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<input type="checkbox"/>	Question Type	Question	A	B	C	D	Answer	Remark
<input type="checkbox"/>	FBQ	<input type="text"/> tells us how actor's present behaviour stands out from other behaviours in similar situations.	Distinctiveness					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> is a social rule that says people should repay, in kind, what another person has provided for them	Reciprocity					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> refers to how much we are willing to reveal ourselves to others.	Self disclosure					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Individuals who are concerned about socially appropriate behaviours about themselves are known as <input type="text"/>	Low Self-monitors					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	People are interested in behaviours that are socially appropriate and would mostly monitor the social situation in order to know how to behave are known as <input type="text"/>	High-self monitors					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> refers to the level at which people rely on social situation to guide their behaviours rather than relying on their own internal states.	Self-monitoring					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	When our first impression of a person is affected by what we learned later about the individual, it is referred to as the <input type="text"/>	recency effect.					<input type="button" value="eExam"/>

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	Our first impression is affected by what we learned first about a person, which is viewed as the <input type="text"/>	primacy effect					eExam
<input type="checkbox"/>	FBQ	Mention any way through which we form an impression of others <input type="text"/>	selection	inference				eExam
<input type="checkbox"/>	FBQ	Name one of the factors usually considered in persuasion <input type="text"/>	Credibility of communicators	Use of distraction in persuasion				eExam
<input type="checkbox"/>	FBQ	Name one of the theories that focus on how messages are processed before persuasion takes place <input type="text"/>	Systematic processing theories	Heuristic – systematic persuasion model (Chaiken, 1987)				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the desire to avoid contradictions between our attitudes and behaviours	Cognitive consistency					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> from others encourage acceptable attitudes and become associated with important rewards like acceptance and approval.	Favourable responses					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> describe our feelings, thinking and behaviour, whether positively or negatively, towards objects or stimuli.	Attitudes					eExam
<input type="checkbox"/>	FBQ	People like Mahatma Gandhi of India, Martin Luther king Jnr. of <input type="text"/> and Nelson Mandela of South Africa among others are examples of people who have dared to challenge authorities in their times and changed the course of history for their people, and for humanity.	USA					eExam
<input type="checkbox"/>	FBQ	UAE in social psychology stands for: <input type="text"/>	ULTIMATE ATTRIBUTION ERROR					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	<input type="text"/> theory suggests that the target of any effective attribution is the ability to make inferences that correspond or are in line with the behaviour, that is, the intention of the behaviour and the underlying disposition of the actor.	Jones and Davis Correspondent Inferences theory	CIT				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> suggests that when we focus on how people behave (actors), we make attributions as observers. In all social interactions there are actors and observers, and we can assume any role as we interact.	Kelley's Co-variation model					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> suggests that the impression we form about others, and the way we behave based on this impressions is mostly influenced by our expectations.	Expectancy theory					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the fighting instinct in beast and man which is directed against members of the same species..."	Aggression					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> refers to excessive self-love, which means holding an over inflated or exaggerated view of one's own qualities or achievements.	Narcissism					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the depictions of violent actions in the mass media.	Media violence					eExam
<input type="checkbox"/>	FBQ	When the intention of being aggressive is to hurt someone, it is known as <input type="text"/>	Hostile aggression					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is yielding to group pressure.	Conformity					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	The way we treat people because they belong to certain groups and have become targets of prejudice is termed <input type="text"/>	Discrimination					eExam
<input type="checkbox"/>	FBQ	The feeling component of attitude is <input type="text"/>	prejudice					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> believes that, sometimes, personality traits and other internal factors are, indeed, a reflection of the true cause of behaviour, in which case, assessment may not be regarded as 'error'	Social Psychology					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> are less likely to attribute behaviour to internal causes, but may see behaviour as the result of the interface between individual (internal) and situational (external) causes.	Collectivistic cultures					eExam
<input type="checkbox"/>	FBQ	Cultural studies have revealed that attributional error may not be <input type="text"/>	universal					eExam
<input type="checkbox"/>	FBQ	The FAE is also referred to as <input type="text"/>	correspondence bias					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the tendency to favour one cause over another, when explaining some effects.	Bias					eExam
<input type="checkbox"/>	FBQ	When the intention of being aggressive is to satisfy some needs, it is known as <input type="text"/>	Instrumental aggression					eExam
<input type="checkbox"/>	FBQ	The <input type="text"/> dimension believes that causes of events or behaviours can be permanent or temporary	stability					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> theory posits that our emotions and motivation are affected by the attributions we make.	Weiner's Attribution Theories of Emotion and Motivation					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	<input type="text"/> _are causal shorthand that enable us make complex inferences easily and within a short time	Causal schemata					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> dimension sees causes of events or behaviours in terms of either being controllable or uncontrollable	Controllability					eExam
<input type="checkbox"/>	FBQ	Name an area of the brain associated with aggression <input type="text"/>	Limbic system	Hormones				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> theory is of the view that prejudice comes from competition for scarce resources that usually result in conflict	Realistic Conflict					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> means pre-judgment usually based on limited knowledge and little contact.	Prejudice					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> a tendency to direct attention away from information that has the potential to changesexisting attitudes.	Selective Avoidance					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> proposes that if one is able to critically evaluate the logic of persuasive arguments, and if able to also generate counter arguments, then the less likely he will be persuaded.	Elaborate Likelihood Model (ECM)					eExam
<input type="checkbox"/>	FBQ	Two methods of reducing stereotypes are Learn to "just-say-no" and <input type="text"/>	Social influence					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> are shortcuts to problem solving that do not always lead to the right answers.	Heuristics					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> are considered the cognitive (thinking) components of attitudes toward a social group which consists of beliefs about what the group is like.	stereotypes					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	<input type="text"/> is a strategy that results in a shift in the boundaries between the individual's in-group ("us") and some out-group ("them").	Re-categorisation					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> suggests that prejudice can be reduced substantially, by increasing the degree of contact between different groups, as supported by the following facts	Contact hypothesis					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> holds that most people whether authoritarian or not are motivated to identify with their own group (in-group), which they are likely going to see as better than other groups (out-group).	Motivational theory					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> of the view that prejudice comes from competition for scarce resources that result in conflict; it proposes that this conflict, among groups, motivates the development of prejudice (Levine & Campbell, 1972).	Realistic conflict theory					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is the over estimation of the role of dispositional (internal) causes	Correspondence bias	FAE				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> refers to the tendency for a group to make decisions that are more extreme than the initial inclination of its members.	Group polarization					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> refers to a mode of thinking in which the desire to reach unanimous agreement override the motivation to adopt proper, rational decision making procedures	Group think					eExam
<input type="checkbox"/>	FBQ	Prejudice means <input type="text"/> usually based on limited knowledge and little contact.	pre-judgement					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	The way we treat people because they belong to certain groups, thus making them to be targets of prejudice, is termed <input type="text"/>	discrimination					eExam
<input type="checkbox"/>	FBQ	People can be inoculated against persuasion by presenting to them views contrary to their own, alongside arguments refuting these counter <input type="text"/>	attitudinal positions					eExam
<input type="checkbox"/>	FBQ	The following factors affect persuasion except <input type="text"/>	Distraction					eExam
<input type="checkbox"/>	FBQ	(CIT) is interpreted as <input type="text"/>	Jones and Davis' Correspondent Inference Theory					eExam
<input type="checkbox"/>	FBQ	The Covariation model assumes that once we have the knowledge of how the actor behaves in different situations, and how others also behave in those situations or similar situations, then we can attribute the causes of present behaviours on the following information except <input type="text"/>	Consensus					eExam
<input type="checkbox"/>	FBQ	The theory that suggests that when we focus on how people behave (actors), we make attributions as observers is known as <input type="text"/>	Kelley's Covariation model					eExam
<input type="checkbox"/>	FBQ	The process of <input type="text"/> is the key to explaining the causes of events or behaviours.	attribution					eExam
<input type="checkbox"/>	FBQ	The choice of what to disclose and what not to disclose is influenced by many factors; examples of such exclude <input type="text"/>	fear					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> refers to how much we are willing to reveal ourselves to others.	Self-disclosure					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	<p>The high and low self-monitors</p> <p><input type="text"/></p> <p>complement each other.</p>	complement					eExam
<input type="checkbox"/>	FBQ	<p><input type="text"/></p> <p>refers to the level at which people rely on social situation to guide their behaviours, rather than relying on their own internal states.</p>	Self-monitoring					eExam
<input type="checkbox"/>	FBQ	<p><input type="text"/></p> <p>means act in ways that match the behaviour of our target personality.</p>	Behaviour matching					eExam
<input type="checkbox"/>	FBQ	<p>For</p> <p><input type="text"/></p> <p>to succeed, we need to "take the role of others" that is to be able to, psychologically, step into someone else's shoes, see from their viewpoints and adjust our behaviour, accordingly (Fiske & Taylor 1991).</p>	impression management					eExam
<input type="checkbox"/>	FBQ	<p>When we are regarded favourably by others, it is seen as a prerequisite for many positive life outcomes like respect, friendship, job success and</p> <p><input type="text"/></p> <p>(Learny 2004).</p>	romantic relationships					eExam
<input type="checkbox"/>	FBQ	<p>It has been found that children of mothers who expect their children to abuse alcohol are more likely to abuse alcohol later in life, than the children of mothers who did not convey such expectations (Madon et al.: 2001)</p> <p><input type="text"/></p>	Correct					eExam
<input type="checkbox"/>	FBQ	<p>Self fulfilling prophecy means</p> <p><input type="text"/></p>	behaving in a way that encourages an expected outcome.					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	<input type="text"/> is a psychological technique in which an individual attempts to influence, manipulate or control another by becoming more attractive or likeable to their target.	Ingratiation					eExam
<input type="checkbox"/>	FBQ	Positive or negative traits can also affect the meaning of the <input type="text"/>	central trait					eExam
<input type="checkbox"/>	FBQ	If strangers are seen as <input type="text"/> this trait can generate additional traits like generous, happy, good – natured, sociable, and popular, among others.	WARM					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> are lasting personal qualities or attributes, which influence behaviour, across situations.	Traits					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> have also used theories to attempt to explain why impressions are formed.	Social Psychologists					eExam
<input type="checkbox"/>	FBQ	Sometimes, opinion can be formed by observing the behaviour of an <input type="text"/>	individual					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is a process that explains how we form or develop opinions about other people; how other people look like, and how they behave.	Impression formation					eExam
<input type="checkbox"/>	MCQ	The audience is not likely to perceive the credibility of the speaker better if he/she speaks rapidly, because it is believed that those who speak rapidly are good at persuasion than slow speakers (Miller et al., 1976)___	Correct	Not correct	a and b above	none of the above	B	eExam
<input type="checkbox"/>	MCQ	For communicators, the following factors will be considered in persuasion___	Credibility of communicators	Appearance of the message	Use of distraction in persuasion	all of the above	D	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	The following theories except___ focus on how messages are processed before persuasion takes place.	Systematic processing theories	Elaborate Likelihood Model (ELM)	Heuristic – systematic persuasion model (Chaiken, 1987)	Vroon Theory	D	eExam
<input type="checkbox"/>	MCQ	Attitudes are formed from birth, and the formation process continues for as long as we remain alive. These attitudes are also the target of change___	Correct	Not correct	a and b above	none of the above	A	eExam
<input type="checkbox"/>	MCQ	Daryl___(1967) suggests that instead of inconsistency in behaviours, certain situations do arise where people are not really sure of their attitudes.	Ben	Beem	Bonne	Busy	A	eExam
<input type="checkbox"/>	MCQ	Dissonance comes from within; it is how we feel and evaluate our actions and behaviours with what we believe that motivates us to___	motivate	accept	believe	change	D	eExam
<input type="checkbox"/>	MCQ	Disagreement between attitudes and subjective norms may cause us to behave differently in the way that is inconsistent with our attitudes (Ajzen,___).	2001	2007	2008	2003	A	eExam
<input type="checkbox"/>	MCQ	Cognitive consistency is the desire to avoid contradictions between our___and behaviours (Festinger, 1997).	attitudes	personal needs	output	all of the above	A	eExam
<input type="checkbox"/>	MCQ	___from others encourage acceptable attitudes and become associated with important rewards like acceptance and approval.	Committed responses	Unfavourable responses	Favourable responses	none of the above	C	eExam
<input type="checkbox"/>	MCQ	___describe our feelings, thinking and behaviour, whether positively or negatively, towards objects or stimuli.	Attitudes	Knowledge	Education level	all of the above	A	eExam
<input type="checkbox"/>	MCQ	People like Mahatma Gandhi of India, Martin Luther king Jnr. of___and Nelson Mandela of South Africa among others are examples of people who have dared to challenge authorities in their times and changed the course of history for their people, and for humanity.	China	UK	Canada	USA	D	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	When motives and reasons behind certain commands are questioned by those receiving such commands, this reveals a lot that can make these authority figures rethink and re-evaluate their____	business	actions	value	none of the above	B	eExam
<input type="checkbox"/>	MCQ	Obedying orders or demands from authority figures have been shown to be very destructive where the recipient is destructive. Where the recipient is expected to "obey before complaining", sometimes they do not have time to reflect on these demands or orders but follow through immediately. Some strategies have been suggested to help people resist the effects of destructive obedience____	Correct	Not correct	a and b above	none of the above	A	eExam
<input type="checkbox"/>	MCQ	Milgram's experiments on obedience in which twenty six of his forty participants obeyed the experimental instruction all the way, upon the administration of up to____shock (electric) level to the learner was an amazing account of how far people can go, even if reluctantly, to obey those in authority despite their own misgivings about the effect of the obedience.	300 volts maximum	350 volts maximum	400 volts maximum	450 volts maximum	D	eExam
<input type="checkbox"/>	MCQ	A technique that comes form of gaining compliance, an initial request is followed by an extra incentive, before the target person is able to make any response is call____	That – is – not – all techniques	The fast approaching – deadline technique	Playing- hard - to – get techniques	Low – Ball (LB) Approach	A	eExam
<input type="checkbox"/>	MCQ	The technique tries to obtain (one oral/ verbal) commitment to do something, after this commitment has been made; the cost of fulfilling the commitment is increased is call____	Low – Ball (LB) Approach	The fast approaching – deadline technique	Playing- hard - to – get techniques	That – is – not – all techniques	A	eExam
<input type="checkbox"/>	MCQ	____technique suggests that a person or object is scarce and hard to obtain or get at.	Playing- hard - to – get techniques	That – is – not – all techniques	Foot – In – The – Door (FITD) Technique	Ingratiation techniques	A	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	DITF compliance is emotional because when the___ request is turned down, we feel "bad" negative emotions or guilty, so we look for ways to reduce these negative emotions in order to feel comfortable.	last large	third large	second large	first large	D	eExam
<input type="checkbox"/>	MCQ	___is another way of obtaining compliance that is almost the opposite of FITD technique.	Door-in-the-face	Door-in-the-front	Door-in-the-foot	Door-in-the-fat	A	eExam
<input type="checkbox"/>	MCQ	FITD means___	Foot – In – The – Door Teller	Foot – In – The – Door Team	Foot – In – The – Door Terms	Foot – In – The – Door Technique	D	eExam
<input type="checkbox"/>	MCQ	According to___Group think is a mode of thinking in which the desire to reach unanimous agreement overrides the motivation to adopt proper, rational decision making procedures	Janet 1971, 1982	James 1971, 1982	Jonnes 1971, 1982	Janis 1971, 1982	D	eExam
<input type="checkbox"/>	MCQ	involves altering our behaviour to meet the expectations of others___	Alternative social influence	Relative social influence	Normative social influence	all of the above	C	eExam
<input type="checkbox"/>	MCQ	Minorities do hold strong views and are more concerned over being right___	Correct	Not correct	a and b above	none of the above	A	eExam
<input type="checkbox"/>	MCQ	Conformity is ___to group pressure.	yielding	opposing	withdrawing	none of the above	A	eExam
<input type="checkbox"/>	MCQ	This happens easily because people are able to remember their own contributions in such group work and interpret their behaviour in line with this assessment, more than their desires to distort the contribution of others (Ross & Sicoly, 1979; Fiske,___)	2002	2001	2000	2004	D	eExam
<input type="checkbox"/>	MCQ	This is the tendency by actors and observers to give different interpretations concerning the same events or behaviours. When actors explain their behaviours, they tend to lean towards external causes, while observers may explain the actor's behaviours in terms of internal causes (Knobe & Malle,___).	2002	2008	2006	2004	A	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	___believes that, sometimes, personality traits and other internal factors are, indeed, a reflection of the true cause of behaviour, in which case, assessment may not be regarded as 'error'	Social Psychology	Internal Psychology	Analytical Psychology	Contractual Psychology	A	eExam
<input type="checkbox"/>	MCQ	___are less likely to attribute behaviour to internal causes, but may see behaviour as the result of the interface between individual (internal) and situational (external) causes (Letiman, Chiu & Schaller, 2004).	Collectivistic cultures	Collectivistic cultures	Anticipating cultures	Organisational cultures	B	eExam
<input type="checkbox"/>	MCQ	Cultural studies have revealed that attributional error may not be___	personal	universal	organisational	institutional	B	eExam
<input type="checkbox"/>	MCQ	The FAE is also referred to as___	individual bias	group bias	correspondence bias	all of the above	C	eExam
<input type="checkbox"/>	MCQ	___is the tendency to favour one cause over another, when explaining some effects.	Bias	Ethic	Needs	Errors	A	eExam
<input type="checkbox"/>	MCQ	___occur in our interpretation of behaviour, regardless of whether it is our own behaviour or someone else's' behaviour that is being interpreted.	Ethic	Want	Needs	Errors	D	eExam
<input type="checkbox"/>	MCQ	The stability dimension believes that causes of events or behaviours can be permanent or temporary; while the controllability dimension sees causes of events or behaviours in terms of either being controllable or uncontrollable (Weiner___).	1986	1999	1988	1990	A	eExam
<input type="checkbox"/>	MCQ	___theory posits that our emotions and motivation are affected by the attributions we make.	William's Attribution Theories of Emotion and Motivation	Wonder's Attribution Theories of Emotion and Motivation	Webber's Attribution Theories of Emotion and Motivation	Weiner's Attribution Theories of Emotion and Motivation	D	eExam
<input type="checkbox"/>	MCQ	Prior expectations based on past experiences with the actor can also help us to decide if present behaviour is in line with other behaviours of the___	actors	action	norms	believe	A	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Analysing uncommon effects, This means looking at what is distinct about the effect of the choice made____	Correct	Not correct	a and b above	none of the above	A	eExam
<input type="checkbox"/>	MCQ	The following areas of the brain have been associated with aggression____	Limbic system	Limbic system	Hormones	all of the above	D	eExam
<input type="checkbox"/>	MCQ	Buildings with few tenants or residents are less likely to provoke aggressive behaviours from tenants compared to tenants of crowded apartment or buildings____	Correct	Not correct	a and b above	none of the above	A	eExam
<input type="checkbox"/>	MCQ	Traits or personal characteristics likely to play key roles in explaining aggression excludes____	The type A behaviour pattern	Outside attributional bias	Inside attributional bias	B and C only	D	eExam
<input type="checkbox"/>	MCQ	Some personal characteristics make certain people more vulnerable than others in the expression of ____While some may remain calm in the presence of provocation and frustration, others easily react aggressively to the slightest provocation or frustration.	aggression	interest	power	duty	A	eExam
<input type="checkbox"/>	MCQ	Pornography is erotic material viewed in any of the____	media	commercial	influence	none of the above	A	eExam
<input type="checkbox"/>	MCQ	Two methods of reducing stereotypes are Learn to "just-say-no" and____	Geographical influence	Biological influence	Social influence	Political influence	C	eExam
<input type="checkbox"/>	MCQ	____suggests further that "stereotypes should not be seen as a sign of abnormality, but that they reflect people's need to organise, remember and retrieve information that may be useful to them as they attempt to achieve their goals and meet life's demands".	Brilance (1993)	Breech (1993)	Briston (1993)	Brislin (1993)	D	eExam
<input type="checkbox"/>	MCQ	The word stereotype was coined by____and he defines stereotypes as "picture in our head"; stereotypes are considered the cognitive (thinking) components of attitudes toward a social group which consists of beliefs about what the group is like.	Lipping (1922)	Lippman (1922)	Lipboy (1922)	Lipton (1922)	B	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	___ is a strategy that results in a shift in the boundaries between the individual's in-group ("us") and some out-group ("them").	Categorisation	Re-categorisation	indeminification	none of the above	B	eExam
<input type="checkbox"/>	MCQ	The contact hypothesis by Allport (1954) suggests that prejudice can be reduced substantially, by increasing the degree of contact between different groups, as supported by the following facts___	Contact helps in recognising similarities between the groups, and if increased or done frequently, can change the categorisation of "us" versus "them"	Contact between groups, or knowing that there is contact can provide signal that the group is not an "anti out-group" as initially viewed.	Friendship is likely to develop which will make it explicit that members of the out- group do not dislike members of the in- group which reduces inter group anxiety.	all of the above	D	eExam
<input type="checkbox"/>	MCQ	___ holds that most people whether authoritarian or not are motivated to identify with their own group (in-group), which they are likely going to see as better than other groups (out-group).	Social identity theory	Motivational theory	Authoritarian personality theory	Realistic conflict theory	B	eExam
<input type="checkbox"/>	MCQ	___ of the view that prejudice comes from competition for scarce resources that result in conflict; it proposes that this conflict, among groups, motivates the development of prejudice (Levine & Campbell, 1972).	Social identity theory	Cognitive theories	Authoritarian personality theory	Realistic conflict theory	D	eExam
<input type="checkbox"/>	MCQ	The cause of prejudice and its prevalence have been explained by the following theories except.	Social identity theory	Cognitive theories	Authoritarian personality theory	Mc Gregory theory	D	eExam
<input type="checkbox"/>	MCQ	It is possible for groups to feel favourably towards other groups, rather than their own and reduce prejudice, especially if they feel secure in their groups and the superiority of the group is not threatened (Hornesy___)	& Hogg, 2010	& Hogg, 2012	& Hogg, 2013	& Hogg, 2000	D	eExam
<input type="checkbox"/>	MCQ	Allport (1954) defines prejudice as "An___based on faculty and inflexible generalisation, directed towards a group as a whole, or towards an individual because he is a member of that group.	antipathy	anticipating	antibody	antics	A	eExam
<input type="checkbox"/>	MCQ	Prejudice means___ usually based on limited knowledge and little contact.	anti-judgement	neo-judgement	pre-judgement	all of the above	C	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	The way we treat people because they belong to certain groups, thus making them to be targets of prejudice, is termed____	discrimination	excrimination	monocrimination	homocrimination	A	eExam
<input type="checkbox"/>	MCQ	People can be inoculated against persuasion by presenting to them views contrary to their own, alongside arguments refuting these counter____	attitudinal believe	attitudinal respect	attitudinal opposition	attitudinal positions	D	eExam
<input type="checkbox"/>	MCQ	The following factors affect persuasion except____	Credibility of the communicators	Physical Attractiveness of the Communicators	Appearance of the message	Distraction	D	eExam
<input type="checkbox"/>	MCQ	(CIT) is interpreted as____	Jones and Davis' Correspondent Immediate Theory	Jones and Davis' Correspondent Inpersonal Theory	Jones and Davis' Correspondent Introduction Theory	Jones and Davis' Correspondent Inference Theory	D	eExam
<input type="checkbox"/>	MCQ	The Covariation model assumes that once we have the knowledge of how the actor behaves in different situations, and how others also behave in those situations or similar situations, then we can attribute the causes of present behaviours on the following information except____	Consensus	Consistency	Distinctiveness	all of the above	A	eExam
<input type="checkbox"/>	MCQ	The theory that suggests that when we focus on how people behave (actors), we make attributions as observers is known as____	Kelley's Covariation model	Karl's Covariation model	Kennet's Covariation model	Kingsley's Covariation model	A	eExam
<input type="checkbox"/>	MCQ	The process of____is the key to explaining the causes of events or behaviours.	attribution	articulation	anthropology	all of the above	A	eExam
<input type="checkbox"/>	MCQ	The choice of what to disclose and what not to disclose is influenced by many factors; examples of such exclude____	Reciprocity	fear	Trust	Norms	B	eExam
<input type="checkbox"/>	MCQ	____refers to how much we are willing to reveal ourselves to others.	Self-disclosure	Group-disclosure	Academic-disclosure	Wealth-disclosure	A	eExam
<input type="checkbox"/>	MCQ	The high and low self-monitors____complement each other.	complement	nagiate	actualise	all of the above	A	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	___refers to the level at which people rely on social situation to guide their behaviours, rather than relying on their own internal states.	Group-monitoring	Self-monitoring	Self-Evaluation	Group Evaluation	B	eExam
<input type="checkbox"/>	MCQ	___means act in ways that match the behaviour of our target personality.	Itemization matching	Organisational matching	financial matching	Behaviour matching	D	eExam
<input type="checkbox"/>	MCQ	For___to succeed, we need to "take the role of others" that is to be able to, psychologically, step into someone else's shoes, see from their viewpoints and adjust our behaviour, accordingly (Fiske & Taylor 1991).	technology management	organisation management	social management	impression management	D	eExam
<input type="checkbox"/>	MCQ	When we are regarded favourably by others, it is seen as a prerequisite for many positive life outcomes like respect, friendship, job success and___(Learny 2004).	casual relationships	size relationships	romantic relationships	line relationships	C	eExam
<input type="checkbox"/>	MCQ	It has been found that children of mothers who expect their children to abuse alcohol are more likely to abuse alcohol later in life, than the children of mothers who did not convey such expectations (Madon et al.: 2001)___	Correct	Not correct	a and b above	none of the above	A	eExam
<input type="checkbox"/>	MCQ	Self fulfilling prophecy means___	not behaving in a way that encourages an expected outcome.	behaving in a way that encourages an expected outcome.	behaving in a way of faith.	all of the above	B	eExam
<input type="checkbox"/>	MCQ	The implicit personality theories focus on the beliefs about what traits or characteristics tend to go together. These theories are based on the following assumptions except___	When people possess certain traits, they are not likely to possess others too.	The culture of the people can shape their beliefs or expectations.	Our impressions of others are based, mostly, on our implicit beliefs, more than the actual traits of these people.	There is a general tendency for people to assume that some traits or characteristics go together and can be observed in social situation	A	eExam
<input type="checkbox"/>	MCQ	Positive or negative traits can also affect the meaning of the___	stronge trait	side trait	central trait	none of the above	C	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	If strangers are seen as___this trait can generate additional traits like generous, happy, good – natured, sociable, and popular, among others.	WARG	WARM	WARD	WARN	B	eExam
<input type="checkbox"/>	MCQ	___ are lasting personal qualities or attributes, which influence behaviour, across situations.	action	weakness	strength	Traits	D	eExam
<input type="checkbox"/>	MCQ	___have also used theories to attempt to explain why impressions are formed.	Analitical Psychologists	Political Psychologists	local Psychologists	Social Psychologists	D	eExam
<input type="checkbox"/>	MCQ	Sometimes, opinion can be formed by observing the behaviour of an___	individual	government	institution	none of the above	A	eExam
<input type="checkbox"/>	MCQ	___is a process that explains how we form or develop opinions about other people; how other people look like, and how they behave.	Impression formation	Financial formation	Social formation	Academic formation	A	eExam

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