Jenness (1932)

- Jenness (1932) was one of the first psychologists to study conformity. His experiment used an ambiguous situation involving a glass bottle filled with beans. He asked participants individually to estimate how many beans the bottle contained.
- Jenness then put the group in a room with the bottle, and asked them to provide a group estimate through discussion.
- Question: What do you think Jenness (1932) found?
- Task: Answer questions 1 and 2 on handout provided.

Full Lesson PowerPoint Key
- Green = Key Word or Researcher
- Blue = Question / Discussion
- Purple = Task / Activity

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The Strange Situation

- Task: Think back to last lesson and state what each of the following numbers refers to:

<table>
<thead>
<tr>
<th>Number</th>
<th>How does the number relate to the Strange Situation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 or 8</td>
<td><em>Stages in the Strange Situation</em></td>
</tr>
<tr>
<td>100</td>
<td><em>Infants who took part in Ainsworth’s study</em></td>
</tr>
<tr>
<td>22</td>
<td>% of insecure avoidant infants</td>
</tr>
<tr>
<td>66</td>
<td>% of secure infants</td>
</tr>
<tr>
<td>12</td>
<td>% of insecure resistant infants</td>
</tr>
<tr>
<td>4</td>
<td><em>Number of behaviours examined</em></td>
</tr>
</tbody>
</table>
The Strange Situation

- Task: Read each of the scenarios on your handout and decide what type of attachment the child is demonstrating and justify your answer.

- Hint: Highlight key phrases or words that will help you to justify your decision (i.e. the child is showing high stranger anxiety because it says ‘he continues playing seemingly unbothered’).

---

Child A: Sarah is at the park. Her mother quickly pops into a shop while Sarah is playing. Sarah cannot see her mother and can only see strangers. She continues playing seemingly unbothered by the absence of her mother or the strangers.

Child B: Freddy is watching a television programme while playing. He becomes scared by the programme and climbs onto his mother’s lap. He is comforted by his mother and calms down instantly. When he is calmer, he climbs down and continues playing.

Child C: Sam is dropped off by his mother at the house of a new babysitter. When the mother leaves, he cries incessantly. The babysitter cannot calm him down. Later, when the mother comes to pick him up, she tries to comfort him, but he still cries and tries to push his mother away.
The Strange Situation

- **Child A**
  - Sarah is at the park. Her mother quickly pops into a shop while Sarah is playing. Sarah cannot see her mother and can only see strangers. She continues playing seemingly unbothered by the absence of her mother or the strangers.

- **Type of Attachment:**
  - Insecure Avoidant

- **Justification:**
  - Low Separation Anxiety
  - Low Stranger Anxiety
The Strange Situation

- **Child B**
  - Freddy is watching a television programme while playing. He becomes scared by the programme and climbs onto his mother’s lap. He is comforted by his mother and calms down instantly. When he is calmer, he climbs down and continues playing.

- **Type of Attachment:**
  - Secure

- **Justification:**
  - Uses mother as a safe base
The Strange Situation

- **Child C**
- Sam is dropped off by his mother at the house of a new babysitter. When the mother leaves, he cries incessantly. The babysitter cannot calm him down. Later on, when the mother comes to pick him up, she tries to comfort him, but he still cries, and tries to push his mother away.

- **Type of Attachment:**
  - Insecure Resistant

- **Justification:**
  - High Separation Anxiety
  - Rejects mother on reunion
The Strange Situation

- Child D
- Katie is at a playgroup with her mother. She seems disorganised and constantly keeps coming back to her mother while playing. She cries a lot. When her mother leaves the room briefly, Katie cries loudly. She won’t let any other adult pick her up. When her mother returns, Katie is clingy, but will not let her mother hug her.

- Type of Attachment: Insecure Resistant
- Justification:
  - High Separation Anxiety
  - ‘Hot and cold’ behaviour towards strangers
The Strange Situation

- Imagine that you were answering the question: Describe and evaluate the Strange Situation. You are now thinking about your evaluation (AO3).

- Task: As a group, on a mini-whiteboard, write down any evaluation points you can think of in relation to the Strange Situation.

- Hint: Think about the methodological and ethical issues.
The Strange Situation

- Question: What did you come up with?

Ethical issues?

Methodological issues?
Ainsworth used a controlled observation. Why is this a strength?

The observation was overt for the mother. Why is this a limitation?

It allows researchers to replicate the procedure to examine reliability.

The mother may alter her behaviour to appear like a good parent, which could in turn affect the infant’s response and therefore affect the validity of the findings.
The Strange Situation

- The observation was stressful for the child. **Why is this an issue?**

It could be argued that the child was not **protected from harm** and was deliberately put in a stressful situation to examine his/her response to separation and stranger.
The Strange Situation

- Let’s take one of those points. The mother may alter her behaviour to appear like a good parent, which could in turn affect the infant’s response and therefore affect the validity of the findings.

- Task: Using the above point, write a burger paragraph to evaluate Ainsworth’s Strange Situation.
### The Strange Situation

<table>
<thead>
<tr>
<th>Point</th>
<th>Evidence or Example</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>One issue with Ainsworth’s Strange Situation is that the observation was overt and the mothers knew they were being watched.</td>
<td>As a result, the mothers may have altered their behaviour to appear like good parents, which could in turn affect how the infant responds, therefore affecting the <strong>validity</strong> of the findings.</td>
<td>This matters because the infants’ behaviour may not be an accurate representation of their behaviour in the real world which may mean that Ainsworth’s classification of secure, insecure avoidant and resistant attachment types are not accurate.</td>
</tr>
</tbody>
</table>
Attachment

The Strange Situation Evaluation & Cultural Variations
Task: Can you identify the following countries on the world map: Japan, Israel and Germany.
### Cultural Variations in Attachment

**Task:** Read each of the following descriptions as a group and decide what type of attachment you think each of these children would show in the strange situation and why.

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
<th>Type of Attachment</th>
<th>Justify Your Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Israel</strong></td>
<td>In Israel, children were previously raised in a Kibbutz – a collective community for children. Groups of children shared a house and had a nanny (called a metapelet) who took care of their everyday needs. Parents would typically visit and spend up to 3 hours a day with their children, after work.</td>
<td>[Typical attachment type]</td>
<td>What type of attachment? Justify your answer.</td>
</tr>
<tr>
<td><strong>Germany</strong></td>
<td>The Germany Culture values distance between a child and his/her mother. Proximity and seeking behaviours are discouraged: “The ideal baby is an independent, non-clinging infant, who does not make demands on the parent.”</td>
<td>[Typical attachment type]</td>
<td>Which type of attachment? Justify your answer.</td>
</tr>
<tr>
<td><strong>Japan</strong></td>
<td>Japanese babies are rarely separated from their mothers, and they are hardly ever left alone with a stranger.</td>
<td>[Typical attachment type]</td>
<td>Which type of attachment? Justify your answer.</td>
</tr>
</tbody>
</table>
Cultural Variations in Attachment

- What type of attachment do you think a child from Japan is likely to display?
  - Insecure resistant

- Why?
  - They are likely to show high separation anxiety, as they are rarely separated from their mothers.

Japan:
Japanese babies are rarely separated from their mothers, and they are hardly ever left alone with a stranger.

Which type of attachment?

Justify your answer.
Cultural Variations in Attachment

- What type of attachment do you think a child from Germany is likely to display?
  - Insecure avoidant

- Why?
  - They are likely to show low separation anxiety and not be concerned when they are left alone as they are encouraged to be independent.
Cultural Variations in Attachment

- What type of attachment do you think a child from Israel is likely to display?
  - Insecure avoidant? Insecure resistant? Secure?

- Why?
  - You might expect them to show low separation anxiety, as they are away from their parents. However, the children may form an attachment to their nanny.

Israel
In Israel, children were previously raised in a Kibbutz – a collective community for children. Groups of children shared a house and had a nanny (called a metapelet) who took care of their everyday needs. Parents would typically visit and spend up to 3 hours a day with their children, after work.

What type of attachment?

Justify your answer.
Cultural Variations in Attachment

- Van Ijzendoorn & Kroonenberg (1988) conducted a meta-analysis of 32 studies, all of which used Ainsworth’s Strange Situation.

A meta-analysis is a statistical technique which combines the findings from a number of studies to look for patterns/trends.

- Before we examine their research, it is useful to make the distinction between individualistic and collectivist cultures.

- Question: What’s the difference between individualistic and collectivist cultures?
Cultural Variations in Attachment

<table>
<thead>
<tr>
<th>Individualistic</th>
<th>Collectivist</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the difference between individualistic and collectivist cultures? Which countries, examined in Van Ijzendoorn &amp; Kroonenberg’s (1988) research were individualistic and collectivist and does this difference account for the findings?</td>
<td></td>
</tr>
</tbody>
</table>

An individualistic culture is one which emphasises personal independence and achievement.

For example: UK, the US and Germany.

A collectivist culture is one which emphasises the importance of family and shared goals above individual needs and desires.

For example: China and Japan.
Cultural Variations in Attachment

- Task: Complete the exam style questions on Van Ijzendoorn & Kroonenberg’s (1988) research and be ready to discuss your answers.

1. What do these results suggest about attachment types in individualist cultures (Europe and the United States) compared to collectivist cultures (Japan, Israel, China)? (4 marks)

2. Explain one strength of using a meta-analysis to assess cross-cultural differences in attachment. (2 marks)

3. Explain a problem with using secondary data in assessing cross-cultural differences in attachment. (2 marks)

4. How could research into cultural variations in attachment affect the economy in any of these countries? (4 marks)
Cultural Variations in Attachment

1) What do these results suggest about attachment types in individualist cultures (Europe and the United States) compared to collectivist cultures (Japan, Israel, China)? (4 marks)

These results suggest that insecure-avoidant attachments are more common in individualistic cultures (e.g. Germany 35% and Netherlands 26% compared to Israel 7% and Japan 5%), whilst insecure-resistant attachments are more common in collectivist cultures (e.g. Israel 29% and Japan 27% compared to Germany 8% and Netherlands 7%).
2) Explain one strength of using a meta-analysis to assess cross-cultural differences in attachment. (2 marks)

A strength of a meta-analysis is that the population validity is usually high as the sample size is much greater. This means the results are more likely to be generalisable to a large number of people. Furthermore, any individual differences and anomalies are likely to be reduced and minimised in such a large sample, enhancing the validity of the findings.
3) Explain a problem with using secondary data in assessing cross-cultural differences in attachment. (2 marks)

The problem with using secondary data is that the researchers cannot fully control all of the variables in the study and they place a lot of trust in the original researchers’ methodology. There may have been some errors in the studies which have not been recognised in the publication of their research. This will affect the validity of the final meta-analysis conclusions.
Cultural Variations in Attachment

4) How could research into cultural variations in attachment affect the economy in any of these countries? (4 marks)

Answers to this question are most likely to focus on implications for day care and maternity/paternity pay and leave. It could be argued that the cultures with lowest levels of secure attachments (China and Germany) may want to invest more money in allowing longer maternity leave and extending maternity pay. This will affect the number of people at work at any one time in the country, affecting productivity. On the other hand, with more securely attached children this may increase productivity in the long term as they are more likely to be happy, healthy and successful in education and work.
Cultural Variations in Attachment

5) Many critics have argued that this study is ethnocentric. Explain what is meant by this criticism. (4 marks)

This study uses a Western method of measuring attachment types, designed by an American researcher and first tested on American middle-class children. It may be that this method lacks cultural relativism and so should not be used in cultures where the same values in caregiving are not as important. For instance, in Germany independence is valued more highly and so this could explain why the children were less anxious in the separation stage. Furthermore, the method does not account for differences in child-rearing practices. For instance, in Japan mothers typically carry their children with them a lot of the time. The study does not account for this, and the separation stage would be a situation which the infants will be very unfamiliar with.
## Cultural Variations in Attachment

<table>
<thead>
<tr>
<th>Country (number of studies)</th>
<th>Secure</th>
<th>Avoidant</th>
<th>Resistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA (18)</td>
<td>65</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>UK (1)</td>
<td>75</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>Holland (4)</td>
<td>67</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Germany (3)</td>
<td>57</td>
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<td>8</td>
</tr>
<tr>
<td>Japan (2)</td>
<td>68</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>China (1)</td>
<td>50</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Israel (2)</td>
<td>64</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>Sweden (1)</td>
<td>74</td>
<td>22</td>
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</tbody>
</table>

Secure attachment is the most common attachment type in all countries examined.
Cultural Variations in Attachment

<table>
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<tr>
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</tbody>
</table>

Japan is an individualistic culture. Japanese children are very rarely left by their mother. So the distress they show when their mother’s leave could be the result of shock and not an ‘insecure attachment’. The distress they show when left alone with a stranger is also likely to be due to absence of the mother.
## Cultural Variations in Attachment

<table>
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The German studies highlights a high percentage of avoidant behaviour, typical of independent children. This is not surprising given that Grossmann et al. (1985) say that German parents seek ‘independent, non-clingy infants, who do not make demands on parents, but obey their commands.’
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- A Level Psychology Students

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The Strange Situation – Evaluation

Task: Think back to last lesson and state what each of the following numbers refers to:

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</tbody>
</table>

Task: Read each of the scenarios below and decide what type of attachment the child is demonstrating and justify your answer.

Child A: Sarah is at the park. Her mother quickly pops into a shop while Sarah is playing. Sarah cannot see her mother and can only see strangers. She continues playing seemingly unbothered by the absence of her mother or the strangers.

Child B: Freddy is watching a television programme while playing. He becomes scared by the programme and climbs onto his mother’s lap. He is comforted by his mother and calms down instantly. When he is calmer, he climbs down and continues playing.

Child C: Sam is dropped off by his mother at the house of a new babysitter. When the mother leaves, he cries incessantly. The babysitter cannot calm him down. Later, when the mother comes to pick him up, she tries to comfort him, but he still cries and tries to push his mother away.
**Child D:** Katie is at a playgroup with her mother. She seems disorganised and constantly keeps coming back to her mother while playing. She cries a lot. When her mother leaves the room briefly, Katie cries loudly. She won’t let any other adult pick her up. When her mother returns, Katie is clingy, but will not let her mother hug her.

---

**Task:** Using the point provided on the whiteboard. Write a burger paragraph to evaluate Ainsworth’s Strange Situation.

<table>
<thead>
<tr>
<th>Point</th>
<th>Evidence/Example</th>
<th>Explain</th>
</tr>
</thead>
</table>

---

**Task:** Identify the following countries on the world map: Japan, Israel and Germany.

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[www.tutor2u.net/psychology](http://www.tutor2u.net/psychology)
Task: Read each of the following descriptions as a group and decide what type of attachment you think each of these children would show in the strange situation and why.

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
<th>Which type of attachment?</th>
<th>Justify your answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Israel</strong></td>
<td>In Israel, children were previously raised in a Kibbutz – a collective community for children. Groups of children shared a house and had a nanny (called a metapelet) who took care of their everyday needs. Parents would typically visit and spend up to 3 hours a day with their children, at work.</td>
<td>Secure attachment</td>
<td>Children in this environment are likely to develop a secure attachment as they are well cared for by both parents and nannies. The constant presence of parents and nannies provides a secure base for exploration and independence.</td>
</tr>
<tr>
<td><strong>Japan</strong></td>
<td>Japanese babies are rarely separated from their mothers, and they are hardly ever left alone with a stranger.</td>
<td>Secure attachment</td>
<td>In Japan, the strong bonds between mother and child are maintained through continuous physical closeness and affection, which can foster a secure attachment.</td>
</tr>
<tr>
<td><strong>Germany</strong></td>
<td>The Germany Culture values distance between a child and his/her mother. Proximity and seeking behaviours are discouraged: “The ideal baby is an independent, non-clinging infant, who does not make demands on the parent.”</td>
<td>Secure attachment</td>
<td>In Germany, the emphasis on independence and self-reliance in children can lead to a secure attachment as children are encouraged to be self-sufficient.</td>
</tr>
</tbody>
</table>
Cultural Variations in Attachment

What is the difference between individualistic and collectivist cultures? Which countries, examined in Van Ijzendoorn & Kroonenberg’s (1988) research were individualistic and collectivist?

Using Ainsworth’s ‘Strange Situation’ as a paradigm of measuring attachment types, this study wanted to investigate cultural differences in attachment types. To do this, the researchers used a meta-analysis, looking at 32 different studies using the ‘Strange Situation’ in different countries.

The findings are shown in the table below:

<table>
<thead>
<tr>
<th>Country (number of studies)</th>
<th>Secure</th>
<th>Avoidant</th>
<th>Resistant</th>
</tr>
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</tbody>
</table>

They also found that differences within cultures were 1.5 times bigger than the differences between cultures.

Task: Complete the questions on Van Ijzendoorn & Kroonenberg’s (1988) research below and be ready to discuss your answers.

1. What do these results suggest about attachment types in individualist cultures (Europe and the United States) compared to collectivist cultures (Japan, Israel, China)? (4 marks)
2. Explain one strength of using a meta-analysis to assess cross-cultural differences in attachment. (2 marks)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Explain a problem with using secondary data in assessing cross-cultural differences in attachment. (2 marks)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. How could research into cultural variations in attachment affect the economies of any of these countries? (4 marks)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. Many critics have argued that this study is ethnocentric. Explain what is meant by this criticism. (4 marks)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________