Social Psychology

FIFTEENTH GLOBAL EDITION

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specialized software to detect plagiarism in academic coursework. An exploratory study with more than 500 undergraduate university students in Singapore showed that a disturbingly high number of students admitted having engaged in some form of academic cheating (e.g., allowing another student to copy their coursework and tampering their data to produce statistically significant results), that male students reported higher levels of cheating than females, and that although the majority (77.1 percent) of students had witnessed cheating, only 1.7 percent were willing to report it (Lim & See, 2001). Recently, research focused on an emerging form of dishonest academic behavior known as *contract cheating*, which involves students outsourcing the writing of academic coursework to another person, usually professional services that are specialized in the writing of academic essays, lab reports, and even doctoral dissertations! (Walker & Townley, 2012).

A recent study attempted to reveal the social psychological processes that may explain why some students engage in dishonest academic behavior, such as contract cheating. Curtis and colleagues (2022) examined how the self-conscious emotions of shame and guilt were associated with contract cheating among Australian university students. They found that higher levels of anticipated guilt ($r = -.49$, $p < .01$) and shame ($r = -.44$, $p < .01$) were correlated with lower intentions to engage in contract cheating. Also, male students displayed higher contract cheating intentions, and lower levels of shame and guilt than female ones. The researchers further demonstrated that the association between the Dark Triad personality traits, such as psychopathy and Machiavellianism, with contract cheating intentions was mediated by anticipated guilt, but not shame. These findings corroborate previous research and theorizing about the social restoration and adaptive function of guilt (Tracy & Robins, 2004) and suggest that guilt may serve as a protective factor against academic dishonesty, even among students who are predisposed to display unethical behavior.

4.6.2: The Two Faces of Janus: Authentic and Hubristic Pride

Shame and guilt are not the only self-conscious emotions that can have a beneficial or detrimental effect on social behavior. Pride is another important self-conscious emotion that has attracted research attention over the last two decades. Lewis (1997) suggested that pride is experienced when people: (a) compare their actions against a standard or rule, (b) realize that they have succeeded, and (c) attribute this success to their personal efforts and agency. By this definition, you may quickly notice that unlike shame and guilt that are elicited by failures and transgressions, pride is a positive emotion that is elicited by successes and victories, especially when they are relevant to and recognized by one's in-group. Nevertheless, this does not necessarily mean that pride always leads to positive, beneficial, and adaptive outcomes. The appraisal of an event (e.g., winning in a contest) and the interpretation of its causes (e.g., "I won because I am the best") can actually give rise to either *authentic* or *hubristic* pride. The former refers to feelings of personal accomplishment, confidence, and self-worth, and focuses on the outcomes that elicited pride (e.g., feeling proud of what you accomplished), whereas the latter reflects more egotistical and narcissistic concepts and emphasizes related self-enhancing and self-serving views (e.g., feeling proud of who you are). Research has shown that these constructs are weakly associated with each other, and that they can lead to different behavioral outcomes (Tracy & Robins, 2007). In the context of competitive sport, for instance, authentic pride has been positively associated with prosocial behavior, whereas hubristic pride has been positively associated with antisocial behavior (Stanger, Kavussanu, & Ring, 2020). Indeed, Lance Armstrong (Figure 4.20), a former professional cyclist and seven-times winner of the prestigious Tour de France seemingly experienced pride every time he succeeded. However, as he later admitted, his wins were the result of long-term and sophisticated doping practices, as well as coercion of his teammates to endorse dishonest behavior (e.g., cheating through doping) in order to win. Carver, Sinclair, and Johnson (2010) further demonstrated that authentic pride was positively associated with trait self-control, whereas hubristic pride was positively associated with higher scores in traits impulsivity and aggression. Carver and colleagues argued that this dissociation suggests that people who are high in authentic pride are more likely to develop adaptive

Figure 4.20 Hubristic Pride Is Associated with Inflated Self-Worth, Narcissistic Tendencies, and Antisocial Behavior

Was Lance Armstrong displaying hubristic or authentic pride when he was celebrating his 7th win of the Tour de France, while knowingly having engaged in dishonest behavior?

and internal motivation, whereas those high in hubristic pride are more likely to be driven by external recognition and social dominance motives. Experience of different pride also impacts how we navigate social hierarchies. For example, studies suggest a correlation between experience of hubristic pride and a motivation to engage in coercive behavior in an attempt to gain social influence (e.g., dominance), whereas authentic pride is related to a motivation to engage in behaviors that elicit voluntary deference from others, such as displaying skills and competence that are admired by other people (i.e., prestige). As it appears, your personal experience of pride also influences your hierarchy-related motivation, influencing where you eventually stand in a group or team, ultimately changing the way you view yourself. Pride experiences have implications for self-esteem. Tracy, Cheng, Robins, and Trzesniewski (2009) empirically examined a model linking different types of self-esteem to either facet of pride. They demonstrated that authentic pride was associated with genuine high self-esteem (i.e., genuinely feeling good about yourself independent of the feedback from others) and greater satisfaction with social relationships, whereas hubristic pride was positively associated with narcissistic self-aggrandizement and maladaptive attachment styles. Taken together, the aforementioned evidence suggests that although pride is experienced as the result of success and achievement, the interpretation and attribution of this success determines whether the experienced pride is adaptive (authentic pride) or maladaptive (hubristic pride).

Chapter 4 Rapid Review

Learning Objectives	Key Points
COMPARE THE WAY WE MANAGE OURSELVES IN DIFFERENT SOCIAL SITUATIONS TO HOW OTHERS PERCEIVE US	• Facebook is an important medium through which we present ourselves to others. Like offline communication, people attempt to portray themselves on Facebook a little more positively than they are in reality. • Even though we have access to information (intentions, goals) that others do not, that information itself may bias our own behavioral self-reports. Research that independently recorded people's actual behavior revealed that sometimes others can predict our own behavior better than we can, but sometimes the reverse is true. • We can choose various self-presentational strategies—including self-promotion, self-deprecation, and ingratiation tactics—as means of making a positive impression on others. We can also agree with others' preferred self-presentations so that they will in turn agree with our own self-views, as a means of achieving self-verification. • Sometimes we are less than perfectly honest with other people, and this is often rewarded with greater popularity. On many social networking sites, we tend to present ourselves in terms of our "ideal" self rather than our "actual" self, although this discrepancy is relatively small on Facebook because we know our friends there offline first.
EXPLAIN HOW WE ARRIVE AT AN UNDERSTANDING OF OUR OWN SELVES	• One common method by which we attempt to gain self-knowledge is through introspection—looking inwardly to assess and understand why we do what we do. • When it comes to self-queries about why we acted as we did, mistaken results can occur if we do not have conscious access to the factors that actually influenced our responses, although after the fact we can and do construct explanations that seem plausible to us. • When it comes to predicting how we might feel in the future, we fail to take into account other events that will moderate how we will feel besides the extreme and isolated event being judged. • Most people believe that spending money on themselves will make them happier than spending the same amount on others. But, research demonstrates that the opposite is true. What this means is we often don't know how our actions will affect us and introspecting about it won't help. • One way self-reflection can be helpful is to take an observer's stand point on our behavior. Doing so leads us to see ourselves in more trait-like consistent terms, as observers tend do.
USE THE PERSONAL-VERSUS-SOCIAL IDENTITY CONTINUUM TO UNDERSTAND HOW DIFFERENT IDENTITIES AFFECT OUR BEHAVIOR	• Social identity theory indicates that we can think about ourselves differently depending on which aspect of self is salient along the personal-versus-social identity continuum. At the personal end of this continuum, we think of ourselves primarily as individuals. At the social end, we think of ourselves as members of specific social groups. The salience of these different aspects of the self can vary with the social context. When the personal self is salient, our behavior is based on intragroup contrasts—comparisons with other ingroup members. When the social self is salient, behavior reflects intergroup comparisons (contrast with the outgroup). People have multiple social identities, each of which could have rather different implications for behavior, depending on which is activated in a particular context. • The context that we find ourselves in can alter the aspect of the self that is salient. Gender differences in self-construal will be exhibited most when our gender group identity is salient, and they may be absent entirely when another group identity is salient. For example, gender differences in perceived insecurity of the self across five different nations are observed when the self is compared to members of the other gender group but not when the self is compared to members of one's own gender group. • Several different factors can influence what aspect of the self is salient and influential for our behavior: When the context makes one aspect particularly relevant, when the context makes one distinct from others, when one is of greater importance to us, and others' treatment of us or language use. • We can regret or be unsatisfied with choices we make when a different self-aspect is salient when we consume the goods compared to when they were selected.

Chapter 4 Rapid Review (*continued*)

Learning Objectives	Key Points
	• One response to perceived rejection by others is to emphasize the aspect of one's identity that differentiates the self from those rejecting us. To create a self-perception as a rebel one can take on a feature that differentiates members of one's peer group from the mainstream. • Feeling that you belong, by being part of groups that you value is critical for psychological and physical health. Social network analysis—where ties among all members of a population are assessed—has revealed that what is important for students' well-being is not the number of friends they have but how many groups they belong to that they perceive as important. • Autobiographical memory concerns how we think about ourselves across time. This can be influenced by our motivation to protect ourselves such that we see a negative self as more distant than a positive self. Possible selves or those we might become too have motivational properties; they can lead us to forgo immediate rewards in order to become a desired future self. Role models can inspire us toward long-term achievements, but we must see that possible self as attainable. • Groups provide meaning to us and are a basis for self-definition. Images of future possible selves can inspire us to make difficult changes in the present to achieve this more desirable self. Self-control has been conceptualized as a limited resource and ego depletion following efforts to self-regulate can make it more difficult to exert self-control subsequently. Self-control is most likely to be achieved when we focus on our abstract goals rather than the details of what we are doing right now.
EXAMINE THE HEALTH IMPLICATIONS OF BEING UNREALISTICALLY OPTIMISTIC ABOUT THE SELF	• Social comparison is a central means by which we evaluate ourselves. Downward social comparison refers to instances in which we compare to someone of lesser ability than ourselves. Such comparisons can be flattering. • Upward social comparisons, in contrast, refer to instances in which we compare to someone who outperforms us in areas central to the self. Social comparison theory suggests people often compare their abilities to others who are similar to them in terms of broad social categories such as gender, race, age, or experience with a task. • We often find people who outperform us to be threatening when we compare ourselves to them as individuals, but they are viewed more positively when we categorize ourselves and them together as members of the same group. • Social comparison theory spawned two perspectives on the consequences of negative or upward social comparisons for the self—the self-evaluation maintenance model and social identity theory. When we categorize at the individual level, we distance from a better performing other, but when we categorize at the social identity level, we distance from that same poor performing other. • Most people show unrealistic optimism when it comes to their outcomes relative to others and exhibit the above average effect—where we think we are better than most others on many dimensions. These positive illusions have been linked with various adaptive outcomes.
DETERMINE THE FACTORS THAT IMPACT SELF-ESTEEM	• Self-esteem is our overall attitude toward ourselves. Self-esteem is most frequently measured with explicit items that directly assess our perceived level of self-esteem. Other *implicit* measures of self-esteem assess how strong the positive or negative association between ourselves and stimuli associated with us are, including trait terms. People may not be aware of their implicit self-esteem. • Self-esteem is responsive to life experiences, and more specific forms of self-esteem depend on how we perform in those domains. Even implicit self-esteem can change with circumstances. • People often engage in positive self-talk, especially when preparing for a challenge. Research has found that such positive self-talk in low self-esteem people is not effective in improving feelings about themselves. • Migration—either to attend university elsewhere or to immigrate to another country—can initially have a negative effect on self-esteem. Over time, however, self-esteem may improve, particularly when they receive social support and feel self-efficacy.

Chapter 4 Rapid Review (*continued*)

Learning Objectives	Key Points
	• There is a small but reliable gender difference in self-esteem. Women's self-esteem is worse than men's to the extent that they live in a nation with more exclusion of women from public life compared to women who live in a nation with higher labor force participation by women. Among those women who work in occupations in which discrimination is frequent and pervasive, lower self-esteem is more prevalent than among women in occupations in which discrimination is encountered less often. • Meta-analysis reveals that perceived discrimination is more harmful for the self-esteem of disadvantaged groups than advantaged groups. Experiments that vary the perception that discrimination against one's group is pervasive rather than rare reveal a negative causal effect of seeing discrimination as pervasive so difficult to avoid.
DESCRIBE THE DIFFERENT TYPES OF SELF-CONSCIOUS EMOTIONS AND THEIR EFFECTS ON BEHAVIOR AND MENTAL HEALTH	• Self-conscious emotions are based on internalized standards, rules, and norms about socially acceptable (and unacceptable) behavioral conduct. • Self-conscious emotions, such as shame, guilt, and pride can have differential effects on social interactions and behavior. Whereas guilt may promote pro-social behavior and altruism, shame is associated with higher levels of social anxiety and psychopathology symptoms. • Pride can be elicited by successes and victories in different domains, and comes in two main forms: authentic and hubristic. Whereas authentic pride reflects feelings of personal accomplishment and self-worth, hubristic pride reflects a narcissistic approach to the self, and is related to self-serving and self-enhancement processes.

Critical Thinking Questions

LO 4.1 Abiona has had Adana as her roommate for a semester. Abiona, who has a low opinion of her own athletic skills, has been praised by Adana on a number of occasions for her (Abiona's) play during intramural football games. To begin the spring semester, Abiona has asked for a new roommate. What's going on here? Describe the basic self-presentational underpinnings, and give a more specific theoretical explanation for Abiona's behavior.

LO 4.2 Explain the reasons why social psychological research questions the efficacy of introspection as a method for self-understanding.

LO 4.3 Explain what is meant by the personal-versus-social identity continuum.

LO 4.4 Qiang, a first-year elementary teacher, just finished his first week of teaching. He is tired but happy, and he thinks it went well, although he experienced a lot of stress and was frazzled frequently. The following week, Qiang decides to use one of his open periods to sit in on the class of a more experienced teacher. He chooses Dilara's class. Dilara has been a teacher for 25 years and has the reputation of being the best teacher in the school. What type of comparison is Qiang choosing to make, and what do you think this class observation will do to Qiang's self-image?

LO 4.5 Explain the importance of self-efficacy and social support as they relate to the well-being and self-esteem of people migrating to a new country. Have you or someone you know migrated to a new country? Describe your or that person's experience.

LO 4.6 Jackson is a former member of a street gang. He has recently started attending classes at a local community college, has made new friends who don't know about his former gang membership, and is spending time with a woman from an upper-middle-class background. Jackson heard his new friends and his girlfriend make several snide comments about gang members shortly before he took a test in one of the classes he shares with his new friends. How do you think Jackson will perform in the test? Explain why.

Self-Test

1. Research on self-other accuracy in predicting our behavior has shown that
   a. we are always accurate about predicting our own behavior but not that of others.
   b. we are generally accurate in predicting both our own behavior and that of close others.
   c. close others are always as accurate as we are in predicting our behavior.
   d. close others and multiple others can sometimes be more accurate at predicting our behavior than we are.

2. Saying that we are not as good as another person, by communicating admiration or by simply lowering an audience's expectations of our abilities, is an example of
   a. ingratiation.
   b. self-deprecation.
   c. intergroup comparison.
   d. low self-esteem.

3. After successfully exhibiting self-control in a task, we may display self-control failure in a subsequent task. This effect is known as
   a. self-verification.
   b. ego depletion.
   c. depletion of self-efficacy.
   d. upward social comparison.

4. Seeing our own chances for success in life as slightly higher than our peers' chances refers to
   a. downward social comparison.
   b. unrealistic optimism.
   c. future possible self.
   d. above-average effect.

5. Which of the following is *mostly true* about pride?
   a. Hubristic pride focuses on the self-in-action (e.g., I am proud of what I accomplished).
   b. Pride is elicited by our self-perceptions (e.g., I am proud of who I am).
   c. Authentic pride is the only genuine type of pride people experience.
   d. Pride can have both positive and negative effects.

Answers: 1. d; 2. b; 3. b; 4. b; 5. d.