.

Q. 8. What is schema?

Ans. Schemas that function in the form of categories are called prototypes. They are the entire set of features or qualities that help us to define an object clearly.

Q. 9. What is a prototype?

Ans. Schemas that function in the form of categories are called prototypes. They are the entire set of features or qualities that help us to define an object clearly

Q. 10. What is primacy effect?

Ans. During formation of impression, information presented first has a stronger effect than information presented at the end. This is primacy effect.

Q. 11. What is recency effect?

Ans. During formation of impression, information that comes at the end may have stronger influence. This is recency effect.

Q. 12. What is halo effect?

Ans. During formation of impression, we have a tendency to think that a target person who has one set of positive qualities must have other positive qualities. This is known as halo effect. For example, if we are told that a person is 'tidy' and 'punctual', we are likely to think that the person must also be 'hardworking'.

Q. 13. What is social facilitation?

Ans. Improvement in performance in the presence of others is called social facilitation. For example, cyclists racing with each other perform better than when they cycle alone.

Q. 14. What is social inhibition?

Ans. Decline in performance in the presence of others is called social inhibition. For example, if you recite a poem to an audience, your performance is inhibited than when you recite it to your teacher.

Q. 15. Explain pro-social behaviour.

Ans. Pro-social behavior or altruism is doing something or thinking about the welfare of others without any self-interest. For example, sharing things, cooperating with others, helping during natural calamities, showing sympathy, doing favours to others.

Short Answer Questions – I

Q. 1. Elaborate the ABC component of attitude.

[CBSE (AI) 2014]

Ans. The emotional component of an attitude is the affective aspect, the behavioural component is the tendency to act while the cognitive component is the thought component of an attitude. For example, the cognitive component of prejudice, i.e., stereotype is accompanied by dislike or hatred, the affective component which may get translated into discrimination, the behavioural component.

Q. 2. How message characteristics facilitate attitude change.

Ans. The message for attitude change contains a rational appeal or an emotional appeal makes a difference. For example, an advertisement for cooking food in a pressurecooker may point out that this saves cooking gas (rational appeal) or preserves nutrition (emotional appeal).

The motives activated by the message also determine attitude change. For example, drinking milk makes a person healthy, good-looking, more energetic and more successful in one's job.

The mode of spreading the message plays a significant role. Face-to-face transmission of the message is usually more effective than indirect transmission. As for instance, through letters and pamphlets or even through mass media.

Q. 3. State any 3 sources of prejudice.

[CBSE Delhi

2011]

Ans.

- i. **Learning:** Prejudices are learned through association, reward and punishment, observing others, group or cultural norms and exposure to information. Family, reference groups, personal experiences and media play a role in the learning of prejudices. Prejudiced persons show low adjusting capacity, anxiety and feelings of hostility against outgroup.
- ii. **A Strong Social Identity and Ingroup Bias:** Prejudiced individuals who have a strong social identity and have a very positive attitude towards their own group boost this attitude by holding negative attitudes towards other groups.
- iii. **Scapegoating:** The majority group places the blame on a majority outgroup for its social, economic and political problems. Scapegoating is a group-based way of expressing frustration and it often results in negative attitudes or prejudices against the weaker group.

Q. 4. Explain social cognition with the help of suitable examples.

[CBSE Delhi 2016]

Ans. Social cognition refers to all those psychological processes that deal with the gathering and processing of information related to social objects. For example, a teacher's conclusions regarding a student's behavior in school are quite different from his mother's conclusion who observes him at home.

Q. 5. What is attribution? Explain fundamental attribution error and actor-observer effect with the help of an example.

[CBSE (AI) 2012,

2013]

Ans. We assign causes to the behavior shown in specific social situations. This process is called attribution. For example, a person A hit another person B, we may explain the hitting behavior by saying that

- i. A hit B because A is short-tempered person or
- ii. A hit B because B behaved in a nasty way.

There is an overall tendency for people to give greater weightage to internal or dispositional factors than external or situational factors. This is called fundamental attribution error. It varies from culture to culture.

A distinction is made between the attribution that a person makes for his/her positive and negative experiences (actor-role) than the attribution made by another person's positive and negative experiences (observer-role). This is called actor-observer effect. For example, if you get good marks in a test you attribute it to your ability and hard work while if you get bad marks you say that you were unlucky or that the test was difficult.

On the other hand, if your class-mate gets good marks you attribute his/her success to good luck or an easy test and if your class-mate gets bad marks you attribute his/her failure to low ability or lack of effort.

Q. 6. What are the characteristics of pro-social behaviour?

Ans. The characteristics of pro-social behavior are

- i. Aim to benefit or do good to others without expecting anything in return.
- ii. Helpign others without expecting anything in return.
- iii. To willingly benefit others without any kind of pressure.
- iv. Provide help without any difficulty or any cost.

Short Answer Questions – II

Q. 1. What are the properties/features of attitude?

Ans. The properties/features of attitude are described below:

- i. Valence:** Valence of an attitude tells us whether an attitude is positive or negative towards the attitude object. For example, an attitude towards a nuclear research is expressed on a 5-point scale ranging from 1 (Very Bad), 2 (Bad), 3 (Neutral), 4 (Good) and 5 (Very Good). A rating of 4 or 5 indicates a positive attitude towards nuclear research while a rating of 1 or 2 indicates a negative attitude and a rating of 3 indicates a neutral attitude.
- ii. Extremeness:** The extremeness of an attitude indicates how positive or negative an attitude is. A rating of 1 or 5 indicate extreme attitudes.
- iii. Simplicity or Complexity (Multiplexity):** An attitude system is said to be 'simple' if it contains one or a few attitudes and complex if it is made of many attitudes. For example, an attitude towards a person is a simple attitude while an attitude towards health and well-being is a complex attitude consisting of attitude towards physical and mental health, views about happiness and well-being etc.
- iv. Centrality:** A central attitude would influence the other attitudes in an attitude system. For example, in an attitude towards world peace, a negative attitude towards high military expenditure is present as the central attitude and influences all other attitudes in the multiple attitude system.

Q. 2. Explain how attitudes are formed.

OR

Explain the conditions which lead to the learning of attitudes.

[CBSE Delhi 2016]

Ans. The process of attitude formation takes place in the following ways

- i. Learning attitudes by association:** A positive attitude towards the subject is learned through positive association between a teacher and a student in school. In other words, students often develop a liking for a particular subject because of the teacher.
- ii. Learning attitudes by being rewarded or punished:** If an individual is praised for showing a particular attitude, chances are high that s/he will develop the attitude further. For example, if a teenager does yogasanas regularly and gets the honour of being Miss Good Health in her school, she may develop a positive attitude toward yoga and health in general. Similarly, if a child constantly falls ill because he/she eats junk food instead of proper meal, then the child is likely to develop a negative attitude towards junk food, and also a positive attitude towards eating healthy food.

- iii. **Learning attitudes through modeling (observing others):** We learn attitudes through association and through reward and punishment. For example, children form a respectful attitude towards elders by observing that their parents show respect for elders and are appreciated for it.
- iv. **Learning attitudes through group or cultural norms:** Learning attitudes through group or cultural norms is through association, reward or punishment and modeling. For example, offering money, sweets, fruit and flowers in a place of worship is a normative behavior in some religions. When individuals see that such behaviour is shown by others and is socially approved, they develop a positive attitude towards such behaviour.
- v. **Learning through exposure to information:** With the huge amount of information that is being provided through media, both positive and negative attitudes are being formed. By reading the biographies of self-actualised person, an individual may develop a positive attitude towards hard work.

Q. 3. How Fritz Heider proposed the process of attitude change?

Ans. The concept of balance proposed by Fritz Heider is described in the form of P-O-X triangle. Attitude changes if there is a state of imbalance between P-O attitude and O-X attitude and P-X attitude.

For example, in the study of attitude towards dowry(X), a person (P) has a positive attitude towards dowry (P-X positive). P is planning to get his son married to the daughter of some person (O) who has a negative attitude towards dowry (O-X negative). Here P-X is positive, O-P is positive but O-X is negative. That is, there are 2 positives and 1 negative in the triangle. This is a situation of imbalance. Imbalance on POX triangle is found when

- i. All three sides of the POX triangle are negative or
- ii. Two sides are positive and one side negative.

Balance is found when

- i. All three sides are positive or
- ii. Two sides are negative and one side is positive.

Q. 4. Discuss the cognitive dissonance component in attitude change process.

[CBSE Delhi 2014; (AI) 2014]

Ans. The concept of cognitive dissonance was proposed by Leon Festinger. If an individual finds that two cognitions in an attitude are dissonant, then one of them will be changed in the direction of consonance. For example, consider the case of the following two ideas or cognitions:

Cognition 1: Pan masala causes mouth cancer which is fatal.

Cognition 2: I eat pan masala.

Here the two ideas are dissonant in the attitude towards pan masala. Therefore, one of these ideas will have to be changed so that consonance can be attained. Thus, to remove or reduce the dissonance, change Cognition 2. Thus Cognition 2 will become:

I will stop eating pan masala.

Both balance and cognitive dissonance are examples of cognitive consistency. Cognitive consistency means that two components, aspects or elements of the attitude or attitude system must be in the same direction.

Q. 5. Discuss two-step theory of attitude change.

Ans. The 2-step concept of attitude change was proposed by an Indian psychologist, S. M. Mohsin.

Step 1: The target changes his attitude by identifying with the source.

Step 2: The source shows an attitude change towards the attitude object. The target also shows an attitude change. This is a kind of imitation or observational learning

For example,

Step 1: Preeti reads in newspaper that a particular soft drink she enjoys is harmful. But she imitates the sports person with whom she identifies.

Step 2: The sports person having positive feelings towards his fans may change his habit of consuming the soft drink by substituting it with a health drink. Now, Preeti will also change her attitude and stop consuming the harmful soft drink.

Q. 6. State the factors that influence attitude change.

[CBSE (AI) 2011, 2013]

Ans. The factors that influence attitude change are as follows:

- i. Characteristics of the existing attitude:** All four properties of attitudes namely, valence (positivity or negativity), extremeness, simplicity or complexity (multiplexity) and centrality determine attitude change. Positive attitudes are easier to change than negative attitudes. Extreme attitudes and central attitudes are more difficult to change than the less extreme and peripheral (less significant) attitudes. Simple attitudes are easier to change than multiple attitudes. Attitude change may be congruent if it changes in the same direction as the existing attitude. For example, a positive attitude may become more positive or a negative attitude may become more negative. An attitude change may be incongruent if it changes in a direction opposite to the existing attitude. For example, a positive attitude may become less positive or negative or a negative attitude may become less negative or positive.
- ii. Source characteristics:** Attitudes are more likely to change when the message comes from a highly credible source than from a low credible source. For example, adults who are planning to buy a laptop are more convinced by a computer engineer advertising the laptop while when the buyers are themselves school children they are more convinced by a school child advertising the laptop.
- iii. Message characteristics:** The message for attitude change contains a rational appeal or an emotional appeal makes a difference. For example, an advertisement for cooking food

in a pressure cooker may point out that this saves cooking gas (rational appeal) or preserves nutrition (emotional appeal). The motives activated by the message also determine attitude change. For example drinking milk makes a person healthy, good-looking, more energetic and more successful in one's job. The mode of spreading the message plays a significant role. Face-to-face transmission of the message is usually more effective than indirect transmission. As for instance, through letters and pamphlets or even through mass media.

- iv. **Target characteristics:** People with strong prejudices, people with low self-esteem and low intelligence change their attitudes easily. People with more open and flexible personalities change more easily. Advertisers benefit most from such people.

Q. 7. Examine four ways through which people bring consistency in their attitudes.

Or

Write a note on the Attitude-Behaviour Relationship.

Ans. There is consistency between Attitudes and Behaviour when

- i. The attitude is strong, and occupies a central place in the attitude system.
- ii. The person is aware of his attitude, there is no external pressure for the person to behave in a particular way. For example, there is no group pressure to follow the norm.
- iii. The person's behaviour is not being watched or evaluated by others.
- iv. The person thinks that the behaviour would have a positive consequence.

Q. 8. Discuss the sources of prejudice.

Or

How are prejudices formed?

Ans. The sources of prejudice are:

- i. **Learning:** Prejudices are learned through association, reward and punishment, observing others, group or cultural norms and exposure to information. Family, reference groups, personal experiences and media play a role in the learning of prejudices. Prejudiced persons show low adjusting capacity, anxiety and feelings of hostility against outgroup.
- ii. **A strong social identity and ingroup bias:** Prejudiced individuals who have a strong social identity and have a very positive attitude towards their own group boost this attitude by holding negative attitudes towards other groups.
- iii. **Scapegoating:** The majority group places the blame on a majority outgroup for its social, economic and political problems. Scapegoating is a group-based way of expressing frustration and it often results in negative attitudes or prejudices against the weaker group.
- iv. **Kernel of truth concept:** People continue to hold stereotypes because they think that after all, there must be some truth or 'kernel of truth' in what everyone says about the other group.

- v. **Self-fulfilling prophecy:** The target group may behave in ways that justify the prejudice, i.e., conform the negative expectations which may thus strengthen the existing prejudice.

Q. 9. State the strategies for overcoming prejudice.

[CBSE Delhi 2014; (AI) 2012, 2016]

Or

How can prejudice be handled?

Ans. The strategies for handling prejudice would be effective if they aim at:

- i. Minimizing opportunities for learning prejudices.
- ii. Changing such attitudes.
- iii. De-emphasising a narrow social identity based on ingroup.
- iv. Discouraging the tendency towards self-fulfilling prophecy among the victims of prejudice.

These goals can be accomplished through:

- a. Education and information dissemination, for correcting stereotypes related to specific target groups and tackling the problem of strong ingroup bias.
- b. Increasing intergroup contact allows for direct communication, removal of mistrust between the groups and discovery of positive qualities in the outgroup. This strategy is successful if
 - The two groups meet in a cooperative rather than competitive context
 - Close interactions between the groups help them to know each other better
 - The two groups are not different in power or status.
- c. Highlighting individual identity rather than group identity

Q. 10. Discuss the concept of impression formation with the help of examples.

[CBSE Delhi 2011; (AI) 2011, 2016]

Ans. When we meet people, we make inferences about their personal qualities. This is impression formation. For example, if a person is good looking we form impressions that the person would be sincere and hard-working.

The person who forms the impression is called the perceiver. The individual about whom the impression is formed is called the target. Impression formation consists of the following sub-processes:

- i. **Selection:** Information is collected about target person.
- ii. **Organisation:** Information is combined in a systematic way.
- iii. **Inference:** A conclusion is drawn about the kind of person the target is.

Q. 11. Explain the factors that influence impression formation.

Ans. Impression formation is influenced by:

- i. Nature of information available to the perceiver.
- ii. Social schemas in the perceiver (including stereotypes).
- iii. Personality characteristics of the perceiver.
- iv. Situational factors

Q. 12. Why do individuals show better performance in the presence of others?

Ans. Social facilitation is the process in which individuals show better performance in the presence of others. This is because:

- i. The individual experiences arousal in the presence of others which makes him react in a more intense manner.
- ii. The person feels that he would be evaluated. The idea of **evaluation apprehension** makes him to perform well and avoid mistakes.
- iii. The **nature of task** affects performance in the presence of others. In case of a simple or familiar task, the person is more sure of performing well than in case of a complex or new task, the person may be afraid of making mistakes.
- iv. If others are performing the same task, there is a situation of **co-action** where there is social comparison and competition and hence performance is better.
- v. If individuals are working together in a large group, a phenomenon of **social loafing** occurs based on the **diffusion of responsibility** in which there is a reduction of individual effort when working on a collective task.

Long Answer Questions

Q. 1. What is social facilitation? Explain.

Ans.

- i.** Social facilitation can be defined as ‘an improvement in performance produced by the mere presence of others’. There are two types of social facilitation: (a) co-action effects (b) audience effect. Studies and research on social facilitation concern the extent to which a given piece of an individual’s behavior is affected by the real, imagined or implied presence of others.
- ii.** Perhaps the first social psychology laboratory experiment was undertaken in this area by Norman Triplett in 1898. In his research on the speed records of cyclists, he noticed that racing against each other rather than against the clock alone increased the cyclists’ speeds. He attempted to duplicate this under laboratory conditions using children and fishing reels.
- iii.** There were two conditions: the child alone and children in pairs but working alone. Their task was to wind in a given amount of fishing line and Triplett reports that many children worked faster in the presence of a partner doing the same task.
- iv.** Triplett’s experiments exhibit the co-action effect, a phenomenon whereby increased task performance comes about by the mere presence of others doing the same task. The co-action effect may come into operation if you find that you work well in a library in preference to working at home where it is equally quiet.
- v.** Social facilitation occurs not only in the presence of a co-actor but also in the presence of a passive spectator/audience. This is known as the audience effect, surprisingly.
- vi.** We can say that the extent of social facilitation or inhibition depends upon the nature of the interaction between the task and the performer. According to Cottrell (1968), it’s not the presence of other people that is important for social facilitation to occur but the apprehension about being evaluated by them.

Q. 2. State the factors that lead to the formation of attitudes. Explain the process of attitude change giving examples from everyday life. *[CBSE (AI) 2015]*

OR

State the factors that influence attitude formation.

[CBSE (AI) 2011, 2014]

Ans. The factors influencing attitude formation are as follows:

- i. Family and School Environment:** Learning of attitudes within the family and school usually takes place by association, through reward and punishment and through modeling.

- ii. **Reference Groups:** Attitudes towards various topics such as political, religions and social groups, occupations, national and other issues is developed through reference groups. This is learning by reward and punishment.
- iii. **Personal Experiences:** Personal experience can bring a drastic change in our attitude. Here is a real-life example. A driver in the army went through a personal experience that transformed his life. On one mission, he narrowly escaped death although all his companions got killed. He gave up his job in the army and worked actively as a community leader. Through a purely personal experience the individual evolved a strong positive attitude towards community upliftment.
- iv. **Media-related Influences:** Media can exert both good and bad influences on attitudes. On one hand, the media and internet make people better informed than other modes of communication while on the other hand it can create negative attitudes in people.

Attitude Change (Write any one out of the following three):

In the process of attitude change, the concept of balance proposed by Fritz Heider is described in the form of P-O-X triangle. Attitude changes if there is a state of imbalance between P-O attitude and O-X attitude and P-X attitude.

For example, in the study of attitude towards dowry(X), a person (P) has a positive attitude towards dowry (P-X positive). P is planning to get his son married to the daughter of some person (O) who has a negative attitude towards dowry (O-X negative). Here P-X is positive, O-P is positive but O-X is negative. That is, there are 2 positives and 1 negative in the triangle. This is a situation of imbalance. Imbalance on POX triangle is found when

- i. All the 3 sides of the POX triangle are negative or
- ii. 2 sides are positive and 1 side negative.

Balance is found when

- i. All the 3 sides are positive or
- ii. 2 sides are negative and 1 side is positive.

In the process of attitude change the concept of cognitive dissonance was proposed by Leon Festinger. If an individual finds that two cognitions in an attitude are dissonant, then one of them will be changed in the direction of consonance. For example, consider the case of the following two ideas or cognitions:

Cognition 1: *Pan masala causes mouth cancer which is fatal.*

Cognition 2: *I eat pan masala.*

Here the two ideas are dissonant in the attitude towards pan masala. Therefore, one of these ideas will have to be changed so that consonance can be attained. Thus, to remove or reduce the dissonance, change Cognition 2. Thus Cognition 2 will become:

I will stop eating pan masala.

Both balance and cognitive dissonance are examples of cognitive consistency. Cognitive consistency means that two components, aspects or elements of the attitude or attitude system must be in the same direction.

The 2-step concept of attitude change was proposed by an Indian psychologist, S. M. Mohsin.

Step 1: The target changes his attitude by identifying with the source.

Step 2: The source shows an attitude change towards the attitude object. The target also shows an attitude change. This is a kind of imitation or observational learning.

For example,

Step 1: Preeti reads in newspaper that a particular soft drink she enjoys is harmful. But she imitates the sports person with whom she identifies.

Step 2: The sports person having positive feelings towards his fans may change his habit of consuming the soft drink by substituting it with a health drink. Now, Preeti will also change her attitude and stop consuming the harmful soft drink.

Q. 3. Explain social cognition. Discuss with examples the role of schemas in social cognition. *[CBSE Delhi 2015, (AI) 2015]*

Ans. Social cognition refers to all those psychological processes that deal with the gathering and processing of information related to social objects. For example, a teacher's conclusions regarding a student's behavior in school are quite different from his mother's conclusion who observes him at home.

Attitudes, impression formation and attribution are such processes which involve mental activities related to gathering and processing of information about the social world. Collectively this is called social cognition.

Schemas guide social cognition. A schema is defined as a mental structure that provides a framework, set of rules or guidelines for processing information about any object. Schemas are the basic units stored in our memory and in case of social cognition; the basic units are social schemas. Most of the schemas are in the form of categories or classes.

Schemas that function in the form of categories are called prototypes.

Schemas reduce time and mental effort required in cognition.

A **stereotype** is a cluster of ideas regarding the characteristics of a specific group. They are category-based schemas about a group of people. For example, a stereotype that Americans are hard-working. If you hear positive things about a group, the social schema about the group would be positive while when you hear negative things about the group, your social schema about the group would be in the form of negative stereotype.

The effects of stereotypes are that they give rise to prejudices and biases about specific groups.

Q. 4. Discuss factors influencing impression formation. Explain actor-observer effect in attribution. [CBSE Delhi 2015]

Ans. Impression formation is influenced by:

- i. Nature of information available to the perceiver.
- ii. Social schemas in the perceiver (including stereotypes).
- iii. Personality characteristics of the perceiver.
- iv. Situational factors

The process of impression formation is influenced by the above factors which are in turn influenced by

Primacy effect

Recency effect

Halo effect

We assign causes to the behavior shown in specific social situations. This process is called attribution. A distinction is made between the attribution that a person makes for his/ her positive and negative experiences (actor-role) than the attribution made by another person's positive and negative experiences (observer-role). This is called actor-observer effect.

When an individual attributes his/her own success, he/she emphasizes on internal factors but for failures to external factors; whereas when he/she attributes success of others he gives emphasis to external factors and for failures to internal factors.

	Internal Factors	External Factors
Stable Factors	Ability	Fate
Unstable Factors	Efforts, Hard work	Task, Characteristics

Wiener's Classification of Causal Factors

Q. 5. State the factors which influence pro-social behaviour. [CBSE (AI) 2012, 2013]

Ans. The factors influencing pro-social behaviour are:

- i. It is based on the inborn natural tendency in human beings.
- ii. It is influenced by learning. Individuals from family environments which emphasise helping as a value and praise helpfulness show more pro-social behaviour.
- iii. Some cultures encourage people to help the needy and distressed.

- iv. Pro-social behaviour is expressed when the situation activates certain social norms that require helping others. The norms are:
 - a. **Norm of Social Responsibility** which states that we should help anyone who needs help.
 - b. **Norm of Reciprocity** which states one should help those persons who have helped us in the past.
 - c. **Norm of Equity** which states that we should help others whenever it is fair to do so. For example, it is fair to help a person who has lost all belongingness in a flood than to help a person who has lost everything through gambling.
- v. People may not help the needy because they feel that the person might feel insulted or may become dependent.
- vi. Pro-social behaviour is more likely to be shown by individuals who have a high level of empathy.
- vii. Pro-social behaviour is reduced by factors such as bad mood, being busy with one's own problems, or feeling that the person to be helped is responsible for his/her situation.
- viii. Pro-social behaviour is reduced when people are part of a large group. For example, when there is a road accident each person thinks that it is not his/her responsibility alone to give help and that someone else may take the responsibility which is not the case when the person is alone. The people are thus influenced by the phenomenon of the diffusion of responsibility.