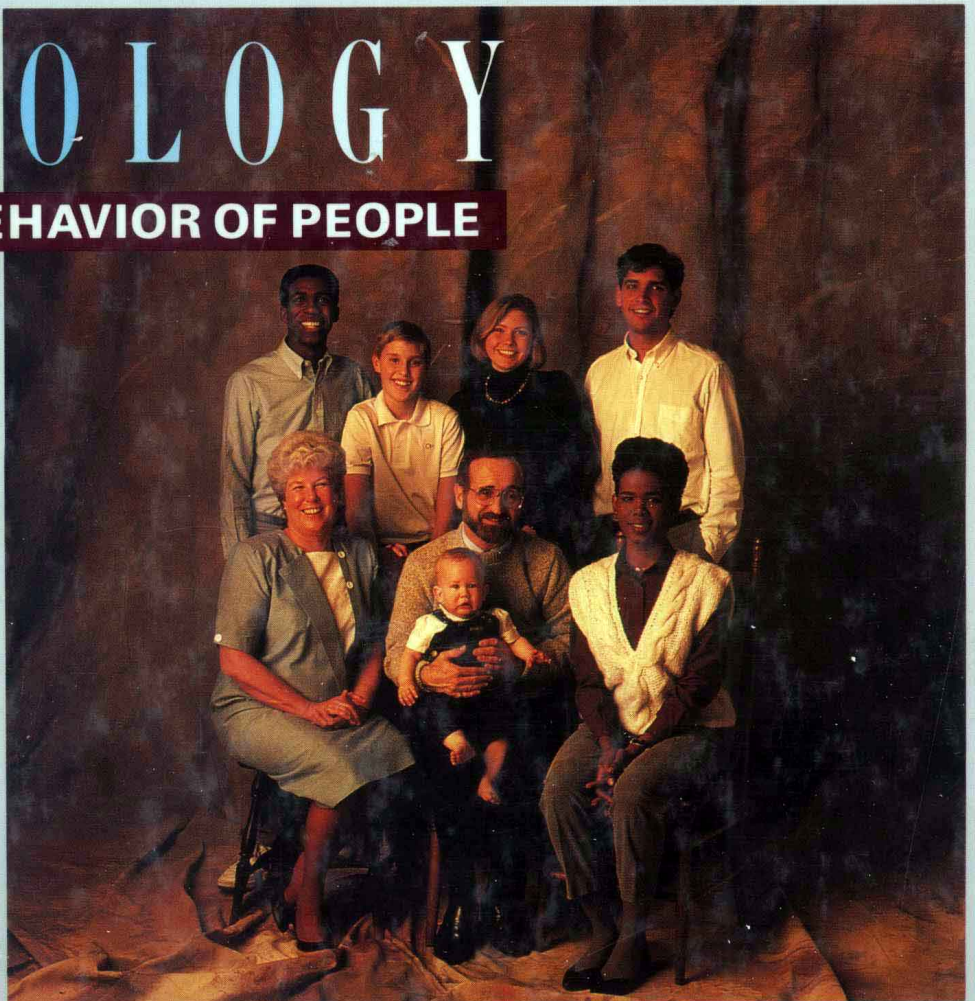


PSYCHOLOGY

STUDYING THE BEHAVIOR OF PEOPLE



A. CHRISTINE PARHAM

2E

PSYCHOLOGY

STUDYING THE BEHAVIOR OF PEOPLE 2E

A. Christine Parham
San Jacinto College, Pasadena, Texas



P11

Published by

SOUTH-WESTERN PUBLISHING CO.

CINCINNATI

WEST CHICAGO, IL

CARROLLTON, TX

LIVERMORE, CA

Copyright © 1988

by SOUTH-WESTERN PUBLISHING CO.
Cincinnati, Ohio

All Rights Reserved

The text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, storage in an information retrieval system, or otherwise, without the prior written permission of the publisher.

ISBN: 0-538-16110-8

Library of Congress Catalog Card Number: 87-62836

3 4 5 6 D 2 1 0

Printed in the United States of America

PREFACE

A study of psychology takes an individual into a realm of knowledge that is fascinating, challenging, and enjoyable. Fascinating to those who are curious about why people think, feel, and behave as they do; challenging because of many technical terms, concepts, principles, and theories to be mastered; and enjoyable when self-understanding and personal psychological growth occurs and a sense of wonder is felt about human processes taken for granted as ordinary. I have attempted to convey my own enthusiasm for psychology through the writing of this text.

CHANGES IN THIS EDITION

PSYCHOLOGY: Studying the Behavior of People, 2d edition, is a major revision of a first edition titled *Basic Psychology for the Work Life*. In addition to the title change, new content has been added in the form of two chapters on developmental psychology, a chapter on states of consciousness, a chapter on behavioral disorders and treatment, an updating of the chapter on physiological psychology, and an inclusion or expansion of the topics of moral development, human sexuality, aggression, stress, altruism, attribution, and personality theory. The study guide has been incorporated into the text; therefore, a more detailed opening chapter outline, objectives, essay questions for review, a list of key terms and concepts, a self-test, and applications have been added to each chapter, and a note to students suggesting a way to study has been added to the preface. Focus questions in wide margins, many more visual aids in the form of photographs, a four-color insert, graphs, and diagrams, and more color have been added. A test bank and transparency masters also are provided with this second edition.

Influences on human behavior are so numerous and the study of human behavior is so broad and includes so many areas that only an introduction to psychology is intended. *PSYCHOLOGY: Studying the Behavior of People*, 2d edition, contains the standard

content and essential elements for an introductory psychology course, and it presents the content in a manner that makes the text suitable for a first course in psychology whether it be taken in a senior or junior college; business, trade, technical, or vocational college; high school; or special training program.

PHILOSOPHY AND GOAL

My primary goals while writing *PSYCHOLOGY: Studying the Behavior of People*, 2d edition, have been to provide knowledge of the basic psychological concepts, principles, theories, methods, and approaches of psychology and to show the application of this knowledge in life experiences. In providing this knowledge, an attempt has been made to present the major approaches to studying and understanding human behavior—psychoanalytic, behavioral (learning), cognitive, humanistic, developmental, and biological—to avoid giving the reader a biased perspective. An unbiased perspective enables an individual to see issues and attack problems from a variety of approaches and to use what seems to fit the situation best rather than seeing and attacking problems from a single approach or relying on memorized, quick, easy, general solutions. This kind of knowledge can help an individual (a) develop critical thinking with regard to generalities and tentative hypotheses, (b) broaden the scope of his or her knowledge beyond specific skill areas, (c) develop practical insights that bridge the gap between theory and practice, and (d) provide a background that will increase the meaningfulness of many courses such as those in management, marketing, personnel management, organizational behavior, and organizational development. The individual who learns and applies principles of psychology may experience immediate as well as long-range, lifetime benefits by being able to (a) deal more effectively with people; (b) be more successful in a career; (c) adapt better to change; (d) become more successful in predicting, understanding, and influencing behavior; (e) dispel myths about human behavior; (f) cope better with stress; (g) find deeper satisfaction in work and life experiences; and (h) enjoy better overall physical and psychological health.

Knowledge of psychology is especially relevant to people in the world of work. A successful work experience depends to a great extent on the development of the ability to understand the self and others and the ability to adjust or adapt to environmental conditions as well as on the development of the skills necessary for the

work. If through the study of psychology a person develops a greater understanding of the behavior of people and the ability to deal more effectively with life's problems and stresses and becomes a better decision maker and problem solver, that person will be happier, more effective, and more likely to advance up the career ladder. Statistics indicate that more workers do not apply for higher level jobs, are not employed, are dismissed from their jobs, or are overlooked for promotions because of ineffective human relations and poor adjustment than because of lack of skills.

FEATURES

Perhaps the most unique feature of *PSYCHOLOGY: Studying the Behavior of People*, 2d edition, is the extensive use of examples and illustrations taken from work settings and my attempt to combine the theoretical approach with the practical approach. Psychology may be presented in a theoretical framework or in an applied or practical framework and may be applied to many specific settings. A theoretical text may not make practical applications, and an applied text may not expose the theories, research, concepts, principles, and theories for understanding behavior. Because almost everyone is either in a work setting with people or will be, this text is intended to be applicable to almost everyone.

A special attempt has been made to organize the chapters in such a way that the student is guided in study according to psychological principles of learning and remembering—specifically, the SQ3R method (survey, question, read, recite, and review) introduced first by Frank P. Robinson in 1941. To aid in surveying, each chapter begins with an outline and a list of learning objectives. Additional aids for surveying include a list of new terms and a summary at the end of each chapter. To aid in questioning, focus questions appear in the margins, a self-test at the end of each chapter may be used as a pretest before reading the chapter, and students may transform topic headings into questions of their own. Questions are intended to motivate reading and to increase concentration, comprehension, and interest during the reading process. To facilitate reading with understanding, learning, and remembering, an effort has been made to keep the language non-technical and the reading level as low as is feasible. Also, each chapter contains examples, illustrations, photographs, boxes, activities, and applications. Visual materials and color add variety and clarification to the presentation. New psychological terms are bold-

faced and defined as they are introduced. Pronunciation of very difficult to pronounce or uncommon but significant names and terms is given in parentheses immediately following the first use of the name or word. To elicit reciting, essay questions and a self-test consisting of objective questions are included for each chapter. A summary at the end of each chapter presents the main ideas of the chapter in a concise form for reviewing.

Another feature of this second edition is that chapters are organized according to areas of psychology and written in such a manner that each can be read and understood independently of the preceding chapters; however, the chapters are arranged in a logical sequence that will enhance understanding if studied in the sequence presented. This feature allows for flexibility in using the text by permitting the omission of chapters considered to be of lesser importance in a particular course and by permitting adaptation of the course to various lengths of allotted time. Integration of material is accomplished by references being made to a previous or later discussion.

Other significant features of this text are the inclusion of enrichment material in annotated suggestions for further reading for use in (a) developing and applying higher level thinking skills, (b) providing background information, (c) adapting instruction to varying levels of student abilities, and (d) providing more in-depth treatment of some topics. Two case studies with discussion questions are provided for each chapter to stimulate discussion and aid in relating concepts to real life situations. A cumulative, alphabetized glossary, a subject index, and a name index are continued in this edition.

ORGANIZATION

PSYCHOLOGY: Studying the Behavior of People has 14 chapters and is divided into four parts. The first chapter is an introduction that describes the nature of psychology, the approaches to explaining behavior, and the methodology of psychology. Part One—Physiology and Development includes chapters concerned with biological psychology, heredity and early development, and later stages and other areas of development. Part Two—Mental Behavior includes the chapter concerned with sensation, perception, and consciousness and the chapters about learning, remembering and thinking, and intelligence and creativity. Part Three—Individuality of Behavior includes the chapters concerned with

motivation, emotions, stress, and adjustment, personality, and psychological disorders and treatment. Finally, Part Four—Social Behavior includes the chapters concerned with attitudes and social relationships and group processes. Statistical methods and procedures are included in the Appendix.

INSTRUCTOR'S MANUAL

A Manual containing, for each chapter, definitions of new terms, objectives, a brief overview, a detailed outline, answers to questions for review, the self-test, and applications, activities for classroom use, an annotated listing of films, and suggested readings is provided. Additionally, the Manual provides a detailed listing of other resources, suggestions for evaluation of grading, suggested course outlines, and a sample course syllabus. Using the Manual materials can save time and provide the new and/or overburdened instructor with valuable source materials.

A test bank for each chapter, also available in computerized form, that contains multiple-choice, true/false, and completion questions not previously used in the study materials is provided in the Manual. A programmed review that may be used as a test, as a review worksheet, or as a self-test follows the test bank in the Manual. Two transparency masters for each chapter that may be used to provide handouts for students or to make transparencies for use with overhead projectors during lectures also are provided.

ACKNOWLEDGMENTS

PSYCHOLOGY: Studying the Behavior of People, 2d edition, is the result of much help from many people. First, an expression of thanks and deep appreciation goes to the following academic reviewers who critiqued portions of the text and improved my presentation of psychology:

Gerald Biberman—University of Scranton
 George Cooper—Madison Area Technical College
 William S. Rholes—Texas A&M University
 M. Aaron Roy—Ashland College
 David G. Tinsley—Craven Community College
 Fredric T. Williams—Madison Area Technical College

To the many people at South-Western who have exhibited dedication, professionalism, and efficiency in the publishing of this

text, particularly the editor who guided both the first and this second edition through the writing and production process, I am most grateful and indebted. And finally, to those who made it all possible, my family who provided loving support and a friend who conceived in my mind the idea of such a project and nurtured the growth of the idea to fruition by instilling confidence and giving encouragement, I dedicate this book and express sincere appreciation.

TO THE STUDENT

Often a student believes that all an individual needs to do to master a subject is read the textbook once, like a novel, and the information will be passively absorbed, permanently stored, and easily squeezed out at examination time. This belief is sometimes referred to as the “sponge theory.” Research in the psychology of learning and remembering has confirmed that learning and remembering is accomplished more efficiently when particular techniques are used. Proper use of material in this text should increase the effectiveness of study by providing a framework and overview, by focusing on the key concepts, by providing an opportunity for self-assessment, and by preparing for evaluation. Provisions for active student participation, feedback, and the SQ3R study method (survey, question, read, recite, and review) are incorporated in the following recommended procedure for study of each chapter.

1. Read the short outline on the opening page of the chapter, the chapter headings and captions, the glossary definitions for each new term, the learning objectives, and the summary to provide an overview or survey of the chapter.
2. Read the self-test and questions for review at the end of the chapter and the focus questions in the margins, formulate some questions of your own, and look for answers as you read.
3. Beginning with the first main topic heading of the chapter, read carefully each sentence to the next main topic heading.
4. As you read, pay attention to boxed materials, photographs, diagrams, illustrations, and tables and do any activities suggested or that are suggested by the instructor.
5. Before reading the next topic, try to answer the questions you formulated earlier, the focus questions in the margin, and the questions for review related to this topic and retell the content of the topic in your own words.

6. If the questions are difficult to answer or if the topic cannot be retold satisfactorily, reread the material in the text and try again.
7. Once the questions can be answered satisfactorily and the topic retold satisfactorily, go to the next main topic heading and repeat the process until the entire chapter is read.
8. Read the summary at the end of the chapter again for review.
9. In order to evaluate your comprehension and memory of the material, look at the list of key terms and concepts and try to define each one. Check your definition by using the glossary.
10. For further self-evaluation, a programmed review may be provided by the instructor from the Manual. Put a card or sheet of paper over the answers in the right margin and fill in the word or words you think should go in each blank. Check your answers by sliding the card down to expose the correct answer.
11. Next, take the self-test and determine a percentage grade by comparing your answers with the answers provided in the back of the text. If a lower grade than is desired is achieved, reread the chapter and repeat steps 3-5.
12. To prepare and review for examinations, read again the pages in the text for each chapter to be included on the examination and especially read the summary again.

Although research has established a general procedure that usually facilitates learning and remembering, all students do not acquire knowledge and understanding in exactly the same way; therefore, by experimenting you may develop variations of the procedure suggested above that may be better suited to your abilities and personality.

CONCLUSION

Being a psychologist, counselor, teacher of both business and psychology courses, author of a previous text, author of a newspaper column called "Bits of Psychology", and employed in business corporations and governmental institutions provides a background that has enabled me to produce a text that meets the needs of those involved in training others for life and work and of those who are in training for life and work. If those reading and using this text find it enjoyable and personally rewarding, my goal will be realized.

A. Christine Parham

BRIEF CONTENTS

Chapter 1	Introducing Psychology	1
-----------	------------------------	---

PART ONE PHYSIOLOGY AND DEVELOPMENT

Chapter 2	Biological Psychology	38
Chapter 3	Heredity and Development	75
Chapter 4	Development: Later Stages and Other Areas	114

PART TWO MENTAL BEHAVIOR

Chapter 5	Sensation, Perception, and Consciousness	152
Chapter 6	Learning	189
Chapter 7	Remembering and Thinking	226
Chapter 8	Intelligence	258

PART THREE INDIVIDUALITY OF BEHAVIOR

Chapter 9	Motivation	294
Chapter 10	Emotions, Stress, and Adjustment	330
Chapter 11	Personality Theories and Measurement	365
Chapter 12	Psychological Disorders and Treatment	397

PART FOUR SOCIAL BEHAVIOR

Chapter 13	Attitudes and Social Relationships	438
Chapter 14	Group Processes	473

Appendix: Statistics	511
----------------------	-----

Answers to Test Yourself and Applications	524
---	-----

Glossary	536
----------	-----

Reference List	559
----------------	-----

Acknowledgments	571
-----------------	-----

Name Index	575
------------	-----

Subject Index	581
---------------	-----

CONTENTS

Preface *vii*

1 Introducing Psychology 1

The Nature of Psychology 3, Approaches to Exploring Behavior 14, Methodology 20

**PART ONE
PHYSIOLOGY AND DEVELOPMENT**

2 Biological Psychology 38

Nervous System 40, Brain 49, Endocrine Glands 57, Application of Biopsychology 60

3 Heredity and Development 75

Heredity 77, From Conception to Infancy 88, Early Development 98

4 Development: Later Stages and Other Areas 114

Life Stages From Adolescence On 115, Cognitive and Moral Development 121, Social and Emotional Development 132, Development of a Concept of Self and Sexuality 138

**PART TWO
MENTAL BEHAVIOR**

5 Sensation, Perception, and Consciousness 152

Sensation 154, Perception 161, Consciousness 170

6 Learning 189

Classical Conditioning 191, Operant Conditioning 199, Other Forms of Learning 209, Application of Learning Principles 212

7 Remembering and Thinking 226

Memory 228, Factors Influencing Memory 239, Thinking 246

8 Intelligence 258

The Concept of Intelligence 260, Views of Intelligence 262, Measurement of Intelligence 269, Creativity 279

**PART THREE
INDIVIDUALITY OF BEHAVIOR**

9 Motivation 294

The Concept of Motivation 295, Motivation in the Workplace 310

10 Emotion, Stress, and Adjustment 330

The Nature of Emotion 331, Emotional Stress 345

11 Personality Theories and Measurement 365

Personality Adjustment 366, Theories of Personality 373, Personality Assessment 385

12 Psychological Disorders and Treatment 397

Abnormality 399, Classification of Disorders 405, Psychotherapy 417

**PART FOUR
SOCIAL BEHAVIOR**

13 Attitudes and Social Relationships 438

Attitudes 440, Persuasion and Behavior Change 453, Social Interactions 459

14 Group Processes 473

Groups 474, Communication 487, Leadership 497

Appendix: Statistics 511

Descriptive Statistical Procedures 512, Inferential Statistics 521

Answers to Test Yourself and Applications 524

Glossary 536

Reference List 559

Acknowledgments 571

Name Index 575

Subject Index 581

CHAPTER 1

INTRODUCING PSYCHOLOGY

I. THE NATURE OF PSYCHOLOGY

A. Early Ideas About Human Behavior

1. Demonology
2. Gods and Goddesses
3. Philosophers
4. The Word *Psychology*

B. Contemporary Ideas About Psychology

1. Definition
2. Goals
3. Scientific Study

C. Areas of Psychology

1. Clinical and Counseling
2. Industrial and Organizational
3. Developmental
4. Educational
5. Social
6. Experimental
7. Physiological

II. APPROACHES TO EXPLORING BEHAVIOR

A. Early Approaches

1. Structuralism
2. Functionalism
3. Gestalt Psychology
4. Psychoanalytic Psychology
5. Behaviorism

B. Later Approaches

1. Contemporary Psychoanalytic View
2. Contemporary Behaviorism

3. Humanism

4. Cognitive Approach

5. Existentialism

6. Biological View

7. Eclectic Approach

III. METHODOLOGY

A. Observational Methods

1. Naturalistic Observation
2. Survey Method
3. Case Study Method
4. Correlational Observation
5. Experimental Observation

B. Experimental Procedure

1. The Logic
2. Control Methods
3. The Hawthorne Effect
4. The Pygmalion Effect
5. A Sample Experiment

C. Statistics

1. The Concept
2. Descriptive Statistics
3. Inferential Statistics

SUMMARY

KEY TERMS AND CONCEPTS

QUESTIONS FOR REVIEW

TEST YOURSELF

APPLICATIONS

SUGGESTIONS FOR FURTHER READING

Objectives

When you have completed your study of chapter 1, you should be able to:

1. Give the explanations of behavior that existed before the emergence of psychology.
2. Define psychology.
3. Specify the major specialized areas of psychology.
4. Differentiate between early views of psychology or approaches to explaining behavior.
5. Differentiate between contemporary approaches to explaining behavior.
6. Describe scientific methods of observation.
7. Give an example of the experimental procedure and use the basic terminology of the procedure with understanding.
8. Explain the role of statistics in psychology and use the basic statistical terminology with understanding.

So you have decided to study psychology—to study about the behavior of people, yourself and your friends, coworkers, peers, juniors, and elders. Although you may not plan to become a professional psychologist, gaining a knowledge of psychology and applying the principles can enhance your ability to deal more effectively with the problems and stresses you encounter throughout your life. In addition, understanding and applying the principles of psychology can improve efficiency in accomplishing tasks in the easiest and least expensive way. A knowledge of psychology can also be helpful to you in making adjustments to inevitable changes that occur during your lifetime. For example, estimates indicate that the majority of jobs that will be available in the year 2000 do not exist today.

Why study about behavior of people?

Because you will be involved with people throughout your lifetime, the importance of understanding the behavior of people and building the best possible relationships cannot be overemphasized. Most experts agree that people who concentrate on good human relations get the best jobs. Human relations is more important to the worker today than 40 or 50 years ago for several reasons: (a) Businesses today are larger, more complex, and require more group effort; (b) more people today are employed in service occupations where customer relations determine the future of the business; (c) more supervisors are being trained in human relations and are therefore more aware of the behavior of the workers they

supervise; and (d) employees in an organization today may be from a variety of cultures and personalities (see Figure 1–1). For these reasons, interest in the subject of psychology has increased in recent years.

THE NATURE OF PSYCHOLOGY

Can you define psychology as a discipline in today's world in contrast to its early origins? Are you aware of the approaches used by psychologists to study the behavior of people? Do you have some understanding of the methods psychologists use to study and explain human behavior? These are the basic questions that will be answered in this chapter.

Early Ideas About Human Behavior

Although psychology as a discipline is only about 100 years old, the notion of psychology is perhaps as old as humanity. Throughout history, attempts have been made to explain the behavior of people by assigning a source or cause based on the best available knowledge.

Demonology. Evidence indicates that some half million years ago during the Stone Age, cavemen performed operations on human beings who exhibited behavior problems. With crude stone instruments, they would chip a circular hole through the skull of the individual to allow the evil spirits, believed to be causing the behavior, to escape. Spirits were believed to possess a person's body and to direct behavior. A revival of this ancient explanation of behavior in people referred to today as **demonology** reoccurred, with some modification to conform to religion, during medieval times. Good and evil spirits were replaced by God and Satan (the devil). **Exorcism**, which involved using techniques such as noisemaking, drinking horrible concoctions, starving, flogging, and burning to drive out evil spirits, was the primary treatment for changing the behavior of a person.

Gods and Goddesses. Another ancient belief about human behavior was that supernatural beings were responsible for every thought and action. The heavens became filled with mythical gods and goddesses thought to be controlling almost everything—war, love, fertility, worry, marriage, the dead, and even drunkenness. However, activities became more complex as civilization advanced, and some people began to realize that the idea of gods and goddesses controlling every behavior was a myth.

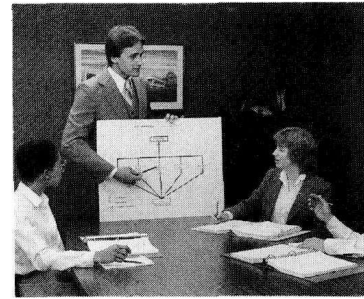


Figure 1–1.
Employees in an organization today may be from a variety of cultures and personalities.

How did people in the earliest ages explain and treat problem behavior?

Do you have some knowledge of mythology?

Have you studied
philosophy?

Philosophers. The source or cause of human behavior was a topic of great concern to early philosophers. Later, after the Middle Ages, philosophers developed opinions and beliefs that have influenced modern approaches to explaining behavior. René Descartes' (pronounced *day KART*) **mechanism**, the view that the physical aspect of humans obeys mechanistic laws, assumed that behavior can be explained, at least in principle, if enough can be learned about the physical systems to determine the laws. **Hedonism** held that behavior is determined by the desires to avoid pain and seek pleasure.

John Locke (1632-1882), a British philosopher, originated the philosophy of **empiricism**, the view that the mind at birth is a blank tablet and that environmental experiences determine the behavior of the individual. Human behavior is the result of conscious intentions and reasonings according to the philosophical idea of traditional **rationalism**. Free will is assumed in rationalism in that an individual consciously chooses a behavior. **Dualism** holds that human behavior is controlled by complex interactions of both the mind and the body, either of which may initiate behavior. Dualists assume that God creates humans in such a way that the mind guides behavior to satisfy bodily needs. According to dualism, the source of behavior is God; behavior is instinctive in nature. Charles Darwin (1809-1882) theorized that evolution is a continuous process for man and other animal species and that behavior is instinctive. Many of the questions of psychology today originated in philosophy.

What is the root
meaning of the word
psychology?

The Word *Psychology*. The word *psychology* was coined near the end of the sixteenth century and first appeared in the dictionary near the end of the seventeenth century. The word actually comes from two Greek words—**psyche** meaning soul, spirit, life, or mind and **logos** meaning logic, study, or wisdom.

How did the word
psyche come to
mean soul?

In mythology, Psyche was a beautiful young woman who fell in love with Cupid, the god of love. Cupid's mother, Venus the goddess of love, did not like Psyche because she was human; therefore, she separated the lovers and imposed hardships on Psyche. Psyche's love for Cupid was so strong that it impressed the other gods and goddesses, so they turned Psyche into a goddess, thus making her immortal, and the lovers were reunited for eternity. To the Greeks, true love was the highest achievement of the human soul, and so Psyche became the symbol of the human soul. The word *psychology* originally meant the study of the soul as contrasted with its present definition—the scientific study of behavior.