

**THE EFFECT OF VARIED INSTRUCTIONS ON PRISON GUARD ROLE  
BEHAVIOUR EXPECTATIONS**

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Submitted in partial fulfillment of the requirements for the degree

**MAGISTER ATRIUM IN COUNSELLING PSYCHOLOGY**

in the

Faculty of Health Sciences  
at the Nelson Mandela Metropolitan University

December 2008

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## ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to the following people:

- ◆ To God, for giving me wisdom, strength and motivation.
- ◆ To my parents, Peter and Rose Githaiga, for giving me strength to realize my dreams and their unconditional love and support.
- ◆ To my siblings, Clara, Robert, Jacqueline and Anne-Marie, for their continued encouragement and optimism.
- ◆ To my friends, especially James, for constantly reminding me that amidst life's struggles and endless hurdles, colour and beauty exists. Rest with the angels my friend. I miss you.
- ◆ To my supervisors, Professor Chris Hoelson and Professor Greg Howcroft, for their advice, expertise and support.
- ◆ To Mr. Danie Venter, for assisting me with the statistical analysis of the results.
- ◆ To Ms. Georgina Ogalo, for language editing.
- ◆ To all those who participated in this research study. Thank you for making it all possible.

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## ABSTRACT

The Stanford Prison Experiment (SPE) was conducted to determine the psychological and behavioural effects of adopting the roles of prisoners or prison guards. In various published research articles Zimbardo reported that he instructed the prison guards to maintain law and order (Haney, Banks, & Zimbardo, 1973). However, in the Quiet Rage video (Zimbardo, 1989), Zimbardo gave the prison guards additional detailed instructions. To examine the effects of these different instructions on expected prison guard role behaviour, first year Psychology students were requested to predict expected prison guard role behaviour under two different conditions. In the order condition, participants received the instructions used in published research articles. While in the fear condition, participants received the instructions from the Quiet Rage video (Zimbardo, 1989). Participants estimated the likelihood of 50 guard behaviours. Participants in the order condition predicted more pleasant behaviour, while participants in the fear condition predicted more unpleasant behaviours. This indicates that the different instructions influenced their intent to perform the different behaviours. There was no significant difference between the fear and order conditions, and the control behaviours. Participants in both the fear and order conditions rated the control items as expected prison guard role behaviour. Participants in both conditions indicated that they would behave in this manner. Gender had no significant influence on expected prison guard role behaviour.

**Key words:** Stanford Prison Experiment, role expectations, prison guards, prisoners, order, fear, instructions, Quiet Rage, roles, planned behaviour, context.



## CHAPTER 1

### INTRODUCTION

This chapter introduces the present study and delineates the context of research, motivation for the study, the purpose, and the chapters of the study. Fromm's (1973) critical analysis found Zimbardo's experiment flawed on a number of points. The methods used in the experiment of severe and systematic humiliation were caused not only because of the behaviour of the guards, but through the prison rules arranged by the experimenters (Fromm, 1973). The Stanford Prison Experiment (SPE) forms the basis of the present study. The present study focused on the influence of different instructions on expected prison guard role behaviour. The prison guards in the SPE attended an orientation meeting on the day prior to the induction of the prisoners (Zimbardo, 1999). They were introduced to principal investigators, the *superintendent* of the prison, Dr. Zimbardo, and the *warden*, David Jaffe, an undergraduate research assistant (Zimbardo, 1999). They were informed that the researchers wanted to simulate a prison environment within the limits imposed by pragmatic and ethical considerations (Haney, Banks, & Zimbardo, 1973a). Their assigned task was to "maintain the reasonable degree of order within the prison necessary for its effective functioning, although the specifics of how this duty might be implemented were not explicitly detailed" (p.73) (Haney, et al., 1973a; Haney, Banks, & Zimbardo, 1973b; Haney & Zimbardo, 1998; Maslach, 1996; Zimbardo, 1971; Zimbardo, 1999; Zimbardo, Maslach, & Haney, 2000; Zimbardo, 2004; Zimbardo, 2007a; Zimbardo, Haney, Banks, & Jaffe, 1973).

In various published research articles, Zimbardo stated that he explicitly told the prison guards that they could not use any physical punishment or aggression (Haney et al., 1973b; Zimbardo, 1999). Zimbardo has explicitly reported in several research articles that he did not give details as to how law and order were to be maintained (Haney et al., 1973a; Haney et al., 1973b; Haney & Zimbardo, 1998; Maslach, 1996; Zimbardo, 1971; Zimbardo, 1999; Zimbardo et al., 2000; Zimbardo, 2004; Zimbardo, 2007a; Zimbardo, 2007b). To optimize the extent to which their behaviour would reflect their genuine reactions to the experimental prison situation and not simply their ability to follow instructions, they were intentionally given only minimal guidelines for what it meant to be a prison guard (Zimbardo, 1999).

The instructions specified to the prison guards by Dr. Zimbardo were consistent in all published research articles (Haney et al., 1973a; Zimbardo, 1999; Zimbardo et al., 2000). However, the instructions in the published research articles differed from the instructions specified in the Quiet Rage video during the induction of the prison guards (Zimbardo, 1989). The instructions reported in the Quiet Rage video might have influenced the prison guards to act differently.

During the guard orientation on August 14, 1971 in the Quiet Rage video (Zimbardo, 1989), Zimbardo gave the prison guards detailed instructions on how they should perform their duties. The present study explores the effect of receiving different instructions on expected prison guard role behaviour.

Human behaviour is deliberate (Furr, 1997). In view of the fact that individuals are social, they are required to organize their expectations and experiences so that they can live together, reach their goals and survive (Furr, 1997; Weiten, 2001). The social environment directly influences behaviour as individuals play out their roles (Furr, 1997). A role consists of the concepts held by anyone for their behaviour (Biddle & Thomas, 1966). An expectation is “a statement that expresses a reaction about a characteristic of one or more persons” (Biddle, 1979, p.119). Expectations can be uttered overtly and covertly (Biddle, 1979). Written expectations include things like commandments and rules of law. The individual who utters the prescription is normally assumed to be encouraging the behaviour (Biddle, 1979). In the present study, the researcher expresses the prescription of behaviours that are to be adhered to by the prison guards. Whether implicit or explicit, most individuals obey social norms (Baron & Byrne, 2003; Hofling, 1966; Milgram, 1974, Zimbardo, 1971).

The theory of planned behaviour has been applied to explain and predict a wide variety of human behaviours (Prochaska, DiClemente, & Norcross, 1992). The best predictor of behaviour is intention (Ajzen, 1991). Intention is the cognitive representation of an individual's readiness to perform a given behaviour (Ajzen, 1991). In the present study the intent to perform the prison guard role behaviour was examined through the role expectations. According to Ajzen (2006) role expectations are created through the researchers' instructions for expected prison guard role behaviour.

The primary aim of the study was to explore and describe the effect of the order and fear instructions on expected prison guard role behaviours. In order to achieve this primary aim, the following more specific aims were set:

*Aim 1:* To explore and describe the effect of the order and fear instructions on expected pleasant prison guard role behaviours.

*Aim 2:* To explore and describe the effect of the order and fear instructions on the expected unpleasant prison guard role behaviours.

*Aim 3:* To explore and describe the effect of the order and fear instructions on the expected control prison guard role behaviours.

*Aim 4:* To explore and describe the effect of gender on expected prison guard role behaviours.

The research hypothesis is that there is a significant relationship between the order and fear instructions and expected prison guard role behaviour. The null hypotheses of the present study were:

1. There is no significant relationship between the order and fear instructions and expected prison guard role pleasant behaviours.
2. There is no significant relationship between the order and fear instructions and expected prison guard role unpleasant behaviours.
3. There is no significant relationship between the order and fear instructions and expected prison guard role control behaviours.
4. There is no significant relationship between gender and expected prison guard role behaviours.

This chapter introduced the present study. In this chapter the context of research, motivation of the study, and the background for the research are delineated. Chapter two presents a brief overview of the SPE. The areas outlined include, constructing the experiment, the sampling procedure, the role instructions, results and implications of the SPE. Chapter three delineates the theory relevant to the present study and its implications. In this chapter the influences on expected behaviour are explored. Chapter four describes the research design and methodology used in the present study while chapter five presents the results of the present study in relation to the research aims. The results are described in relation to the relevant theory in chapter three. Chapter six presents the conclusions of the study, based on the research results, identifies the limitations of the study, and makes recommendations for future research in this area.

## CHAPTER 2

### THE STANFORD PRISON EXPERIMENT

“What happens when you put good people in an evil place? Does humanity win over evil, or does evil triumph?” (Zimbardo, 1999)

#### 2.1. Chapter overview

This chapter presents a brief description of the Stanford Prison Experiment (SPE), specifically focusing on the theoretical background, aspects involved in constructing the experiment, the role instructions, the data collection, and the results and implications of the study. A description of the SPE presents background information to the present study.

#### 2.2. Theoretical background for the Stanford Prison Experiment

Obedience is “a form of social influence in which one person simply orders one or more people to perform some action(s)” (Baron & Byrne, 2003, p. 349). Most individuals conform because in most contexts there are rules indicating how individuals should behave (Baron & Byrne, 2003). These rules are known as social norms (Baron & Byrne, 2003). In some instances some social norms are detailed and explicitly stated. For example governments function according to a constitution (Baron & Byrne, 2003). In other instances, the norms are unspoken or implicit, e.g. do not stand too close to strangers (Baron & Byrne, 2003). There are various forms of human obedience that include: obedience to laws, obedience to social norms, obedience to God, and obedience to the government, to mention a few (Tyler, 1990). The norm of obedience to authority is the view that people should obey commands by an individual with authority (Tyler, 1990).

Social norms have a strong influence on an individual’s behaviour (Baron & Byrne, 2003). For instance in Nelson Mandela Metropolitan University (NMMU) there are signs around the campus “Beware of monkeys. Do not feed them. In case of emergency call 504-2009.” This sign details what an individual should do if they come into contact with a monkey, i.e. the expected behaviour. Whether implicit or explicit, most individuals obey social norms (Baron & Byrne, 2003; Hofling, 1966; Milgram, 1974, Zimbardo, 1971).

There are two types of social norms: descriptive and injunctive. Descriptive norms describe what individuals should do in a given context. On the other hand, injunctive norms specify what ought to be done in a given context (Baron, 2000). In experimental studies, volunteer participants have been found to be more willing to follow the demands of an experimental situation (Orne, 1962). Furthermore, volunteer participants were willing to perform meaningless tasks for long hours to abide by instructions (Orne & Whitehouse, 2000). The next section examines leading experimental studies of human obedience.

## 2.2.1. Experimental studies of human obedience

### 2.2.1.1. Hofling Hospital Experiment

This study observed obedience within a nurse-physician relationship (Hofling, 1966). The nurses who were unaware that they were participating in a study were ordered to administer dangerous levels of a drug to patients by unknown doctors (Hofling, 1966). The study violated various hospital rules and was thus found unethical. During a debriefing session, 21 out of the 22 nurses reported that they would have administered the drug solely based on the doctor's instructions (Hofling, 1966). The nurses reported that because the doctor is superior in rank to them, they would have obeyed his instructions (Hofling, 1966). The experiment that follows examined obedience in a different context and relationship.

### 2.2.1.2. Milgram Experiment

Milgram's obedience to authority experiment was conducted in 1961 at Yale University (Milgram, 1974). All the participants were males between the ages of 20 and 50 (Milgram, 1974). The participants and the confederate were instructed that they would be taking part in an experiment to examine the effects of punishment on learning (Milgram, 1974). Participants were requested to read a list of word pairs to a confederate and if they got the answer incorrect, the participants shocked the confederate (Milgram, 1974). Both the participants and the confederate could hear each other, however they could not see each other as they were separated by a wall between them (Milgram, 1974).

As the voltage of the shocks increased, the confederates banged on the wall (Milgram, 1974). When the participants requested to withdraw from the experiment they were instructed by the experimenter to: "Please continue. The experiment

requires you to continue, please go on. It is essential that you continue. You have no choice, you must continue” (Milgram, 1974 p.25). Of the total sample, 67% of the participants administered the final 450-volt shock (Milgram, 1974). None of the participants declined to give shocks before the 300-volt level (Milgram, 1974). Milgram’s results demonstrated that a majority of individuals would obey orders to administer dangerous and high voltage levels to another individual (Milgram, 1974). Milgram’s intention was to provide a paradigm in which it was possible to quantify evil by the extremity of buttons pushed on a shock generator that delivered shocks (Zimbardo, 2004).

#### 2.2.1.3. Stanford Prison Experiment

Zimbardo’s research differs from Milgram’s obedience study in two ways (Zimbardo, 2004). First, there was no authority figure present throughout the experiment compelling the participants to obey (Zimbardo, 2004). Secondly, Zimbardo wanted to examine the power of the situation more specifically, if the situation could create deindividuation in the participants (Zimbardo, 2004). The SPE studied not only obedience, but also compliance and conformity (Haney, Banks & Zimbardo, 1973a). The SPE studied the behaviour of individuals in groups, more specifically the willingness of individuals to obey orders and adopt roles in a group context (Haney, Banks & Zimbardo, 1973b). Some participants were placed in a submissive role with others in a dominant role (Zimbardo, 2004). The SPE is the focus of the present study and it is explored in detail below.

### 2.3. Constructing the experiment

The SPE was conducted in 1971 at Stanford University in the United States of America (Zimbardo, 1989; Zimbardo, 1999). The goal of the experiment was to determine the psychological and behavioural effects of becoming a prisoner or prison guard (Zimbardo, 1999). To do this, Zimbardo and his colleagues set up a simulated prison and then carefully noted the effects of this institution on the behaviour of all those within its walls (Zimbardo, 1999). They believed that they could create a situation with sufficient mundane realism, i.e. a real prison-like environment (Haney, et al., 1973a). This situation would allow the role-playing participants to go beyond the superficial demands of their assignment, into the deep structure of the characters they represented (Haney, et al., 1973a).

To do so the researchers established functional “equivalents for the activities and experiences of actual prison life which were expected to produce quantitatively similar psychological reactions in the subject’s feelings of powerlessness, control and oppression, satisfaction and frustration, arbitrary rule and resistance to authority, status and anonymity, machismo and emasculation” (Haney, et al., 1973b, p. 89). To help simulate the prison context, Zimbardo and his colleagues called upon various experts in the field. The researchers enrolled the help of prison experts and an ex-inmate, Carlo Prescott, who assisted with the construction of the simulated prison (Zimbardo, 1989).

The simulated prison was constructed in the basement of the psychology department at Stanford University (Zimbardo, 1989). Each end of a corridor was blocked off, and to create cells, the doors of the labs were replaced with metal bars (Zimbardo, 1999). At the end of the corridor was the yard where prisoners were not allowed to go except when they needed to go to the toilet. They went to the toilet blindfolded so that they could not find their way out of the prison (Zimbardo, 1999). The researchers placed a video camera at one end of the passage so that they could record the actions in the prison (Zimbardo, 1999). A small closet in the basement was transformed into a solitary confinement room. The prisoners had no windows or clocks in their rooms to judge the respective time (Zimbardo, 1999). The researchers used an intercom system to bug the cells of the prisoners and to make announcements (Zimbardo, 1999).

#### **2.4. Sampling procedure of the Stanford Prison Experiment**

Participants responded to a newspaper advertisement: “Male college students needed for psychological study of prison life. \$15 per day for 1-2 weeks beginning Aug. 14. For further information & applications, come to Room 248, Jordan Hall, Stanford U.” (Zimbardo, Haney, Banks, & Jaffe, 1973, p. 1). These students from the United States of America and Canada would earn \$15 per day for participating in the two-week study (Haney et al., 1973b; Zimbardo, 1971; Zimbardo, 1999). These students were of middle class socio-economic status (Haney et al., 1973b).

Out of their large sample of 70 applicants, Zimbardo and his colleagues selected 24 college students who happened to be in the Stanford area over their summer break (Haney et al., 1973b). The applicants completed a questionnaire to eliminate candidates with psychological problems, medical disabilities, or a history of

crime or drug abuse (Zimbardo, 1999). Each respondent was also interviewed by one of the two experimenters (Haney et al., 1973b). The final sample was administered a battery of psychological tests, however, to avoid selective bias the scores were only tabulated at the end of the study (Haney et al., 1973b). The Comrey Personality Inventory-III was the primary personality scale administered to both guards and prisoners (Haney, et al., 1973b). This inventory was used to measure major personality characteristics. With the flip of a coin, half the participants were randomly assigned to the guard role, and the other half to the prisoner role (Haney et al., 1973b; Zimbardo, 1971). The SPE's sample consisted of ten prisoners and eleven guards (Haney, et al., 1973a). Two subjects were assigned to be a stand-by prison guard and prisoner respectively (Haney, et al., 1973a).

## **2.5. Clothing and other items**

The prisoners were issued dresses which displayed their identification (ID) numbers on both the front and the back (Haney et al., 1973b). They wore a nylon stocking cap on their head (Haney et al., 1973b). Lastly, the prisoners wore a chain on their ankles at all times (Haney et al., 1973b). Real male prisoners don't wear dresses, but real male prisoners do feel humiliated and emasculated (Zimbardo, 1999). The researchers' goal was to produce similar effects quickly by putting men in a dress without any underclothes (Zimbardo, 1999). Some prisoners began to walk, to sit and carry themselves differently, more like women than men (Zimbardo, 1999). Real prisoners do not wear chains on their ankles all the time. By wearing the chains on their ankles, the prisoners were reminded of the oppressiveness of the situation (Zimbardo, 1999). The ID number concept was used to make the prisoners feel anonymous, the prisoners could only refer to each other by ID numbers (Zimbardo, 1999).

The guards wore identical khaki uniforms, carried a billy club, and wore a whistle around their necks at all times (Zimbardo, 1999). The guards also wore special reflecting sunglasses. These types of glasses were selected so as to avoid the guard's eyes from being seen. By doing this, the guards remained anonymous ensuring that no real connection with the prisoners could be made (Zimbardo, 1999).



## 2.6. Enforcing law

The prisoners had to stay in the mock prison 24 hours a day. On the other hand, the guard subjects worked on three-man, eight-hour shifts; remaining in the prison environment only during their work shift, going about their usual lives at other times (Haney et al., 1973b). Subjects assigned the prisoner role, signed a contract guaranteeing a minimally adequate diet, clothing, housing and medical care as well as the financial remuneration in return for their stated *intention* of serving in the assigned role for the duration of the study (Haney et al., 1973b). The prisoners were informed that they would be under surveillance and would have some of their basic rights suspended during their imprisonment (Haney et al., 1973b; Zimbardo, 1971). Prisoner's were referred to only by the number on their uniforms and they were allowed 3 meals per day, 3 supervised toilet visits per day, 2 hours a day for reading, and 2 visiting periods per week (Haney et al., 1973b). In addition to this they had to participate in a count 3 times a day that lasted 10 minutes. The prisoner's received work assignments and were paid \$15 a day (Haney et al., 1973b).

## 2.7. Role instructions

All subjects were informed that they would be assigned either the role of a prisoner or a guard. The subjects were informed that they would be paid \$15 per day for up to 2 weeks (Haney et al., 1973; Zimbardo, 1999). The prisoners were given no other information about what to expect or instructions about behaviour appropriate for a prisoner role (Zimbardo, 1989; Zimbardo, 1999). However in a different published text, the prisoners had the following impromptu welcome from the warden (Haney, et al., 1973b):

As you probably know, I'm your warden. All of you have shown that you are unable to function outside in the real world for one reason or another- that somehow you lack the responsibility of good citizens of this great country. We of this prison, your correctional staff, are going to help you learn what your responsibilities as citizens of this country are. Here are the rules. Sometime in the near future there will be a copy of the rules posted in each of the cells. We expect you to know them and be able to recite them by number. If you follow all of these rules and keep your hands clean, repent for your misdeeds and show a proper attitude of penitence, you and I will get along just fine (Haney, et al., 1973b, p 38).

The rules below were read twice to the prisoners. The prisoner's rules were compiled by the warden and the prison guards (Zimbardo, 1972, p. 1):

Rule number one: Prisoners must remain silent during rest periods after lights out, during meals and whenever they are outside the prison yard. Two: Prisoners must eat at mealtimes, only at mealtimes. Three: Prisoners must participate in all prison activities. Four: Prisoners must keep the cell clean at all times. Beds must be made and personal effects must be neat and orderly. Five: Prisoners must not move, tamper, deface or damage walls, ceilings, windows, doors, or other prison property. Six: Prisoners may never operate any lighting. Seven: Prisoners must address each other by number only. Eight: Prisoners must address the guards as 'Mr. Correctional Officer'. Nine: Prisoners must never refer to their condition as an experiment. They are in prison until paroled. Ten: Prisoners will be allowed 5 minutes in the lavatory. No prisoner will be allowed to return to the lavatory within 1 hour after a scheduled lavatory period. Eleven: Smoking is a privilege. Smoking will be allowed after meals or at the discretion of the guards. Twelve: Mail is a privilege. All mail flowing in and out of the prison will be inspected and censored. Thirteen: Visitors are a privilege. Prisoners who are allowed a visitor must meet him at the door of the yard. The visit will be supervised by a guard. Fourteen: All prisoners in a cell will stand whenever the Warden, the prison superintendent or any other visitors arrive on the premises. Fifteen: Prisoners must obey all orders issued by the guards at all times. A guard's order superseded any written order. Sixteen: Prisoners must report all rule violations to the guards. Seventeen: Failure to obey any of the above rules may result in punishment (Zimbardo, 1972, p. 1).

The prison guards attended an orientation meeting on the day prior to the induction of the prisoners. They were introduced to the principal investigators, the superintendent of the prison, Dr. Zimbardo, and the warden, David Jaffe, an undergraduate research assistant. They were informed that the researchers wanted to simulate a prison environment within the limits imposed by practical and ethical considerations.

The prison guards were given no specific training on how to carry out their roles. Their assigned task was to "maintain the reasonable degree of order within the

prison necessary for its effective functioning, although the specifics of how this duty might be implemented were not explicitly detailed” (Haney, et al., 1973a; Haney et al., 1973b, p.70; Haney & Zimbardo, 1998; Maslach, 1996; Zimbardo, 1971; Zimbardo, 1999; Zimbardo, 2004; Zimbardo, 2007a; Zimbardo, Maslach & Haney, 2000). Part of their task was to be prepared for eventualities like rebellions, and to be able to deal appropriately with the variety of situations that might arise (Haney & Zimbardo, 1998). The prison guards assisted in the final phases of completing the prison complex: putting the cots in the cells, the signs on the walls, setting up the guards’ quarters, moving furniture, water coolers, refrigerators, etc (Haney & Zimbardo, 1998).

To optimize the extent to which their behaviour would reflect their genuine reactions to the experimental prison situation and not simply their ability to follow instructions, they were intentionally given only minimal guidelines for what it meant to be a guard (Haney & Zimbardo, 1998). An explicit and categorical prohibition against the use of physical punishment or physical aggression was, however emphasized by the experimenters (Haney & Zimbardo, 1998). Thus with this single notable exception, their roles were relatively unstructured initially, requiring each guard to carry out activities necessary for interacting with a group of prisoners as well as with other guards and correctional staff (Haney & Zimbardo, 1998). The prison guards were informed of the seriousness of their role as in real prisons.

## **2.8. Data collection**

Due to the exploratory nature of the investigation and the absence of specific hypotheses, the researchers could survey any form of behaviour elicited by the prisoners or guards (Haney, et al., 1973b). Data collection was organized around the following sources: videotaping, audio recording, rating scales, individual difference scales, and lastly personal observations (Haney et al., 1973b). Rating scales were used to assess emotional changes in affective states and interpersonal dynamics among guard and prisoner groups (Haney et al., 1973b). On the other hand, individual difference scales were administered prior to the start of the experiment.

All subjects completed a series of personality tests to indicate any dispositional indicators of interpersonal behaviour styles (Haney et al., 1973b). With regards to the personal observation the guards made daily reports of their observations after each shift. The experimenters kept informal diaries while the participants

completed post-experimental questionnaires of their reactions to the experience about a month after the study was terminated (Haney et al., 1973b).

On the first day of the experiment, a police car swept through the town picking up college students as a mass arrest for violation of Penal Codes 211, armed robbery, and burglary (Zimbardo, 1999). The suspects were then put in the police car, charged, handcuffed, and driven to the Stanford County jail for further processing (Zimbardo, 1999). At the police station the suspects were reminded of their Miranda rights, fingerprinted, and complete identification was made. Each prisoner was searched and stripped naked. The prisoners were then deloused with a spray to kill any germs that they may have been carrying into the cells (Zimbardo, 1999).

The SPE began with nine guards and nine prisoners. “Three guards worked each of three eight-hour shifts, while three prisoners occupied each of the three barren cells around the clock. The remaining guards and prisoners from our sample of 24 were on call in case they were needed” (Zimbardo, 1999).

#### 2.8.1. Day one

On the first day, nothing out of the ordinary occurred. The guards and prisoners stayed in the simulated prison without any form of commotion (Zimbardo, 1999). At this stage the prisoners and guards behaviour was playful.

#### 2.8.2. Day two

On the second day a rebellion broke out. The prisoners in one of the cells removed their caps, ripped their numbers off their dresses, and placed their mattresses against the metal bar doors of their respective cells (Zimbardo, 1989). At this point, the prisoners also started mocking the guards (Zimbardo, 1999). When the morning shift guards came on duty, they blamed the night shift guards for not controlling the prisoners during the night. The morning guards took it upon themselves to contain the rebellion (Zimbardo, 1999). “The guards broke into each cell, stripped the prisoners naked, took the beds out, forced the ringleaders of the prisoner rebellion into solitary confinement, and generally began to harass and intimidate the prisoners” (Zimbardo, 1989; Zimbardo, 1999).

The guards contained the prisoners for a while but had to think up of other ways to contain the prisoners in the future. One of the prison guards suggested that they use psychological tactics instead of physical ones. (Zimbardo, 1989; Zimbardo,

1999). One of the guards decided that they would set up a privilege cell where good prisoners would be placed (Zimbardo, 1999). The three out of ten prisoners who were least involved in the rebellion were placed in this cell. The prisoners in this cell got their beds back, were allowed to brush their teeth and were given special meals while the other prisoners watched them eat (Zimbardo, 1999). This behaviour was meant to make the other prisoners envious and suspicious of the good prisoners. In the afternoon the guards took half the good prisoners in the privilege cells and placed them in the bad cells. Furthermore, some of the prisoners in the bad cells were placed in the privilege cell. This transfer was intended to confuse the prisoners (Zimbardo, 1999). These prisoners were now viewed by the others as informants or spies for the guards and the superintendent.

The prisoners' rebellion created greater unity among the guards. It was no longer just an experiment: the guards got into their roles of prison guards. They perceived the prisoners as “troublemakers who were out to get them, who might really cause them some harm” (Zimbardo, 1999). In response to this threat, the guards began stepping up their control, surveillance, and aggression” (Zimbardo, 1999). The guards were exceptionally wary of prisoner 5401 who started the rebellion. He was a heavy smoker and they controlled his behaviour with cigarettes. As a means of censorship the guards read the prisoners' mail. While going through prisoner 5401's mail they discovered that he was a student activist (Zimbardo, 1999). Prisoner 5401 volunteered to participate in the SPE because he thought the university was trying to censor student activists. After the completion of the study, prisoner 5401 was going to sell the story to a local newspaper (Zimbardo, 1999). Prisoner 8612 started suffering, he was screaming and acting out. The prison consultant was brought to see him and at first they thought he was trying to evade his duties (Zimbardo, 1999). After an interview, the prisoner was told that he could go back into the prison and be an informant for the researchers. During roll call, the prisoner started screaming out that no one can leave the prison (Zimbardo, 1999). It was evident that prisoner 8612 was emotionally distressed and it was agreed that he would leave the study (Zimbardo, 1999).

### 2.8.3. Day three

On day three the researchers allowed the prisoners parents and friends to pay the participants a visit (Zimbardo, 1999). The researchers chose to make the prison

environment seem pleasurable. The prisoners were washed, shaved, and groomed. The guards made the prisoners clean and polish their cells. Before the specified time allocated to the visit, the prisoners were fed a big dinner (Zimbardo, 1989). When the visitors arrived at the prison they were greeted by an attractive former Stanford cheerleader while music played on the intercom (Zimbardo, 1999). The prisoners were only allowed two visitors at a time and the visitors had to sign the register as they entered. Only 10 minutes was allowed for each visiting session (Zimbardo, 1989). Before seeing their children, the parents had to talk with the warden to discuss the case (Zimbardo, 1999). The parents complained about the rules for visiting (Zimbardo, 1989). Furthermore, they complained about their children's appearance. One parent reported that their son appeared fatigued. The warden asked the father if he did not think his son could handle the situation. One of the guards heard a rumour that the prisoners were planning a mass escape plot (Zimbardo, 1999). The rumour was that prisoner 8612 who was released, was going to come back with his friends and set the others free.

To beef up the security in the prison the guards decided to make one of the prisoners an informant. The informant would occupy prisoner 8612's cell. The warden then went to Palo Alto Police Department and asked the sergeant if the prisoners could be transferred to their old jail. The sergeant declined because insurance would not cover the experiment if anything went wrong.

Then we formulated a second plan. The plan was to dismantle our jail after the visitors left, call in more guards, chain the prisoners together, put bags over their heads, and transport them to a fifth floor storage room until after the anticipated break in. When the conspirators came, I would be sitting there alone. I would tell them that the experiment was over and we had sent their friends' home, that there was nothing left to liberate. After they left, we'd bring our prisoners back and redouble the security of our prison. We even thought of luring prison number 8612 back on some pretext and then imprisoning him again because he was released on false pretences (Zimbardo, 1999).

#### 2.8.4. Day four

Nothing happened during the night and it became apparent that it was only a rumour. The guards and warden had spent most of the day planning how to foil the

escape. As a result the guards became upset and they decided to reinforce their authority (Zimbardo, 1989; Zimbardo, 1999). The guards escalated their level of harassment, increasing the humiliation they made the prisoners suffer, forcing them to do menial, repetitive work, such as cleaning out toilet bowls with their bare hands (Zimbardo, 1989). The guards made the prisoners do push-ups, jumping jacks, whatever they could think up, and they increased the length of the counts to several hours each (Zimbardo, 1989; Zimbardo, 1999).

A prison chaplain was invited to assess the realness of the simulated prison. The chaplain talked to the prisoners individually. Only one prisoner refused to see the chaplain and he stated that he wanted to see a doctor rather than a chaplain. Prisoner 819 was feeling sick and had been refusing to eat (Zimbardo, 1999). Prisoner 819 eventually agreed to see the chaplain and he cried most of the time. He was sent back to his room and then the other prisoners started chanting out “Prisoner 819 is a bad prisoner” (Zimbardo, 1999). This time round the prisoners were chanting out in unison and without laughing (Zimbardo, 1999). When Dr. Zimbardo went back to Prisoner 819’s room, he found him in the corner of the room crying like a little child. This is when Dr. Zimbardo reminded prisoner 819 that he was playing a role. The prisoner was reminded that he had a name, that he was a participant in a research study and that Dr. Zimbardo was a research psychologist (Zimbardo, 1989; Zimbardo, 1999). Prisoner 819 left the study and was replaced by stand-by prisoner 416 (Zimbardo, 1989).

#### 2.8.5. Day five

The guards wanted to examine the level of compliance in the prisoners (Zimbardo, 1989). They instructed the prisoners to write a letter home and say that they liked being in the simulated prison (Zimbardo, 1989). All the prisoners followed the order apart from prisoner 416 who refused to eat his left-over sausage from a previous meal. He was therefore placed in solitary confinement (Zimbardo, 1989). At this point the guards had moved beyond their roles.

There were three types of guards in the SPE. The first set of guards was tough but fair, and they followed prison rules. The second set did little favours for the prisoners and never punished them. The third type was hostile and arbitrary. These guards enjoyed the power and punished and harassed the prisoners (Zimbardo, 1999). There was no indication in the personality assessments administered prior to the start

of the experiment that could account for the above types (Haney, et al., 1973b; Zimbardo, 1999).

There were three types of prisoners (Zimbardo, 1989). The first set was the prisoners who fought and rebelled against the guards. The second set contained the model prisoners who were obedient and followed every rule. Lastly, the prisoners who became emotional and had to be released (Zimbardo, 1989). On the fifth night, some parents of the prisoners approached Dr. Zimbardo and requested that their sons should be released. The parents reported that the chaplain had informed them that their children were suffering. Dr. Zimbardo agreed to see the lawyers even if both Zimbardo and the lawyer knew that it was an experiment (Zimbardo, 1999).

#### 2.8.6. Day six

A number of prisoners presumed that they could get off on parole (Zimbardo, 1999). These prisoners appeared before the parole board. The parole board consisted of administrative employees of the department and masters students (Zimbardo, 1999). This board was headed by Carlo Prescott who is mentioned in a previous section of this chapter (Zimbardo, 1999). When the prisoners arrived in front of the parole board, most of them agreed to part with the money they had earned thus far (Zimbardo, 1999). After their respective meetings the prisoners were ordered to return to their cells as the group deliberated on the outcome (Zimbardo, 1999). To their surprise the prisoners obeyed and went back to their cells. They did not oppose because of their powerlessness to resist (Zimbardo, 1999). The head of the parole board became a mean authoritarian, similar to the days when he appeared before the parole board and his application was denied (Zimbardo, 1999). A college student went to the simulated prison to observe the experiment and reported that it was unethical and that it had to stop (Zimbardo, 1989). Dr. Zimbardo decided to watch the surveillance tape. It was at this time that Dr. Zimbardo realized that he was thinking as a superintendent as opposed to a research psychologist. The SPE ended on the sixth day.



## 2.9. Results of the Stanford Prison Experiment

### 2.9.1. The power of the situation

The environment of arbitrary custody had a great impact upon the affective states of both guards and prisoners as well as upon the interpersonal processes taking place between and within those role-groups (Haney et al., 1973b). The most dramatic evidence of the impact of this situation upon the participants was seen in the gross reactions of five prisoners who had to be released because of extreme emotional depression, crying, rage, and acute anxiety (Haney et al., 1973b). The fifth prisoner was released after being treated for a psychosomatic rash.

Most guards seemed to be distressed by the decision to stop the experiment and it appeared to the researchers that they had become sufficiently involved in their roles so that they enjoyed extreme control and power which they exercised and were reluctant to give up. Some guards were tough but fair i.e. they played by the rules, some guards went far beyond their roles to engage in creative cruelty and harassment, while a few were passive and rarely instigated any coercive control over their prisoners (Haney et al., 1973b).

Situational power is more prevalent in new environments where individuals do not hold any previous experience of the behaviour (Zimbardo, Maslach, & Haney, 2000). Some situations exert more power and individuals behave differently to the norm (Zimbardo et al., 2000). When individuals are placed in a role it is likely that some of them go over and above their roles (Zimbardo et al., 2000). Lastly situational demands may transform good people to evil people (Haney et al., 1973b; Zimbardo, et al., 2000).

During a debriefing session after the experiment, the prison guards reported (Haney et al., 1973b):

They (the prisoners) seemed to lose touch with the reality of the experiment—they took me so seriously. I didn't interfere with any of the prison guards actions. Looking back I am impressed by how little I felt for them. They (the prisoners) did not see it as an experiment. It was real and they were fighting to keep their identity. But we were always there to show them who was boss. Acting authoritatively can be fun, power can be a great pleasure (p. 88).

On the other hand, one prisoner reported that:

I began to feel like I was losing my identity, that the person I call \_\_\_\_, the person who volunteered to get me into this prison (because it was a prison to me, it still is a prison to me, I don't regard it as an experiment or a simulation) was distant from me, was remote until finally I wasn't that person, I was 416. I was really my number and 416 was really going to decide what to do. I learned that people can easily forget that others are human (Haney et al., 1973b, p.88).

### 2.9.2. The pathological prisoner syndrome

Various coping strategies were employed by the prisoners as they began to react to their perceived loss of personal identity and the arbitrary control of their lives (Haney et al., 1973b). The typical prisoner syndrome was one of passivity, dependency, depression, helplessness, and self-depreciation (Haney et al., 1973b). Most dramatic and distressing to the researchers was the observation of the ease with which sadistic behaviour could be elicited in individuals who were not sadistic types. Secondly, the frequency with which acute emotional breakdowns could occur in men selected precisely for their emotional stability (Haney et al., 1973b).

If these reactions had been observed within the confines of an existing penal institution, it is probable that a dispositional hypothesis would be invoked as an explanation (Haney et al., 1973b). In contrast, the SPE's design minimized the utility of trait or prior social history explanations by means of judicious subject selection and random assignment to roles (Haney et al., 1973b). The negative, anti-social reactions observed were not the product of an environment created by combining a collection of deviant personalities, but rather as a result of an intrinsically pathological situation which could distort and re-channel the behaviour of essentially normal individuals (Haney et al., 1973b).

### 2.9.3. Pathology of power

Being a guard carried with it social status within the prison, a group identity, and above all, the freedom to exercise an unprecedented degree of control over the lives of other human beings (Haney et al., 1973b). This control was invariably expressed in terms of sanctions, punishment, demands, with the threat of manifest physical power. The guard power, derived initially from an arbitrary label, was intensified whenever there was perceived threat by the prisoners, and this new level

subsequently became the baseline from which further hostility and harassment would begin (Haney et al., 1973b). The most hostile guards on each shift moved spontaneously into the leadership roles of giving orders and deciding on punishments. They became role models whose behaviour was emulated by other members of the shift (Haney et al., 1973b).

## **2.10. Implications of the Stanford Prison Experiment**

Dr. Zimbardo has become the media's expert on prison abuse ("Abuse of Iraqi," 2004; Dilley, 2004; Reicher & Haslam, 2004; Stannard, 2004; Zimbardo, 2004; Zimbardo, 2007a; & Zimbardo & Kluger, 2003). Zimbardo (2007b) reported that in both prisons at Abu Ghraib and Stanford, harsh treatment was used because of deindividuation and the situation. Furthermore, Zimbardo stated that without supervision the Stanford prison guards quickly turned into "nasty pieces of work" (Zimbardo, 2007c). Various debates have surfaced from the SPE results. According to Saletan (2004), Zimbardo's blame-the-situation attitude of Iraqi prisoner's of war, was far fetched. In addition to that, Carlo Prescott, the SPEs chief consultant, claimed that he gave the researchers ideas to infuse the study (Prescott, 2005). Carlo Prescott (2005) claims that he told the researchers about some behaviours which were later carried out by the prison guards in SPE. For instance, legs chained together and buckets used in place of toilets in cells, to mention a few (Prescott, 2005). Zimbardo's recent book, *The Lucifer Effect* (Zimbardo, 2007b) focuses on how good people turn evil. For the first time, Zimbardo included the instructions from the *Quiet Rage* video (Zimbardo, 1989) in a written text. Given the limited amount of research with regards to this issue, the researcher decided to explore and increase knowledge in this area.

## **2.11. Conclusion**

This chapter provided a brief description of the SPE. The construction of the experiment is depicted. In addition, a description of the participants and sampling procedure was provided. Furthermore, a brief overview of the measures used to gather data is included. Finally, the results of the SPE are provided. The next chapter examines the theoretical framework from which the present study may be understood.

## CHAPTER 3

### INFLUENCES ON EXPECTED BEHAVIOUR

#### 3.1. Chapter overview

In this chapter, the influences on human behaviour are explored. Secondly, the connection between roles and behaviour will be discussed. The chapter then shifts focus to a model of role expectations and its impact on human behaviour. The theory of planned behaviour is explored concerning the intent to perform a specific behaviour. Lastly the chapter examines the effect of gender differences on behaviour. Exploring the above issues set the theoretical groundwork from which the present study may be understood.

#### 3.2. Domains that influence human behaviour

Human behaviour is deliberate (Furr, 1997). Since individuals are social, they are required to organize their expectations and experiences so that they can live together, reach their goals, and survive (Furr, 1997; Weiten, 2001). The environment can be divided into six domains that influence human functioning: cultural, psychological, biological, natural, physical and spatial, and social (Furr, 1997). Each of these domains interacts with each other. They influence and are influenced by human actions.

##### 3.2.1. Cultural domain

This domain consists of all the material and nonmaterial creations of a social group (Furr, 1997; Weiten, 2001). It consists of physical objects and abstractions. Individuals use physical objects and assign meaning. Abstractions include things such as language, beliefs, ideas, customs, skills, and family patterns (Furr, 1997). As people grow up, they unconsciously make conforming to cultural abstractions a part of themselves, rarely questioning their correctness (Robertson, 1987). This process, called internalisation, leads people to conform automatically to cultural expectations (Robertson, 1987). Culture influences behaviour through shared rules and symbolic meaning. More specifically, through norms and values (Furr, 1997).

### 3.2.2. Psychological domain

This domain refers to the psychological systems in which people live. This includes the patterns of emotions and behaviours of others that are open to direct experience (Furr, 1997). The psychological environment affects personality development, role performance, emotional expressions, and intellectual functioning (Furr, 1997).

### 3.2.3. Biological domain

This refers to the physiological makeup of a human organism (Furr, 1997; Hamer, 1997). There are three ways in which biology is important to human behaviour (Furr, 1997). First, biophysical states and processes provide the outer limits of human development i.e. one cannot exceed biological capabilities. Secondly, genetic inheritance has a profound impact on human development (Furr, 1997). Lastly, illness, injury or disability may lead to modified behaviour, affect, and mental adeptness (Furr, 1997).

### 3.2.4. Natural domain

This comprises of the natural world inherited by humans (Furr, 1997). It represents the geographical conditions influencing a community of people. The forms of many cultural characteristics and social practices stem from the challenges and resources of the physical environment (Furr, 1997).

### 3.2.5. Physical and spatial domain

The physical world is comprised of the built world constructed by human beings (Germain & Gitterman, 1986). It is comprised of treasured objects, buildings, streets, places and spatial patterns (Furr, 1997). The human constructed topography affects people's efforts to meet basic needs, most important of which is safety (Furr, 1997).

### 3.2.6. Social domain

The social environment is the main focus of the present study. It refers to patterns of behaviour (Furr, 1997). At a first level, the social environment refers to institutionalized practices shared by a group of people (Blau, 1977). Secondly, it defines the patterns of status positions, which are placements in a social organization

(Blau, 1977). Each status position has roles, behaviours attached to and expected of the position (Furr, 1997). Finally, social environments provide meaningful categorical identities that affect, channel or constrain behaviour (Warriner, 1970). The social environment affects behaviour and development institutionally and interpersonally (Warriner, 1970). The social environment directly influences behaviour as individuals play out their roles (Furr, 1997). The more an individual identifies with a role, the more committed they are to the group or system in which that role is based (Furr, 1997). Roles illustrate acceptable patterns of responsible behaviour (Furr, 1997). Individuals learn what being a good boy or girl is and what someone does by discovering and playing out their roles attached to the social labels. Norms and values validate roles, giving them objective and legitimate definitions. Because social roles are firmly rooted in cultural standards, it is difficult to violate a role expectation (Furr, 1997).

A number of roles are identified in relation to the broader social context (Furr, 1997). Moreno (1953) in Biddle and Thomas (1966) illustrated three categories of roles:

- The psychosomatic roles, for example, the sleeper, eater and walker
- The psychodramatic roles, for example, mother, guard, Muslim, or Caucasian
- The social roles, for instance, father, daughter, worker, to mention a few.

As discussed above, roles are identified in relation to the broader social context. The next section examines the person in a social context.

### **3.3. The person in a social context**

As discussed in the beginning of the chapter human behaviour is influenced by context and personal identity. However, this does not account for individual differences between people in the same context (Biddle, 1979). The elaboration of the person in a social context examines how individuals in a certain context differ between one another. In the social context, roles appear because individuals are taught appropriate ways to behave. The main way roles are taught to individuals is through role expectations (Biddle, 1979). Therefore, individuals are exposed to experiences that would lead them to form similar expectations for their own and for others' roles, and these lead them to exhibit or encourage appropriate role behaviour (Biddle, 1979).

Socialisation is defined as the changes that take place in an individual from an environmental condition. Consequently, an individual is able to adjust to any given environment they are placed in (Biddle, 1979). Socialisation is achieved when the appropriate role expectations are stimulated in the individual (Biddle, 1979). In the socialisation model, the individual is perceived as a recipient rather than as an initiator (Biddle, 1979).

### **3.4. Role theory**

All the world's a stage,  
 And all the men and women merely players;  
 They have their exits and entrances;  
 And one man in his time plays many parts,  
 His acts being seven ages. At first the infant,  
 Mewling and puking in his nurse's arms.  
 And then ...

W. Shakespeare in 'As you like it' Act II, Scene 7 (1598) in Biddle (1979) p. 254.

A role consists of the concepts held by anyone for the behaviours of an individual (Biddle & Thomas, 1966). Role theory concerns one of the most important characteristics of social behaviour (Biddle, 1986). It is for this reason that the present study focuses on role theory. Individuals behave in ways that are different and predictable depending on their respective social identities and the situation (Biddle, 1986). A social role consists of rights and duties, or of expected behaviour (Blatner 2006; Turner, 1990). There are four types of social roles namely: basic roles, structural status roles, functional roles, and value roles (Turner, 1990). Basic roles include gender and age roles that are grounded in society at large. Secondly structural status roles include occupational, family, and recreational roles that are attached to position or status (Turner, 1990). Functional group roles are recognised items in the cultural repertoire, for e.g., devil's advocate. Value roles symbolize the use of a recognised value (Turner, 1990).

Role theory began life as a theatrical metaphor (Biddle, 1986). Role theory owes much to theatre (Biddle & Thomas, 1966). The role perspective consists of a particular viewpoint regarding those factors presumed to be influential in governing

human behaviour (Biddle & Thomas, 1966). The scripts, the director's instructions, the performance of fellow actors, and reactions of the audience determine the role of actors in a play (Biddle & Thomas, 1966). The director in real life situations is equivalent to a supervisor or parent, whereas the audience relates to all the individuals who observe the behaviour displayed by the actor (Biddle & Thomas, 1966). Role perspective assumes, as does the theatre, that performance is the product of the social prescriptions and behaviour of others, and an individual's variation in that performance in which they occur (Biddle & Thomas, 1966).

Role theory deals with a triad of concepts (Biddle, 1986). First, patterned and characteristic social behaviour. Secondly, parts or identities that are assumed by social participants. Lastly scripts or expectations for behaviour that are understood by all and adhered to by performers (Biddle, 1986).

### **3.5. Role expectations**

As George Bernard Shaw phrased it, "remember, our conduct is influenced not by our experience but by our expectations" (Biddle, 1979, p. 115). Biddle (1979) stated that roles are induced through the sharing of expectations for role behaviour. Individuals who display a role are stimulated to do so because they learn what behaviours are expected from them. On the other hand, other individuals are stimulated through their own expectations to teach and enforce appropriate behaviours for those who are members of the position. Every individual at some stage will receive orders while another individuals experience is to issue instructions to subordinates (Valsecchi, 2005).

Through the experience of socialization, individuals learn expectations and the manner and extent to which their expectations lead to conforming behaviour (Biddle, 1979). Concerning shared expectations, it is presumed that individuals also share and enunciate expectations for those roles (Biddle, 1979). Individuals share expectations for their own behaviour and that of others (Biddle, 1979). For instance, family members expect the father to go to work and the mother to cook meals and take care of the children. Though many families have abandoned this ideal, some families still follow that the husband should be the breadwinner. According to role theorists, the word expectation insinuates awareness, that is, individuals are conscious and logical in their orientation to events. Expectations are also time binding. They are formed from preceding experiences, which are later integrated into present behaviour (Biddle,



1979). In the present study participants are informed about the behaviour they can engage in as a prison guard.

The extension of role expectations from the theatre to factual situations is executed in three stages. First, play scripts specify the roles of the actors, whereas behaviours of a tennis player and student may be controlled by written specifications set for them by their respective governing bodies (Biddle, 1979). To make the extension complete requires an assumption (Biddle, 1979). Written terms may involve explicit threats for sanctions if an individual does not comply with the behavioural specifications set forth (Biddle, 1979). For example fines and discharge from employment, to mention a few. It is important to note that such sanctions do not appear in a play script (Biddle, 1979). However if an actor does not perform optimally in their role they will receive negative feedback from other actors and reviewers (Biddle, 1979).

The second extension focuses on using spoken injunctions as a model for behaviour (Biddle, 1979). For example, during the first session of couple's therapy, rules and norms for expected behaviour are discussed. Parents often enunciate rules for conduct for their children (Biddle, 1979). This extension also contains a hidden expression, written enunciations are permanent. In contrast, spoken enunciations are momentary, in that what a speaker says today may change in the following days (Biddle, 1986). Both parents for instance, must prescribe corresponding behaviours for their children. If this condition is met, shared expectations are developed in the social systems which have a functional equivalence of written prescriptions (Biddle, 1998).

The third extension places expectation in the mind of the performer. An artist may paint a beautiful piece not because of written instructions given to him or verbal instructions but because of their own standards (Biddle, 1979). This extension as the other two mentioned above is based on assumptions. It is assumed that individuals are aware of role expectations and can express them when asked to (Biddle, 1998). Expectations additionally produce conforming behaviour. If individuals are aware of the fact that another individual holds the same expectation, individuals are more likely to live up to the expectations (Biddle, 1998). It is also assumed that expectations are simply formed, they are modelled based on injunctions set forth by others or by watching other individuals' behaviours (Biddle, 1979). The five assumptions applied

to role expectations consist of sanctioning, correspondence, phenomenal equivalence, conformity, and simple formation (Biddle, 1979).

### 3.5.1. Simple expectations

There are three types of simple expectations namely: overt, covert and written expectations. Overt expectations involve the use of symbols. Expectations are expressed in symbols, which involve more complex symbols than identities (Biddle, 1979). Expectations concern human beings. Their focus is upon human affairs, not on impersonal events (Biddle, 1979). Expectations reference human characteristics. Not only do expectations focus on behaviours but they also focus on the characteristics. The instructions in the present study describe the characteristics for prison guard behaviour. Finally, expectations are not neutral for they express some sort of reaction to those characteristics referred to (Biddle, 1979). An expectation is “a statement that expresses a reaction about a characteristic of one or more persons” (Biddle, 1979, p.119). Overt expressed expectations or enunciations “include testimony concerning human events, past, present, or anticipated demands expressed by a person for his own or others’ behaviour, or evaluative remarks concerning behaviour, skin colour, or any other human characteristic” (Biddle, 1979 p.119). It takes only a single phrase to express an overt expectation (Biddle, 1979).

Expectations do not need to be uttered overtly, they can be covert (Biddle, 1979). An individual’s personal experience suggests that sometimes individuals hold expectations but do not verbalise them. An overt expectation is at times referred to as conceptions (Biddle, 1979). Written expectations include things like commandments and rules of law (Biddle, 1979). For the gullible or illiterate individual the fact that an expectation is written down, suggests that individuals should conform to it (Biddle, 1979). On the other hand, even for the sophisticated individual written expectations have an importance beyond the overt expectations (Biddle, 1979).

Oeser and Harary (1962) found that individuals who fill a role have little or no attributes to the position and they learn their task by the instructions that are specified. Generally, these instructions are laid down in the worker specification, which includes a written or verbal description of roles the individual adopts (Oeser & Harary, 1962). When individuals in a role-playing situation are overtly told their duties, they tend to listen to the experimenter more than using their own expectations for the specified role (Hendrick, 1977). The ‘superintendent’ was perceived as an authority figure and

individuals were inclined to follow the experimenters' expectations against their own expectations. The present study focused on written expectations. The participants in the present study were given written expectations for prison guard behaviour. Based on the written expectations, the participants are requested to indicate which behaviours would be expected prison guard behaviour based on their superintendent's orders specified.

### 3.5.2. Prescriptions and descriptions

Prescriptions are behaviours that indicate that other behaviours should be engaged in. Furthermore, they may be specified as demands or norms, depending upon whether they are overt or covert, respectively (Biddle & Thomas, 1966). Owing to their ever- presence and saliency, they appear to be the guides and standards by which individuals live. By defining the rights and obligations of individuals, prescriptions appear to be among the most potent factors in the control of human behaviour, either by directly triggering conformity behaviour, or through a system of positive or negative sanctions that accompany them (Biddle & Thomas, 1966). Prescriptions are formal and informal, expressed and implicit, individual and shared; and whatever their form, prescriptions may vary in permissiveness, completeness, complexity, and in the degree to which they are coded and universal (Biddle & Thomas, 1966).

Davis (1949) in Biddle and Thomas (1966) elaborates on the different types of prescriptions which are referred to as norms. Social norms are varied and pervasive; they are an essential part of social order. This order has come about from cultural adaptation whereby the individual acquires them through a process of indoctrination (Biddle & Thomas, 1966). Some of them are internalised while others are respected because of their consequences.

Descriptions are shaped by the individual's experience; by positions they belong to, by role behaviour engaged in while a member of the position, by the number of ways they are interdependent with others (Biddle & Thomas, 1966). Turner (1956) stipulated that taking a role may or may not include adopting the standpoint of the other as one's own. The role of the other may remain an object to the actor, or the actor may allow the inferred attitudes of the other to become his own and to direct his behaviour (Turner, 1956). Reflexive role-taking takes place when the role of the other

is employed as a mirror, reflecting the expectations or evaluations of the self as seen in the other-role (Turner, 1956).

### 3.5.3. Reactions and modality

Expectations are modal in that they express a prescription, cathexis, or description of some characteristic of an object person (Biddle, 1979). For instance in the statements:

- Will John sing in the audition? and
- John should sing in the audition (Biddle, 1979, p. 58)

The first is neutral and the second statement provides a reaction, the speaker has advocated that John sing. The first is not an expectation, whereas the second one is. To express an expectation the subject must react, must commit themselves in one way or another with regard to the event (Biddle, 1979). Should the subject approve or request the characteristic, we shall say that the expectation exhibits the prescriptive mode. If the subject tells us how they feel about the characteristic, then the expectation exhibits a cathectic mode (Biddle, 1979). Lastly, if the subject makes an objective statement about a characteristic, this expectation exhibits a descriptive mode. Descriptive modes detail events in the past, present and future (Biddle, 1979). In the present study the participants who completed Form A (see Appendix C) were instructed:

I have to explain to you that you can not in any way hit the prisoners, but you can create in the prisoners, feelings of boredom, a sense of frustration, can create a sense of fear in them to some degree, can create a notion of arbitrariness, that their life is totally controlled by us, by the system you-me, the prisoners will have no privacy at all, their cells ... they will be sleeping in rooms with bars on them. That there will be constant surveillance, nothing they do will go unobserved. They (prisoners) have no frame of action, they can do nothing or say nothing that we do not permit. We are going to take away individuality, in various ways. In general what all this leads to is a sense of powerlessness. That is we have total power in the situation and they have none (Zimbardo, 1989).

The paragraph above specifies behaviour that the 'superintendent' is encouraging for the prison guard role behaviour. On the other hand, participants who completed Form

B (see Appendix D) were instructed: “Maintain a reasonable degree of order within the prison necessary for its effective functioning” (Zimbardo, 1999). The statement above also details behaviour that the ‘superintendent’ is advocating for prison guard role behaviour.

The person who utters the prescription is normally assumed to be encouraging the behaviour. In the present study, the ‘superintendent’ expresses the prescription of behaviours that are to be adhered to by the prison guards. A self-prescription is self-motivating; however, prescriptions for others are linked with the encouragement of compliance (Biddle, 1979).

### **3.6. Theory of planned behaviour**

The theory of planned behaviour has been applied to explain and predict a wide variety of human behaviours (Prochaska, DiClemente & Norcross, 1992). Interventions to change behaviour can be directed at one or more of its determinants. That is attitudes, subjective norms, or perceptions of behavioural control (Ajzen, 2006). Human behaviour is guided by three kinds of considerations: behavioural beliefs, normative beliefs and control beliefs (Ajzen, 2006).

#### **3.6.1. Behavioural beliefs**

Behavioural beliefs are concerned with the beliefs about the likely outcomes of the behaviour and the evaluations of these outcomes (Ajzen, 2006). Behavioural beliefs produce favourable attitudes to behaviour. The attitude towards the behaviour is the degree to which performance of behaviour is positively and negatively valued (Ajzen, 2006).

#### **3.6.2. Normative beliefs**

Normative beliefs are the expectations of others and the motivation to comply with these motivations (Ajzen, 2006). Normative beliefs result in perceived social pressure or subjective norm. As discussed in an earlier section, the expectations are simply formed, they are modelled based on injunctions set forth by others or by watching other individuals behaviour (Biddle, 1979). In the present study, the injunctions were based on the superintendents’ orders to the guards on the expected prison guard role behaviour. The subjective norm is the perceived social pressure to

engage or not to engage in behaviour (Ajzen, 2006). In the present study the perceived social pressure was created by the superintendent.

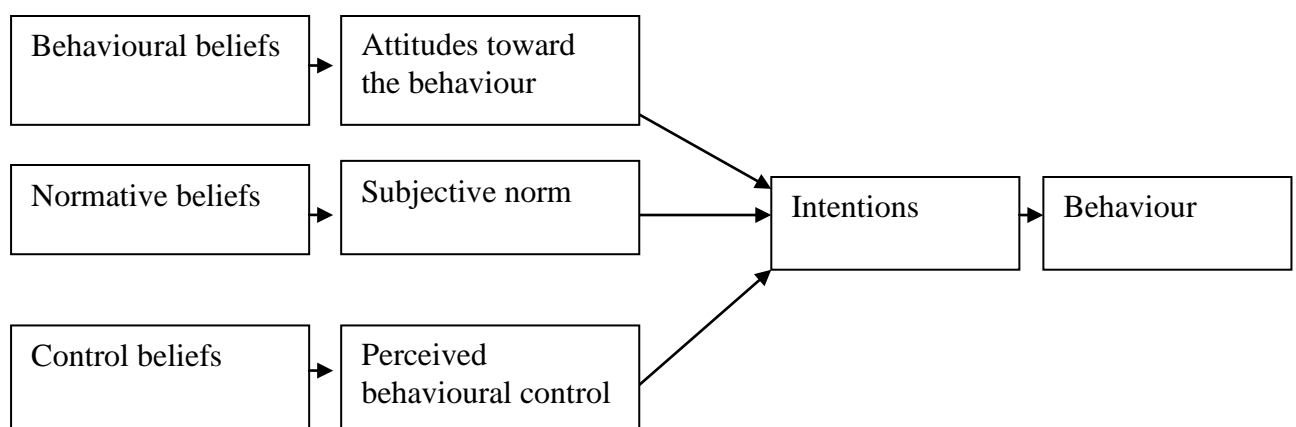
### 3.6.3. Control beliefs

Control beliefs are the presence of factors that may impede the behaviour and the perceived power of these factors (Ajzen, 2006). Control beliefs produce perceived behavioural control (Ajzen, 2006).

### 3.6.4. Intention

The best predictor of behaviour is intention (Ajzen, 1991; Fishbein & Ajzen, 1975). Intention is the cognitive representation of an individual's readiness to perform a given behaviour (Ajzen, 1991). In the present study the intent to perform the prison guard role behaviour was examined through the role expectations. The role expectations were created through the superintendent's instructions for expected prison guard role behaviour (Ajzen, 2006). In Form A (see Appendix C) and Form B (see Appendix D) the participants were provided with instructions on how they should behave as a prison guard. For the purpose of this study, the researcher examined the normative beliefs and its effect on the intention to perform the behaviour. Figure 1 presents a graphical representation of the theory.

Figure 1. Theory of planned behaviour



Ajzen (2006), Theory of planned behaviour diagram

A study conducted at Johns Hopkins School of Public Health examined the relevance of the theory of planned behaviour (Brieger, 2006). The researchers

explored four behaviours to investigate the theory, i.e. attitude toward exclusive breast feeding (EBF), attitude toward using bed nets (UBN), attitude toward contraceptive use, and attitude toward filtering behaviour (Brieger, 2006). In the study, behavioural expectations comprised of the attitude toward the behaviour and perceived social norms (Brieger, 2006). The attitude towards the behaviour integrated outcome and value expectancies. On the other hand, the perceived social norms incorporated the awareness of expected behaviour and obedience to comply with the expectations (Brieger, 2006). For contraceptive use, it was found that even if the participants had a positive attitude towards using contraceptives, their intent was minimised by the fear of disapproval from their partners (Brieger, 2006). In this instance social norms prevailed and consequently reduced the intent to use contraceptives (Brieger, 2006). The subjective norms included the fact that the partner may not like it and the participants complied with their partner's expectations (Brieger, 2006). With regard to EBF, the attitude and perceived norms from the grandmothers and husbands created a low intention. Furthermore for the UBN and filtering behaviour, the participants judged their own perceived benefits which influenced their intention to follow through with the respective behaviour (Brieger, 2006).

As found above, the attitude and norm variables and their cognitive structures, often exert different degrees of influence on an individual's intention. For instance, a study on Northern Thai males' perception of peer norms was found to be the best predictor for condom use (VanLandingham, Suprasert, Grandjean & Sittitjai, 1995). In America females were more likely to use condoms because of their attitudinal beliefs (Middlestadt & Fishbein, 1990). Based on the concept of role expectations and the obedience to expectations, this study focuses on the influence of expectations to create intent for the expected prison guard role behaviour. More specifically, the instructions from the superintendent influenced participants to consider whether they should or should not perform the behaviour.

### **3.7. Gender differences in behaviour**

Sex refers to the biological makeup, i.e. an individual is either male or female (Weiten, 2001). Gender refers to the cultural distinction between femininity and masculinity (Weiten, 2001). The social roles and behaviour of men and women have differed in all human societies (Marini, 1990). Some societies prescribe to the traditional men and women roles while others allow for some form of equality

(Marini, 1990). Gender role differentiation is associated with gender differences in behaviour, attitudes, and dispositional traits (Marini, 1990). Differentiation leads to gender stereotyping, or mutual beliefs about differences about the sexes (Marini, 1990). Gender stereotypes are described as beliefs about the abilities of men and women, personality traits, and behaviour (Weiten, 2001). Gender roles are socially prescribed behaviours and emotions that are considered sex-specific (Furr, 1997; Prinsloo, 1992). Weiten (2001) describes gender roles as expectations about what is appropriate behaviour for each sex.

All cultures have a unique system of behavioural expectations for women and men, consequently differences in gender appropriate behaviour are very broad (Furr, 1997). Men and women perform different social roles and as a result they exhibit a collection of different behaviours (Marini, 1990). Men are socialised to be more assertive, autonomous, competitive, and logical (Furr, 1997). Furthermore, one of the most documented differences between the sexes is the tendency for men to be more aggressive (Marini, 1990). In Western culture, conventional rules instruct women to be passive, dependent, emotional, and concerned with others (Furr, 1997). However, other cultures have different expectations (Furr, 1997). Conforming to masculine stereotypes is deemed pleasant to many men (Furr, 1997). Research on stereotypes of male and female behaviour demonstrates that genuine behavioural differences exist between the sexes (Eagly, 1995; Swim, 1994). Table 1 lists some characteristics of traditional gender stereotypes in Western cultures.

Table 1.

*Elements of traditional gender stereotypes*

<b>Masculine</b>	<b>Feminine</b>
Takes a stand	Creative
Not easily influenced	Cries easily
Dominant	Devotes self to others
Persistent	Gentle
Competitive	Tactful

Ruble (1983), p. 400.



In South Africa sex and gender stereotypes have been examined (Prinsloo, 1992). Prinsloo (1992) conducted a study with college students concerning gender stereotypes. The study required participants to select adjectives that closely resembled being masculine and feminine (Prinsloo, 1992). Prinsloo (1992) found that White South Africans defined masculinity in terms of unemotional traits. On the other hand, Black participants defined masculinity in terms of dominance and control (Prinsloo, 1992). With regards to femininity, Black students defined it in terms of appearance while Whites defined it in terms of inner sensitivity (Prinsloo, 1992). Table 2 lists characteristics indicated as being masculine and feminine.

Table 2.

*List of feminine and masculine characteristics according to race*

<b>Characteristics indicated as masculine</b>		<b>Characteristics indicated as feminine</b>	
<b>Black</b>	<b>White</b>	<b>Black</b>	<b>White</b>
Strong	Masculine	Attractive	Feminine
Masculine	Unemotional	Sympathetic	Emotional
Inventive	Humorous	Feminine	Whiny
Bossy	Forceful	Talkative	Sentimental
Forceful	Aggressive	Complaining	Sensitive
Adventurous	Show-off	Affected	Gentle
Unexcitable	Adventurous	Soft-hearted	Intuitive
Coarse	Rude	Sexy	Complaining
Cruel	Severe	Weak	Appreciative
Robust	Unexcitable	Nervous	Affectionate

Prinsloo (1992), p. 79.

Gladding (1991) identified six disadvantages of conforming to traditional male gender roles namely: restrictive emotions, high preference and prevalence of control, homophobia, restrictive sexual behaviour, obsession with success, and health problems. Men have stronger needs for power and control than women (Doyle, 1983). Based on the research and theory that surrounds gender differences in behaviour, the present study explored the effects of gender on the expected prison guard behaviour.

### **3.8. Conclusion**

Within this chapter the influences on human behaviour were explored. Secondly, the connection between roles and behaviour was discussed. Furthermore, the chapter examined a model of role expectations and its impact on human behaviour. Lastly, the effect of gender on behaviour was examined briefly. The next chapter presents the research design and methodology of the present study.

## CHAPTER 4

### RESEARCH DESIGN AND METHODOLOGY

#### 4.1. Chapter overview

The aim of this chapter is to provide a description of the research design and the method employed in this study. The primary aims of the present research, as well as the research methods used in this study, are outlined and a description of the participants and sampling procedure are provided. Furthermore, a brief overview of the measure used to gather data is included. Finally, the ethical issues that were considerations in the present study are discussed.

#### 4.2. Aims

The primary aim of the study was to explore and describe the effect of the order and fear instructions on expected prison guard role behaviours. In order to achieve this primary aim, the following more specific aims were set:

*Aim 1:* To explore and describe the effect of the order and fear instructions on expected pleasant prison guard role behaviours.

*Aim 2:* To explore and describe the effect of the order and fear instructions on the expected unpleasant prison guard role behaviours.

*Aim 3:* To explore and describe the effect of the order and fear instructions on the expected control prison guard role behaviours.

*Aim 4:* To explore and describe the effect of gender on expected prison guard role behaviours.

#### 4.3. Research hypothesis

There is a significant relationship between the order and fear instructions and expected prison guard role behaviour.

#### 4.4. Null hypotheses

1. There is no significant relationship between the order and fear instructions and expected prison guard role pleasant behaviours.

2. There is no significant relationship between the order and fear instructions and expected prison guard role unpleasant behaviours.
3. There is no significant relationship between the order and fear instructions and expected prison guard role control behaviours.
4. There is no significant relationship between gender and expected prison guard role behaviours.

#### **4.5. Research design and methodology**

An exploratory, descriptive and explanatory research design was used in this study. Bless and Higson-Smith (1995) state that the purpose of exploratory studies is to gain insight into a situation. Descriptive studies provide a picture of types of people or of social activities and focus on how and who questions (Neuman, 2003). Explanatory designs test a hypothesis of causal relationship between variables. More specifically these designs study the prediction of certain behaviour (De Vos et al., 2005). In the present study the independent variable is the condition and gender, while the dependent variable is the expected prison guard role behaviour.

According to Mouton and Marais (1990), there are three advantages of a quantitative approach. First, it is more highly formalized and more explicitly controlled. Second, its range is more exactly defined. Lastly, it is relatively close to the physical sciences. According to Fortune and Reid (1999), the following can be confirmed with regard to a quantitative approach:

1. The researcher is an objective observer whose involvement with the phenomenon being studied is limited to what is required to obtain necessary data.
2. Studies are focused on relatively specific hypotheses that remain constant throughout the investigation.
3. Plans about research procedures, for example, data collection and types of measurement, are developed before the study begins.
4. Data collection procedures are applied in a standardized manner, for example, all participants answer the same questionnaire.
5. Data collectors are expected to obtain only the data called for and to avoid adding their own impressions or interpretations, therefore avoiding biases.
6. Measurement is normally focused on specific variables that are, if possible, quantified through rating scales, frequency counts, and other means.

7. Analysis proceeds by obtaining statistical breakdowns of the distribution of variables and by using statistical methods to determine associations or differences between different variables.

According to Creswell (1994), the quantitative approach takes scientific explanation to be nomothetic. Its main aims are to objectively measure the social world, to test hypotheses, and to predict and control human behaviour. A quantitative study may therefore be defined as “an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalizations of the theory hold true” (Creswell, 1994, p. 1-2).

#### **4.6. Participants and sampling procedure**

Non-probability purposive sampling was used for the present study. According to Gravetter and Forzano (2003), in non-probability sampling the odds of selecting a particular individual are not known because the researcher does not know the population size or the members of the population. Non-probability sampling is economical and it involves participants who are most accessible (De Vos, Strydom, Fouche, & Delport, 2005). Purposive sampling is based entirely on the judgment of the researcher. The most characteristic, representative or typical attributes of the population are utilized to create a sample (De Vos et al., 2005). The selection bias in purposive sampling is high, consequently the results can not be generalized to the population (De Vos et al., 2005).

The sample consisted of 100 students from Nelson Mandela Metropolitan University. These students were enrolled in SP101 Introductory Psychology, and SP102 Child and Adolescent Development during the first and second term respectively, of the first semester. The first year students were selected based on the fact that they would not have received exposure to the Stanford Prison Experiment (SPE). By not having any background information on the SPE the students would not be biased to respond based on their knowledge. The researcher went into the SP 101 class and gave some background information on the study and asked if anyone would be interested to participate. The researcher then handed out a form for participants to fill in their details in order to be contacted at a later stage. Since not enough participants showed interest, the researcher went to the SP102 class in the second term and requested participants. After 100 participants showed interest in the study, the

researcher was ready to conduct the study. Grinnell and William (1990) as cited in De Vos et al., (2005) state that 30 participants is sufficient to perform basic statistical procedures, while others feel that 100 participants is sufficient. The present sample size falls within this range and is considered suitable for statistical analysis.

#### **4.7. Measure**

Questionnaires are the most generally used instruments for data collection (De Vos et al., 2005). One measure was used to gather data in this study, in a group setting. The main languages in the Eastern Cape are English, Xhosa, and Afrikaans, however since the medium of instruction in the university is English the measure was available and administered in English. Since the researcher administered the questionnaire personally, the respondents were invited to ask questions if they experienced any language or other difficulties regarding the questionnaire. According to De Vos et al., (2005) a typical questionnaire contains as many statements as questions. This is especially true if the researcher is trying to determine preference attitudes of participants. For the purpose of the current study, group administered questionnaires were utilized. According to Dev Vos et al., (2005) a number of advantages of using group administered questionnaires include saving time and money for many participants are attended to at the same time. The main disadvantage of using group administered questionnaires arises from the number of participants completing the questionnaire (De Vos et al., 2005). This is because some participants may not understand a question and may be too embarrassed to ask for clarification in a group setting (De Vos et al., 2005). Secondly, obtaining a suitable venue and a time slot that suits all respondents may create substantial problems (De Vos et al., 2005).

According to De Vos et al. (2005), the researcher should always use a standardized questionnaire as their first choice, when possible. The present study did not use a standardized questionnaire. However, the scientific principles of questionnaire construction were taken into account in the compilation of the questionnaire. The following principles were used to construct the questionnaire utilized in this study.

1. Clarity on the information to be obtained was taken into consideration (De Vos et al., 2005). Before constructing the questionnaire, the researcher determined the clarity by using the aims of the present study as a guide. The primary aim was to describe and explore the effect of different instructions on

prison guard role behaviour expectations. In Form A (Appendix C), the instructions from the Quiet Rage video were used while in Form B (Appendix D) the instructions from published research articles were used. Based on the respective set of instructions, participants were requested to rate their expectations. The items the participants rated were taken from actual behaviour of guards in the SPE.

2. The questionnaire was accompanied by a covering letter and consent form introducing and explaining the proposed study (De Vos et al., 2005; Neuman, 2003) (see Appendix A and B respectively)
3. The statements were written in a brief and clear manner. In every statement, the researcher was explicit (Neuman, 2003). For instance if the researcher was concerned with frequency of a behaviour, the number was indicated, e.g. limit prisoners to 10 minutes of visiting time with family per visit. In this example, the researcher specified the amount of time and frequency of visits. Furthermore, every question only contained one thought. Introductory instructions for each part of the questionnaire were provided and participants were reminded to read the instructions (Neuman, 2003).
4. The present study utilized mainly statements to obtain data about expected prison guard role behaviour (De Vos et al., 2005). The statements were stated alternately in terms of a pleasant, unpleasant or controlling behaviour.
5. The layout and presentation of the questionnaire was clear, neat and easy to follow (De Vos et al., 2005). Additionally, each statement had a question number (Neuman, 2003). The instructions were printed in a different font style i.e. either bold or not bold, and size from the questions, to highlight the different sections (see Appendix C and D).

For the present study the same questionnaire was administered to all the participants. The main difference was in Part II. Form A of the questionnaire, the Fear condition, included instructions from the Quiet Rage video (Zimbardo, 1989). Form B of the questionnaire, the Order condition, included instructions from Dr. Zimbardo's various published research articles. The questionnaire was divided into six parts as described below.

#### 4.7.1. Part I

This part included general instructions for completing the questionnaire. First, the participants were requested to listen carefully to instructions which were given to them. Next they were requested to answer all questions accurately and not turn on to the next page unless instructed to do so by the researcher. Lastly, participants were requested to get into their role by means of the following statement, “Imagine that you have recently gained employment in a nearby prison as a prison guard”.

#### 4.7.2. Part II

In the second part of the questionnaire, participants completing Form A (see Appendix C), were asked to read the paragraph below and then wait for further instructions.

The orders from your superintendent on your role as a prison guard are to:

I have to explain to you that you can not in any way hit the prisoners, but you can create in the prisoners, feelings of boredom, a sense of frustration, can create a sense of fear in them to some degree, can create a notion of arbitrariness, that their life is totally controlled by us, by the system you-me, the prisoners will have no privacy at all, their cells ... they will be sleeping in rooms with bars on them. That there will be constant surveillance, nothing they do will go unobserved. They (prisoners) have no frame of action, they can do nothing or say nothing that we do not permit. We are going to take away individuality, in various ways. In general what all this leads to is a sense of powerlessness. That is we have total power in the situation and they have none (Zimbardo, 1989).

On the other hand, participants completing Form B (see Appendix D), were asked to read the paragraph below and then wait for further instructions.

The order from your superintendent on your role as a prison guard is to:

“Maintain a reasonable degree of order within the prison necessary for its effective functioning” (Haney, Banks & Zimbardo, 1973b, p.73).

The researcher waited until participants in both conditions had stopped writing after which participants were requested to turn over the page and go on to the next part of the questionnaire.



#### 4.7.3. Part III

This part of the questionnaire was used as a manipulation check to investigate if the participants had read and interpreted Part II instructions in both conditions accurately. Participants were asked to indicate which of the listed behaviours would be expected prison guard role behaviour based on their superintendent's order specified in the previous part. For each item, participants were requested to circle their answers on a 2-point scale (1 = Yes and 2 = No). Examples of statements in this part include the following: maintain order by hitting the prisoners, prevent prisoners from saying or doing what is not permissible, and play music on the intercom. Lastly, participants were asked to wait for further instructions before moving on to the next part. After completing this part, participants were requested to turn over to the next page.

#### 4.7.4. Part IV

This part of the questionnaire included actual photographs from the SPE. This section gave the participants solely visual representations of procedures the prisoners were put through by the prison guards. In both conditions, participants were requested to look at the photographs while waiting for further instructions. After looking at the pictures, participants were requested to turn over to the next page.

#### 4.7.5. Part V

This part of the questionnaire includes 50 guard behaviours. Participants were requested to indicate the way they would behave as a prison guard based on the instructions given to them earlier. For each item, they were requested to circle their responses on a 5-point scale (1 = No, never ... 5 = Yes, definitely).

The items in this part of the questionnaire are actual guard behaviours acquired from various published research articles by Dr. Zimbardo and filler items developed by the researcher. The items obtained from the SPE are numbered as follows: 1, 2, 3, 5, 7, 8, 10, 14, 16, 17, 18, 22, 24, 26, 27, 29, 30, 31, 32, 33, 35, 37, 38, 40, 41, 48, 49, and 50 (Zimbardo, 1999). Examples of the items included: punish prisoners who start rebellions by placing them in solitary confinement, refer to prisoners only by the number on their uniforms, and strip prisoners naked for not following rules, and to punish prisoners by harassing and intimidating them. Items 14, 20 and 23 were actual behaviours obtained from an article which Zimbardo co-authored (Haney et al., 1973).

The other items in this questionnaire were filler items and are numbered as follows: 4, 6, 9, 11, 12, 15, 19, 21, 23, 25, 28, 34, 36, 39, 42, 43, 44, 45, 46, and 47. These items included allowing prisoners to form a sports team, treat prisoners with respect, and allow prisoners to decorate their cells.

#### 4.7.6. Part VI

The last section of the questionnaire included four demographic questions (regarding gender, age, ethnicity and language), and lastly, the participants' familiarity with the SPE.

### 4.8. Procedure

The present study was evaluated and approved by the Faculty Research Technology and Innovations (FRTI) and the Research Ethics Committees, Human (REC-H) of the university at which the study was conducted. The researcher approached two first year undergraduate Psychology module lecturers for prospective participants. After approval was obtained from the lecturers, the researcher went to the two classes and explained the nature and purpose of the research to be conducted and asked for volunteers. The participants wrote their names and cell phone numbers on a form indicating their willingness to participate and to be contacted at a later date in order to complete the questionnaires. On the day before the data collection, the researcher sent each member who had showed interest a short text message to inform them about the date and time of the data collection. On the day of the data collection, the participants gathered in one lecture hall. The researcher counted the participants and gave half the participants Form A and the other participants Form B. No procedure was employed to determine which half of the group would receive either form.

During the group testing session, a cover letter (see Appendix A) describing the research and a consent form (see Appendix B) was given to each participant. The nature, procedure and expected outcome of the research, as well as the rights of the participants were explained. Participants were reminded that their participation was voluntary and that they would participate anonymously. It was also explained that all information provided would be confidential.

The researcher used the standard University Research Committee consent form (see Appendix B) and also the standard university cover letter (see Appendix A).

The above documents were appropriately altered to meet the requirements of the present study. Participants were asked to give their written informed consent for participation in the study by signing and dating the consent form and putting their initials against each section as an indication that they understood and agreed to the conditions. The researcher handed out Form A to 50 students seated at the front of the lecture hall and Form B to 50 students seated at the back of the lecture hall. Thereafter, participants were asked to complete the questionnaire. It was arranged that the researcher would contact the participants at a later date to give verbal feedback in a group setting. Although names and contact numbers were recorded for feedback purposes, confidentiality and anonymity were maintained for the duration of the study.

#### **4.9. Data analysis**

According to Trochim (2006) data analysis involves a sequence of three major steps in this order: data preparation, descriptive statistics, and inferential statistics.

##### **4.9.1. Data preparation**

Data preparation involves checking or logging the data in, checking the data for accuracy, entering the data into the computer, transforming the data, and developing and documenting a database structure that integrates the various measures (Trochim, 2006). Since the data were obtained on the same day and time, the researcher was ready to do a comprehensive data analysis immediately after collecting the data. As soon as the data were collected, the researcher screened them for accuracy (Trochim, 2006). The issues addressed in the data screening included the legibility of responses, and if responses were complete (Trochim, 2006).

With the help of a statistician the researcher used a database program to store the data for the study so that it could be accessed in subsequent data analyses. Usually database programs are the more complex of the two and would allow the analyst greater flexibility in manipulating the data (Trochim, 2006). The researcher entered all the data into the computer for analysis. In order to assure a high level of data accuracy the researcher re-checked the data twice.

Once the data had been entered it is almost always necessary to transform the raw data into variables that are usable in the analyses (Trochim, 2006). Once

individual scale items have been transformed the researcher will often want to add or average across individual items to get a total score for the scale (Trochim, 2006).

#### 4.9.1.1. Manipulation check

For the manipulation check, comprising Part III of the questionnaire each item was given a score for the appropriate correct answer regardless of the form the participants completed. Table 1 below presents the correct responses for the items in Part III. Each participant received a score out of 10 where 1 = Yes and 2 = No. The manipulation check was used to verify whether participants had accurately read and interpreted the instructions they were assigned regardless of the questionnaire received.

Table 3

*Correct responses for items in both sets of questionnaires*

Item	Correct Response
1. Maintain order by hitting the prisoners	2
2. Count the prisoners three times per day	1
3. Create a sense of frustration and fear in the prisoners	2
4. Create feelings of boredom in the prisoners	2
5. Ensure that prisoners have no privacy at all	2
6. Prevent prisoners from saying or doing what is not permissible	2
7. Punish prisoners by instructing them to do push ups	2
8. Punish prisoners by using psychological tactics	2
9. Reward prisoners for good behaviour	1
10. Play music on the intercom	1

Statistical reliability for summated scores was obtained by using Cronbach's alpha. The reliability coefficient for the total score was 0.62. The cut-off points for usage of interpretation for the total number of correct answers were as follow: above

six was a high score, between four and six (inclusive) was an average score and less than four was a low score.

#### 4.9.1.2. Data categorization

The 50 items of Part II of the questionnaire were categorized into three constructs namely: pleasant behaviour items, unpleasant behaviour items, and control items. Reliability is an issue when variables are developed from summated scales (Reynaldo & Santos, 1999). Since summated scales are an assembly of interrelated items designed to measure underlying constructs it is important to know whether the same set of items would elicit the same responses with a different population (Reynaldo & Santos, 1999).

Cronbach's alpha was used to test the reliability of the items in the three different constructs. Alpha coefficients range from 0 to 1, where the higher the score the more reliable the generated scale is (Reynaldo & Santos, 1999). Nunnally (1978) has indicated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in literature. The items of the questionnaire are thus categorized further as follows:

##### 4.9.1.2.1. Pleasant behaviour items

This subscale included statements about behaviours that were enjoyable. Examples of statements on this subscale include the following: feed prisoners a big dinner, and treat prisoners with respect. The items that comprise this subscale include: 4, 6, 9, 11, 13, 19, 21, 23, 25, 28, 29, 32, 34, 36, 39, 42, 43, 45, 47 and 50.

##### 4.9.1.2.2. Unpleasant behaviour items

This subscale included statements about behaviours that were cruel or harsh. Examples of statements on this subscale include the following: punish prisoners by chaining their feet together, and punish prisoners when one prisoner defies the rules. The items that comprise this subscale include: 3, 5, 7, 8, 10, 12, 15, 18, 24, 26, 27, 30, 33, 35, 37, 38, 40 and 41.

##### 4.9.1.2.3. Control items

This subscale included statements about behaviours that referred to a sense of control. Examples of statements on this subscale include the following: on arrival to

the prison delouse the prisoners, and monitor and consequently minimize the exchange of contraband. The items that comprise this subscale include: 1, 2, 14, 16, 17, 20, 22, 31, 44, 46, 48 and 49.

Statistical reliability for the summated scores of the subscales was obtained by using Cronbach's alpha. The reliability coefficient for pleasant behaviour items was 0.86, for unpleasant behaviour items 0.61, and for control items 0.89. Table 4 below presents the item-total correlation value. On the other hand, Table 5 below presents the cut off points for interpretation for the ratings.

Table 4

*Intercorrelations between subscales*

Subscale	1	2	3
Participants (N = 100)			
1. Pleasant behaviour items	-	-0.55	-0.34
2. Unpleasant behaviour items		-	-0.54
3. Control items			-

Table 5

*Cut-off points for interpretation of the ratings*

Score	Subscale	Interpretation
4 – 5	1	High pleasant behaviours
	2	High unpleasant behaviours
	3	High control behaviours
3	All subscales	Average
1 – 2	1	Low pleasant behaviours
	2	Low unpleasant behaviours
	3	Low control behaviours

#### 4.9.2. Descriptive statistics

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data (Trochim, 2006). With descriptive statistics you are simply describing what is or what the data shows (Trochim, 2006). The aims of the present study were to explore and describe the effects of different instructions and gender. Univariate analysis involves the examination across cases of one variable at a time. There are three major characteristics of a single variable that are usually examined: the distribution, the central tendency, and the dispersion (Trochim, 2006).

#### 4.9.3. Inferential statistics

Nonparametric statistics are inferential procedures that do not require a normal distribution or homogenous variance, and the data may be nominal or ordinal (Heiman, 2001). Since nonparametric statistics do not require a normal distribution, the probability of a Type I error equals the alpha (Heiman, 2001). A  $p$  value of 0.05 is the standard value that is used for most exploratory psychological research, whereas a  $p$  value of 0.01 or 0.001 is considered to be more significant since these  $p$  values are representative of more stringent and rigorous significance levels (Harris, 2003).

With regard to the interpretation of the effect size, the well-established guidelines of Cohen (1988) were used to measure the magnitude of the treatment effect. These guidelines are as follows:

1. .20 is a small effect size
2. .50 is a moderate effect size
3. .80 is a large effect size

To make inferences about the frequencies in the present study the researcher used the chi square procedure. The chi square procedure is the nonparametric inferential procedure for testing whether frequencies in each category in a sample represent those frequencies in the population (Heiman, 2001). The Cramer's  $V$  was employed to transform the chi-square to a range of zero to one, where unity indicates complete agreement between two nominal variables. Cramer's  $V$  is a correlation coefficient that indicates the relationship among two categorical variables. Cramer's  $V$

ranges from -1 to +1, with 0 indicating no relationship and -1 or 1 indicating a perfect relationship (Liebetrau, 1983). A correlation greater than 0.8 is described as a strong correlation, whereas a correlation less than 0.5 is described as a weak correlation (Liebetrau, 1983).

#### **4.10. Ethical considerations**

The ethical issues that were considered in the present study are discussed below.

##### 4.10.1. Institutional approval

Prior to conducting the research the present study was evaluated and approved by the Faculty Research Technology and Innovations and the Research Ethics Committees of the university in which the present study was conducted. The present study was conducted in accordance with the research proposal approved by the Department of Psychology of the university.

##### 4.10.2. Privacy, anonymity and confidentiality

Privacy is “the individual’s right to decide when, where, to whom, and to what extent his or her attitudes, beliefs, and behaviour will be revealed” (Singleton, Straits & McAllister, 1988, p.188). Sieber (1982) views confidentiality as a continuation of privacy, which refers to “agreements between persons that limit others’ access to private information” (p.156). The researcher safeguarded the questionnaires obtained after their completion to ensure confidentiality. The participants were requested not to place their names on the questionnaire for anonymity purposes. Although names and contact numbers were recorded for feedback purposes, confidentiality and anonymity were maintained for the duration of the study.

##### 4.10.3. Informed consent

The language used in the consent form (see Appendix A) was simple, brief and concise. The participants were informed of the nature of the research and that they were free to participate or decline to participate or withdraw at any time from the study. The researcher explained that there were no consequences of declining or



withdrawing from the present study without penalty. Participants were informed that participation in the present study would not result in any additional cost to them.

#### 4.10.4. Research participant debriefing

Participants were informed that upon the completion of the study, they would be contacted by the researcher to provide them with appropriate information about the nature, results, and conclusions of the research.

#### 4.10.5. Right not to be harmed

The participants were informed that there were no significant aspects such as physical risks, discomfort, or unpleasant emotional experience that were expected as a result of their participation.

### **4.11. Conclusion**

This chapter provided a description of the research design and the method employed in this study. The primary aims of the present research, as well as the research methods used in this study, were outlined. A description of the participants and sampling procedure was provided. Furthermore, a brief overview of the measure used to gather data is included. Finally the ethical considerations that were considered in the present study were discussed. The next chapter presents the results of the present study.

## CHAPTER 5

### RESULTS AND DISCUSSION

#### 5.1. Chapter overview

The previous chapter examined the research design and methodology of the study. In this chapter the results of the study are presented and discussed in relation to the aims and the literature review. The primary aim of the study was to explore and describe the effect of the fear and order instructions on expected prison guard role behaviours. In order to achieve this primary aim, the following more specific aims were set:

*Aim 1:* To explore and describe the effect of the fear and order instructions on expected pleasant prison guard role behaviours.

*Aim 2:* To explore and describe the effect of the fear and order instructions on the expected unpleasant prison guard role behaviours.

*Aim 3:* To explore and describe the effect of the fear and order instructions on the expected control prison guard role behaviours.

*Aim 4:* To explore and describe the effect of gender on expected prison guard role behaviours.

A demographic description of the present sample and the responses to the manipulation check are presented and discussed before the results of the study are presented.

#### 5.2. Demographic description of the present study sample

##### 5.2.1. Gender

In the present study, 61 females and 39 males participated. Form A, the fear condition was completed by 34 females and 16 males, while 27 females and 23 males completed Form B, the order condition. There were more female than male participants in both conditions. Refer to Table 6 for the distribution of gender per condition.

Table 6.

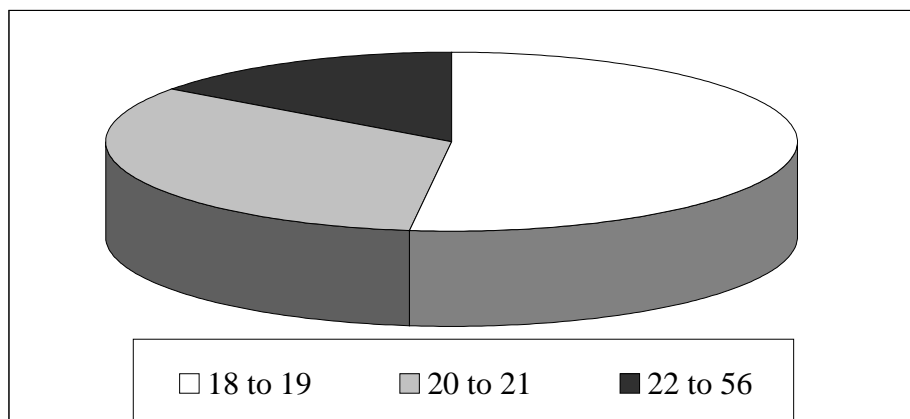
*Percentage of participants by gender and condition*

Condition	Gender	
	Female	Male
Fear	68%	32%
Order	54%	46%

### 5.2.2. Age

The ages of the participants in the sample ranged between 18 and 56 years. Figure 2 presents the age distribution of the total sample.

Figure 2. Age distribution of the total sample.



The majority of participants in the sample fell within the 18-21 age groups. Few participants fell within the 22-56 age groups. Refer to Table 7 for the distribution of age by condition.

Table 7.

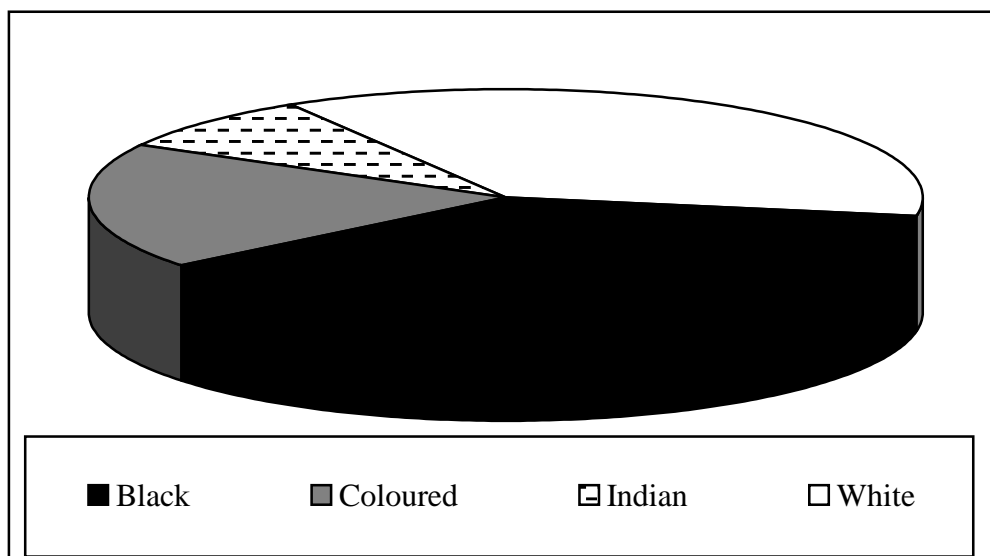
*Percentage of participants by age group and condition*

Condition	Age group		
	18-19	20-21	22-56
<b>Fear</b>	54%	30%	16%
<b>Order</b>	50%	36%	14%

### 5.2.3. Ethnicity

Figure 4 presents the distribution of ethnicity in the present study. In this regard, 46 participants (46%) were White, while 31 (31%) participants were Black, 16 (16%) were Coloured, and 7 (7%) were Indian.

Figure 4. Ethnicity of the total sample.



In both conditions the majority of the participants were White. Refer to Table 8 for the distribution of ethnicity by condition.

Table 8.

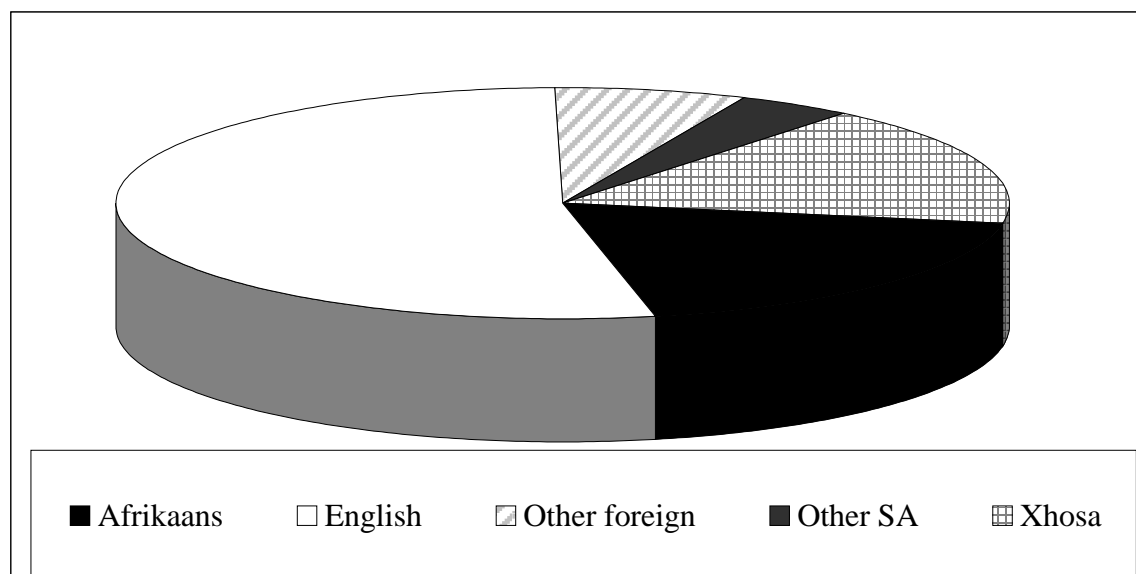
*Percentage of participants by ethnicity and condition*

Condition	Ethnicity			
	Black	Coloured	Indian	White
Fear	34%	8%	14%	44%
Order	28%	24%	0%	48%

#### 5.2.4. Language

With regards to home language, 19 (i.e., 19%) participants were Afrikaans speaking, 53 (i.e., 53%) were English speaking, while 17 (i.e., 17%) were Xhosa speaking. Four participants (4%) indicated other South African languages as their home language i.e. three Tswana and one Venda. Only seven participants (7%) indicated a foreign language other than Afrikaans, English, Xhosa and other South African languages as their home language. Figure 5 presents the home language distribution of the total sample.

Figure 5. Home language of the total sample.



Most participants in both conditions indicated English as their home language. Refer to Table 9 for the language distribution of the sample per condition.

Table 9.

*Percentage of participants by language and condition*

Condition	Language				
	Afrikaans	English	Other foreign	Other South African	Xhosa
<b>Fear</b>	12%	58%	6%	2%	22%
<b>Order</b>	26%	48%	8%	6%	12%

#### 5.2.5. Familiarity with the Stanford Prison Experiment

Only three participants (3%) indicated that they were familiar with the Stanford Prison Experiment.

### 5.3. Manipulation check

The manipulation check was utilised to investigate if the participants read and interpreted the fear and order instructions accurately. The results for the manipulation check will be discussed with the objective of pointing out the distribution of the total scores out of 10. Statistical reliability for the total score on the manipulation check was obtained by using Cronbach's alpha. Alpha coefficients range from 0 to 1, where the higher the score the more reliable the generated scale is (Reynaldo & Santos, 1999). Nunnally (1978) has indicated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in literature. The reliability coefficient for the total score was 0.62. The cut-off points for usage of interpretation for the total number of correct answers were as follows: above six was a high score, between four and six (inclusive) was an average score and less than four was a low score.

#### 5.3.1. Frequencies

Participants who read the fear instructions obtained a total score of between one and seven. Most participants 16 (32%) obtained a total score of three. The

participants who read the order instructions obtained a total score of between three and nine. Most participants 17 (34%) obtained a score of seven, followed by 14 (28%) of participants who obtained a score of six. It can be concluded that participants who read the order instructions obtained a higher total score than participants who read the fear instructions. Refer to Table 10 for the percentage of participants by the total score and condition. In the fear condition, the majority of the participants obtained a total score between two and three (28% and 32% respectively). In the order condition most participants obtained a score between six and seven (28% and 34% respectively).

Table 10.

*Percentage of participants by total score on manipulation check and condition*

<b>Total score out of 10</b>	<b>Condition</b>	
	<b>Fear</b>	<b>Order</b>
1	4%	0%
2	28%	0%
3	32%	6%
4	16%	6%
5	4%	8%
6	10%	28%
7	6%	34%
8	0%	6%
9	0%	12%
10	0%	0%

### 5.3.2. Mean differences

Table 11 presents the mean scores for the total scores in both the fear and order condition.

Table 11.

*Percentage of the total score on the manipulation check by condition*

<b>Condition</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>Low</b>	<b>Average</b>	<b>High</b>	<b>Minimum Score</b>	<b>Maximum Score</b>
Fear condition	3.42	1.58	64%	30%	6%	1	7
Order condition	6.44	1.54	6%	42%	52%	3	9

A minimum score of one and a maximum score of seven was obtained by participants who read the fear instructions, while a minimum score of three and a maximum score of nine was obtained by the participants who read the order instructions. A between-subjects t-test found that participants who read the order instructions obtained a higher score out of 10 ( $M = 6.44$ ,  $SD = 1.54$ ) than the participants who read the fear instructions ( $M = 3.42$ ,  $SD = 1.58$ ). This difference was significant,  $t(98) = -9.68$ ,  $p = .00$ . The effect size  $d$  of 1.94 indicates a large effect. This indicates that the participants who read the order instructions obtained a significantly higher total score.

A chi-square test of independence was performed to examine the relation between the instructions and the total score. The relation between the variables was significant,  $\chi^2(2, N = 100) = 43.27$ ,  $p = .001$ ,  $V = .66$ . Participants who read the order instructions obtained a higher total score than the participants who read the fear instructions.

#### **5.4. The effect of the order and fear instructions on expected pleasant prison guard role behaviours**

Statistical reliability for the items on the pleasant subscale was obtained by using Cronbach's alpha. The reliability coefficient for pleasant behaviour items was 0.86. The cut-off points for usage of interpretation for the total number of correct answers were as follows: above six was a high score, between four and six (inclusive) was an average score and less than four was a low score.



#### 5.4.1. Frequencies

The pleasant behaviour construct was created by combining 20 items. Participants who read the fear instructions indicated that they were most likely to expect 11 of the behaviours namely items: 4, 9, 11, 13, 21, 23, 28, 34, 39, 45, and 47. They indicated that least expected nine of the behaviours as prison guards namely items: 6, 19, 25, 29, 32, 36, 42, 43, and 50. Refer to Appendix E for percentage of responses for each item in the fear condition.

Participants who read the order instructions indicated that they most expected 18 of the behaviours namely items: 4, 6, 9, 11, 13, 19, 21, 23, 25, 28, 29, 34, 36, 39, 42, 45, 47 and 50. Participants least expected two behaviours namely items: 32 and 43. Refer to Appendix F for the percentage of responses for each item in the order condition.

These results indicate that participants who read the order instructions rated 18 out of the 20 items as prison guard role behaviours they most expected. Participants who read the fear instructions rated 11 out of the 20 behaviours as most expected. The instructions read differentially influenced the expected pleasant prison guard role behaviours. The fear and order instructions which detailed the expectations of specific prison guard role behaviour influenced the participant's expectations of adopting the behaviour. Please refer to Appendix E and F for the percentage distributions per item.

#### 5.4.2. Overall mean

Participants who read the fear instructions obtained an average score of 5.32 (*I.71*). Only 9 (18%) of participants received a score less than four. A score of between four and six was obtained by 25 (50%) participants. A high score of seven and above was obtained by 16 (32%) of the participants. Participants who read the order instructions obtained a mean score of 7.45 (*I.33*). None of the participants rated the behaviours a score below four. Only 6 (12%) participants rated the behaviours between four and six. The majority of the participants 44 (88%) rated the pleasant behaviours as highly expected prison guard role behaviours.

#### 5.4.3. Mean differences

A between-subjects t-test found that participants in the order condition ( $M = 7.45$ ,  $SD = 1.33$ ) predicted significantly more pleasant behaviours than participants in the fear condition ( $M = 5.32$ ,  $SD = 1.71$ ). This difference was significant,  $t(98) = -$

6.97,  $p = .001$ . The effect size of  $d$  1.39 indicates a large effect size. A chi-square test of independence was performed to examine the relation between the instructions and the expected pleasant prison guard role behaviours. The relation between the variables was significant,  $\chi^2(2, N = 100) = 30.95, p = .001, V = .54$ . Participants who read the order instructions were more likely to expect pleasant prison guard role behaviours than participants who read the fear instructions. Therefore the null hypothesis that there is no significant relationship between the order and fear instructions on expected pleasant prison guard role behaviours is rejected.

Furr (1997) in a review of published literature notes that each status position has roles, behaviours attached to and expected of the position. The main way roles are taught to individuals is through role expectations (Biddle, 1979). Thus the instructions given to participants in both conditions clarify the expectations of prison guard role behaviour. Participants were exposed to experiences that would lead them to form similar expectations for their own and for others' roles, and these lead them to exhibit or encourage appropriate role behaviour (Biddle, 1979). In the present study the participants were presented with written expectations for prison guard role behaviour. The results indicated that the varied instructions created different expectations for prison guard role behaviour. According to Biddle (1979) for the gullible or illiterate individual the fact that an expectation is written down, suggests that individuals should conform to it. On the other hand, even for the sophisticated individual written expectations have an importance beyond the overt expectations (Biddle, 1979).

A self-prescription is self-motivating; however, prescriptions for others are linked with the encouragement of compliance (Biddle, 1979). In the present study the participants complied with the prescribed behaviour set by the expectations for prison guard role behaviour. The best predictor of behaviour is intention, which is defined as the cognitive representation of an individual's readiness to perform a given behaviour (Ajzen, 1991). In the present study the intent to perform the prison guard role behaviour was examined through the role expectations. The role expectations were created through the superintendent's instructions for expected prison guard role behaviour (Ajzen, 2006). The participants in the order condition demonstrated more intent to perform the pleasant behaviours than the participants in the fear condition.

Research on obedience to authority has demonstrated that volunteer participants were willing to perform meaningless tasks for long hours to abide by instructions (Orne & Whitehouse, 2000). All the participants in the present study

volunteered to participate in the present study. Furthermore they seemed willing to adopt the behaviours based on the instructions. The participants may also have been influenced by receiving instructions from a superior, the 'superintendent'. In the Hofling Hospital Experiment at the debriefing session, the nurses reported that because the doctor was superior in rank to them, they would have obeyed his instructions (Hofling, 1966).

### **5.5. The effect of the order and fear instructions on the expected unpleasant prison guard role behaviours**

Statistical reliability for the items on the unpleasant subscale was obtained by using Cronbach's alpha. The reliability coefficient for pleasant behaviour items was 0.61. The cut-off points for usage of interpretation for the total number of correct answers were as follows: above six was a high score, between four and six (inclusive) was an average score and less than four was a low score.

#### **5.5.1. Frequencies**

The unpleasant behaviour construct was created by combining 18 items. Participants who read the fear instructions rated four items as prison guard role behaviours they most expected namely items: 3, 5, 26, and 30. Participants in the fear condition rated 14 items as prison guard role behaviours they least expected namely items: 7, 8, 10, 12, 15, 18, 24, 27, 33, 35, 37, 38, 40 and 41. Refer to Appendix E for the percentage of responses for each item in the fear condition.

Participants who read the order instructions rated only one item as a prison guard role behaviour they most expected i.e. item 30. Participants in the order condition rated 17 items as prison guard role behaviours they least expected namely items: 3, 5, 7, 8, 10, 12, 15, 18, 24, 26-27, 33, 35, 37, 38, 40 and 41. Refer to Appendix F for the percentage of responses for each item in the order condition.

These results indicate that participants who read the order instructions rated 1 out of the 18 items as prison guard role behaviours they most expected. On the other hand participants who read the fear instructions rated 4 out of the 18 items as prison guard role behaviours they most expected. The specific instructions read influenced the expected unpleasant prison guard role behaviours. The participants in the fear

condition predicted more unpleasant prison guard role behaviours than the participants in the order condition.

### 5.5.2. Overall mean

Participants who read the fear instructions obtained an average score of 4.28 ( $1.85$ ). A score of less than four was obtained by 20 (40%) of participants. A score of between four and six was obtained by 22 (44%) of participants. Lastly a high score of seven and above was obtained only by 8 (16%) of the participants. Participants who read the order instructions obtained an average score of 2.26 ( $1.33$ ). Most participants, 45 (90%) rated the behaviours below a score of four. Only 5 (10%) participants rated the behaviours between four and six. None of the participants rated the behaviours as a high score i.e. between seven and ten.

### 5.5.3. Mean differences

A between-subjects t-test found that participants in the fear condition ( $M = 4.28$ ,  $SD = 1.85$ ) predicted significantly more unpleasant behaviours than participants in the order condition ( $M = 2.26$ ,  $SD = 1.33$ ). This difference was significant,  $t(98) = 6.26$ ,  $p = .001$ . The effect size  $d$  of 1.29 indicated a large effect. This indicates that the written expectations influenced the intent to perform the behaviour. In the fear condition, participants were given a long and detailed instruction. This thorough instruction was associated with more unpleasant behaviours. On the other hand, participants in the order condition predicted less unpleasant behaviours.

A chi-square test of independence was performed to examine the relation between the instructions and the expected unpleasant prison guard role behaviours. The relation between the variables was significant,  $\chi^2(2, N = 100) = 25.69$ ,  $p = .001$ ,  $V = .49$ . Participants who read the order instructions expected more unpleasant prison guard role behaviours than participants who read the fear instructions. Therefore the null hypothesis that there is no significant relationship between the order and fear instructions on expected unpleasant prison guard role behaviours is rejected.

In support of the above results, most individuals conform because in most contexts there are rules indicating how individuals should behave. These rules are known as social norms (Baron & Byrne, 2003). In some instances some social norms are implicit or explicitly stated. In the present study the rules for expected prison guard role behaviour were both implicit and explicit. In Form A (see appendix C), the

norms are explicitly stated, whereas in Form B (appendix D), the instructions are implicitly stated. Most individuals obey both implicit and explicit social norms (Baron & Byrne, 2003). There are various forms of human obedience that is, obedience to laws, obedience to social norms, obedience to God, and obedience to the government, to mention a few (Tyler, 1990). The norm of obedience to authority is the view that people should obey commands by an individual with authority. Injunctive norms specify what ought to be done in a given context (Baron & Byrne, 2003). The instructions in the present study specified the expected prison guard role behaviour.

## **5.6. The effect of the order and fear instructions on the expected control prison guard role behaviours**

Statistical reliability for the items on the control subscale was obtained by using Cronbach's alpha. The reliability coefficient for pleasant behaviour items was 0.89. The cut-off points for usage of interpretation for the total number of correct answers were as follows: above six was a high score, between four and six (inclusive) was an average score and less than four was a low score.

### **5.6.1. Frequencies**

The control behaviour construct was created by combining 12 items. Participants who read the fear instructions rated nine items as most expected prison guard role behaviours namely: 1-2, 14, 17, 20, 22, 31, 46, and 48. Refer to Appendix E for the percentage of responses for each item in the fear condition.

Most participants who read the order instructions rated six items as most expected prison guard role behaviours namely items: 1, 14, 20, 31, 44, and. Participants in the order condition rated six items as least expected prison guard role behaviours namely items: 2, 16-17, 22, 48, and 49. Refer to Appendix F for the percentage of responses for each item in the order condition.

These results indicate that participants who read the order instructions rated 6 out of the 12 items as most expected prison guard role behaviours. On the other hand participants who read the fear instructions rated 9 out of the 12 items as expected prison guard role behaviours. The instructions read influenced the likelihood of the control prison guard role behaviours.

### 5.6.2. Overall mean

Participants who read the fear instructions obtained a mean score of 6.30 (*1.50*). Only 5 (10%) participants obtained a score less than four. A score of between four and six was obtained by 14 (28%) participants. A high score of seven and above was obtained by 31 (62%) of the participants. Participants who read the order instructions obtained a mean score of 5.74 (*1.51*). Only 8 (16%) participants rated the behaviours below a score of four. An average rating of between 4 and 6 was assigned by 17 (34%) participants. Most participants 25 (50%) rated the behaviours as a high score i.e. between seven and ten.

### 5.6.3. Mean difference

A between-subjects t-test found that participants in the fear condition ( $M = 6.30$ ,  $SD = 1.50$ ) predicted more control behaviours than participants in the order condition ( $M = 5.74$ ,  $SD = 1.51$ ). This difference was not significant,  $t(98) = 1.88$ ,  $p = .06$ . This indicates that there was a difference between the two conditions, however it was not significant.

A chi-square test of independence was performed to examine the relation between the instructions and the expected control prison guard role behaviours. The relation between the variables was not significant  $\chi^2(1, N = 100) = 1.63$ ,  $p = .45$ . All the participants indicated that they expect control prison guard role behaviours. Therefore the null hypothesis that there is no significant relationship between the order and fear instructions on expected control prison guard role behaviours is accepted.

In the present study, 61 females and 39 males participated. Men have stronger needs for power and control than women (Doyle, 1983). The unequal gender distribution in the present sample could explain the lack of relationship. Biddle (1979) noted that expectations are also time binding. They are formed from preceding experiences, which are later integrated into present behaviour (Biddle, 1979). An additional explanation could be that control behaviours were perceived as essential behaviours for prison guards. One research participant indicated that with the current crime situation in South Africa, he would use all the necessary force to deal with criminals (personal communication, May 7, 2008). Participants in the fear condition obtained a mean score of 6.30 while participants in the order condition obtained a mean score of 5.74 indicating that average control behaviours were expected for

prison guard role behaviour. The mean difference between both the participants who read the fear and order instructions was not significant.

Human behaviour is influenced by context and personal identity (Biddle, 1979). However, this does not account for individual differences between people in the same context (Biddle, 1979). The present study research participants live in South Africa, in a culture that is engulfed by crime (South African Police Service, 2008). As people grow up, they unconsciously make conforming to cultural abstractions a part of themselves, rarely questioning their correctness (Robertson, 1987). This process, called internalisation, leads people to conform automatically to cultural expectations (Robertson, 1987). Culture influences behaviour through shared rules and symbolic meaning. More specifically, through norms and values (Furr, 1997).

### **5.7. The effect of gender on expected prison guard role behaviours**

Univariate analysis of variance found no effect of gender on the manipulation check,  $F(1, 96) = 1.33, p = .25$ . There was a slight interaction between gender and manipulation check, however this was not significant. A MANOVA was used to examine the association between gender as the independent variable, and (pleasant behaviour items, unpleasant behaviour items and control behaviour items) as the dependent variables. The effect of gender on the summated scores was not significant,  $F(3, 94) = .22, p = .88$ . However, there was a slight interaction between the pleasant behaviour items and control items for both genders. This interaction was not significant. The null hypothesis that there is no significant relationship between gender and expected prison guard role behaviour is therefore accepted.

In the present study, 61 females and 39 males participated. Men have stronger needs for power and control than women (Doyle, 1983). All cultures have a unique system of behavioural expectations for women and men, consequently differences in gender appropriate behaviour are very broad (Furr, 1997). Men and women perform different social roles and as a result they exhibit a collection of different behaviours (Marini, 1990). Men are socialised to be more assertive, autonomous, competitive and logical (Furr, 1997). Furthermore, one of the most documented differences between the sexes is the tendency for men to be more aggressive (Marini, 1990). Research on stereotypes of men and women behaviour demonstrates that genuine behavioural

differences exist between the sexes (Eagly, 1995; Swim, 1994). Conforming to masculine stereotypes is deemed pleasant to many men (Furr, 1997). As with the above aim, the unequal gender distribution in the present sample could explain the lack of relationship between gender and expected prison guard role behaviours.

Furthermore, the majority of the participants in both conditions were White 46 (46%), while 31 (31%) participants were Black, 16 (16%) were Coloured, and 7 (7%) were Indian. It may be speculated that the gender and sex stereotypes might have influenced the responses because in the present study, the majority of participants were female and White. In South Africa, Prinsloo (1992) conducted a study with college students concerning gender stereotypes. Prinsloo (1992) found that White South Africans defined masculinity in terms of unemotional traits. On the other hand Black participants defined masculinity in terms of dominance and control. With regards to femininity, Black students defined it in terms of appearance while Whites defined it in terms of inner sensitivity (Prinsloo, 1992).

## **5.8. Conclusion**

This chapter presented the results of the study according to the aims. The pleasant and unpleasant behaviours constructs were found to be significant. This indicates that the role expectations created by the instructions influenced the participant's intent to perform the behaviour. The next chapter presents the limitations and recommendations of the present study.



## CHAPTER 6

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

#### 6.1. Chapter overview

This chapter presents the conclusions and limitations of the study and offers recommendations for future research.

#### 6.2. Conclusions of the present study

The study explored and described the effect of the fear and order instructions on expected prison guard role behaviours. The null hypothesis that there is no significant relationship between the order and fear instructions and expected pleasant prison guard role behaviours is rejected. Participants who read the order instructions were more likely to expect pleasant prison guard role behaviours than participants who read the fear instructions. The null hypothesis that there is no significant relationship between the order and fear instructions and expected unpleasant prison guard role behaviours is rejected. Participants who read the fear instructions expected more unpleasant prison guard role behaviours than participants who read the order instructions.

The null hypothesis that there is no significant relationship between the order and fear instructions and expected control prison guard role behaviours is accepted. All the participants indicated that they expected control prison guard role behaviours. Human behaviour is influenced by context and personal identity (Biddle, 1979). However, this does not account for individual differences between people in the same context (Biddle, 1979).

The null hypothesis that there is no significant relationship between gender and expected prison guard role behaviour is accepted. There was no significant difference between females and males and their expected prison guard role behaviours. The next section examines the limitations of the study.

#### 6.3. Limitations

There is no perfect investigation, it is impossible to eliminate all problems (Drew, Hardman & Hart, 1996). Potential limitations are often numerous even in the most carefully planned research study (De Vos, Strydom, Fouché, & Delport, 2005).

Limitations originate from two sources: decisions about how to conduct the study in the first place, and problems arising from conducting the study itself (Cone & Foster, 2006). The limitations of the present study are discussed.

On the day of the administration of the questionnaire most participants who had indicated interest with participation in the study withdrew. Students who withdrew from the study sat in the same venue and were reminded by the researcher to maintain silence while the participants completed the questionnaire. The target sample size was 200 participants, however only 100 individuals participated. The bigger sample size may have provided an equal distribution of gender. In the present sample 61 (61%) were female and 39 (39%) were male. Furthermore, the researcher experienced difficulty setting a time for the administration of the questionnaire that would suit most participants. Eventually the researcher administered the questionnaire during the allocated class time for the undergraduate psychology module.

The assessment measure used in the study was not a standardized measure. The validity of the measure is of concern due to the fact that it had not been pilot tested to verify test adaptation. Lastly, numerous studies focus on what makes people turn evil. There is limited research being conducted that examines expected prison guard behaviour.

#### **6.4. Recommendations**

Drawing from the limitations of the present study, the following recommendations for future research are made. Pilot testing newly constructed questionnaires is essential so as to ensure that errors of whatever nature can be rectified immediately at little cost (De Vos, et al., 2005). Future research should try to obtain as more males which would make the distribution of gender equal.

#### **6.5. Conclusion**

This chapter examined the conclusions, limitations, and recommendations of the present study. The main conclusions of this study suggest that the order and fear instructions influenced the expected pleasant and unpleasant prison guard role behaviours differently. Participants who read the order instructions expected more pleasant prison guard role behaviours while participants who read the fear instructions expected more unpleasant prison guard role behaviours. There was no significant difference between gender and the expected prison guard role behaviour.

In conclusion the present study revealed new dimensions in social psychology of role expectations and expected behaviour and the significance of conducting future research in this area. The order and fear instructions created different expectations for prison guard role behaviours. This research can be applied to many forms of human behaviour more specifically when dealing with different implicit and explicit expectations.

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## Appendix A: Cover letter



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**Department of Psychology**  
Tel: +27 (0)41 504-2354 Fax: +27 (0)41-583-3152  
psychology@nmmu.ac.za

**7 May 2008**

**Contact Person: S Githaiga**

Dear Participant,

You are being asked to participate in a research study. We will provide you with the necessary information to assist you to understand the study and explain what would be expected of you. These guidelines will include the risks, benefits, and your rights as a study participant. Please feel free to ask the researcher to clarify anything that is not clear to you.

To participate, it will be required of you to provide written consent that will include your signature, date and initials to verify that you understand and agree to the conditions.

You have the right to query concerns regarding the study at any time. Immediately report any new problems during the study, to the researcher. Telephone numbers of the researcher are provided.

Furthermore, it is important that you are aware of the fact that the study has to be approved by the Research Ethics Committee (Human) of the University. The REC-H consist of a group of independent experts that have the responsibility to ensure that the rights and welfare of participants, in research are protected and that studies are conducted in an ethical manner. Studies cannot be conducted without REC-H's approval. Queries with regard to your rights as a research subject can be directed to the Research Ethics Committee (Human) you can call the Director: Research Capacity Development at (041) 504-2538.

If no one can assist you, you may write to: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031.

Participation in research is completely voluntary. You are not obliged to take part in any research.

If you participate, you have the right to withdraw at any time during the study without penalty or loss of benefits. However, if you do withdraw from the study, you should return for a final discussion in order to terminate the research in an orderly manner.

If you fail to follow instructions, or if your medical condition changes in such a way that the researcher believes that it is not in your best interest to continue in this study, or for administrative reasons, your participation maybe discontinued. The study may be terminated at any time by the researcher or the Research Ethics Committee (Human) that initially approved the study.

Although your identity will, at all times remain confidential, the results of the research study may be presented at scientific conferences or in specialist publications.

Should you require any further information please do not hesitate to contact me on (041) 504- 2330.

Yours sincerely

Miss Sandra Githaiga  
**RESEARCHER**

Prof. C. N. Hoelson  
**SUPERVISOR**

Prof. M. B. Watson  
**HEAD OF DEPARTMENT**

## NELSON MANDELA METROPOLITAN UNIVERSITY

### INFORMATION AND INFORMED CONSENT FORM

<b>Title of the research project</b>	The effect of varied instructions on prison guard role behaviour expectations
<b>Reference number (for official use)</b>	
<b>Principal investigator</b>	Miss Sandra Githaiga
<b>Address</b>  <b>Postal Code</b>	NMMU Department of Psychology P O Box 77000 6031
<b>Contact telephone number (private numbers not advisable)</b>	041 504 2330

<b>A. DECLARATION BY OR ON BEHALF OF PARTICIPANT (Person legally competent to give consent on behalf of the participant)</b>	<b>Initial</b>
<p>I, the participant and the undersigned I.D. number</p> <p><b>OR</b></p> <p>I, in my capacity as of the participant I.D. number</p> <p>Address (of participant)</p>	
<p><b>A.1 I HEREBY CONFIRM AS FOLLOWS:</b></p> <p>1. I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by</p> <p style="margin-left: 150px;">of the Department of in the Faculty of</p> <p style="margin-left: 150px;">of the Nelson Mandela Metropolitan University.</p>	
<p>2. <b>The following aspects have been explained to me, the participant:</b></p> <p>2.1 <b>Aim:</b> An exploration of prison guard role behaviour</p>	

2.2	<p><b>Procedures:</b> I understand that I will be provided with a questionnaire that will take approximately one hour to complete and I will receive general feedback regarding the results of the study after its completion</p>	
2.3	<p><b>Risks:</b> There is no risk</p>	
2.4	<p><b>Possible benefits:</b> None</p>	
2.5	<p><b>Confidentiality:</b> My identity will not be revealed in any discussion, description or scientific publications by the investigators.</p>	
2.6	<p><b>Access to findings:</b> Any new information/or benefit that develops during the course of the study will be shared as follows: The researcher will provide information in the form of a research report or feedback sessions to the participants.</p>	
2.7	<p><b>Voluntary participation/refusal/discontinuation:</b></p> <p>My participation is voluntary <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>My decision whether or not to participate will in no way affect my present or future care/employment/lifestyle <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE</p>	
3.	<p>The information above was explained to me/the participant by</p> <p><input type="text" value="Miss Sandra Githaiga"/></p> <p>in <input type="checkbox"/> Afrikaans <input type="checkbox"/> English <input checked="" type="checkbox"/> Xhosa <input type="checkbox"/> Other <input type="checkbox"/></p> <p>I was given the opportunity to ask questions and all these questions were answered satisfactorily.</p>	
4.	<p>No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalization.</p>	
5.	<p>Participation in this study will not result in any additional cost to myself.</p>	

**A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT**

Signed/confirmed at			on		20
Signature or right thumb print of participant	Signature of witness				
	Full name of witness				

**B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)**

I,.....  
 .....declare that

- I have explained the information given in this document to

(name of patient/participant)

and/or his/her representative

(name of representative)

- he/she was encouraged and given ample time to ask me any questions;

- this conversation was

conducted in

Afrikaans  English  Xhosa  Other

and no translator was used / this conversation was translated into

(language) by

- I have detached Section D and handed it to the participant

YES  NO

Signed/confirmed at

	on		20
--	----	--	----

Signature of interviewer	Signature of witness				
	Full name of witness				

**D. IMPORTANT MESSAGE TO PATIENT/REPRESENTATIVE OF PARTICIPANT**

Dear participant/representative of the participant

Thank you for your/the participant's participation in this study. Should, at any time during the study:

- an emergency arise as a result of the research, or
- you require any further information with regard to the study, or
- the following occur

--

(indicate any circumstances which should be reported to the investigator)

Kindly contact  
at telephone no

Miss Sandra Githaiga
041 504 2330

(it must be a number where help will be available on a 24 hour basis, if the research project warrants it)

## Appendix C: Form A

**PLEASE DO NOT PUT YOUR NAME ON THIS FORM. ALL RESPONSES ON THIS QUESTIONNAIRE ARE ANONYMOUS AND CONFIDENTIAL**

**PART I: INSTRUCTIONS**

Please listen carefully to instructions which will be given to you as we go along

Please answer all questions accurately

Please do not turn on to the next page unless instructed to do so by the researcher

**Imagine that you have recently gained employment in a nearby prison as a prison guard**

**PLEASE WAIT FOR FURTHER INSTRUCTIONS BEFORE TURNING THIS PAGE**



**PART II: INSTRUCTIONS:** Please read the paragraph below and then wait for further instructions.

The orders from your superintendent on your role as a prison guard are to:

I have to explain to you that you can not in any way hit the prisoners, but you can create in the prisoners, feelings of boredom, a sense of frustration, can create a sense of fear in them to some degree, can create a notion of arbitrariness, that their life is totally controlled by us, by the system you-me, the prisoners will have no privacy at all, their cells... they will be sleeping in rooms with bars on them. That there will be constant surveillance, nothing they do will go unobserved. They (prisoners) have no frame of action, they can do nothing or say nothing that we do not permit. We are going to take away individuality, in various ways; in general, what all this leads to is a sense of powerlessness. That is we have total power in the situation and they have none.

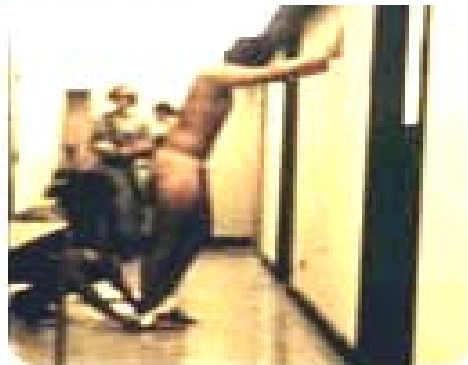
**PLEASE WAIT FOR FURTHER INSTRUCTIONS  
BEFORE TURNING THIS PAGE**

**PART III: INSTRUCTIONS:** Indicate which of the following would be expected prison guard behaviour based on your superintendent's orders specified in the previous part. For each item, circle the most appropriate number on a 2-point scale (1=Yes and 2=No). When finished, wait for further instructions.

1	Maintain order by hitting the prisoners	1	2
2	Count the prisoners three times per day	1	2
3	Create a sense of frustration and fear in the prisoners	1	2
4	Create feelings of boredom in the prisoners	1	2
5	Ensure that prisoners have no privacy at all	1	2
6	Prevent prisoners from saying or doing what is not permissible	1	2
7	Punish prisoners by instructing them to do push ups	1	2
8	Punish prisoners by using psychological tactics	1	2
9	Reward prisoners for good behaviour	1	2
10	Play music on the intercom	1	2

**PLEASE WAIT FOR FURTHER INSTRUCTIONS  
BEFORE TURNING THIS PAGE**

**PART IV: INSTRUCTIONS:** Please look at the following photos while waiting for further instructions



**PLEASE WAIT FOR FURTHER INSTRUCTIONS  
BEFORE TURNING THIS PAGE**

**PART V: INSTRUCTIONS:** Please indicate the way you would behave as a prison guard based on the instructions given to you earlier. For each item, circle the most appropriate number on a 5-point scale (1=No, never ... 5=Yes, definitely).

1	Punish prisoners who start rebellions by placing them in solitary confinement	1	2	3	4	5
2	Refer to prisoners only by the number on their uniforms	1	2	3	4	5
3	Punish prisoners by removing their beds from their cells	1	2	3	4	5
4	Allow prisoners to form a sports team	1	2	3	4	5
5	Punish prisoners by chaining their feet together	1	2	3	4	5
6	Consistently reward the prisoners for good behaviour	1	2	3	4	5
7	Strip prisoners naked for not following rules	1	2	3	4	5
8	Punish prisoners for no reason	1	2	3	4	5
9	Allow prisoners to be physically active outside	1	2	3	4	5
10	Punish all prisoners, when one prisoner defies rules	1	2	3	4	5
11	Ensure prisoners with special diets receive their meals everyday	1	2	3	4	5
12	Force prisoners to eat their meals even if they do not want to	1	2	3	4	5
13	Report any mistreatment of prisoners by other guards	1	2	3	4	5
14	Allow prisoners three supervised toilet visits	1	2	3	4	5
15	Threaten prisoners with bodily harm	1	2	3	4	5
16	Censor prisoner's communication with family	1	2	3	4	5
17	On arrival at the prison, search and strip prisoners naked	1	2	3	4	5
18	Punish prisoners by harassing and intimidating them	1	2	3	4	5
19	Treat prisoners with respect	1	2	3	4	5
20	Conduct counts of prisoners three times a day for 10 minutes	1	2	3	4	5
21	Notify prisoners of their rights in the prison	1	2	3	4	5
22	On arrival to the prison, delouse prisoners with a spray	1	2	3	4	5
23	Allow prisoners two hours a day for reading	1	2	3	4	5
24	Handcuff and blindfold a prisoner in the counselling office	1	2	3	4	5
25	Notify prisoners of their responsibilities in the prison	1	2	3	4	5
26	Punish prisoners by instructing them to do push ups	1	2	3	4	5
27	Make other prisoners sit or step on the backs of fellow prisoners doing their push ups	1	2	3	4	5
28	Provide reading materials to prisoners	1	2	3	4	5
29	Reward good prisoners by placing them in a privilege cell	1	2	3	4	5
30	Punish prisoners by using psychological tactics instead of physical ones	1	2	3	4	5
31	Punish prisoners by putting "bad" prisoners in "bad" cells	1	2	3	4	5
32	Play music on the intercom	1	2	3	4	5
33	Force prisoners to urinate or defecate in a bucket that was left in their cells after lights out "lock-up"	1	2	3	4	5
34	Safeguard prisoners' physical health	1	2	3	4	5
35	Punish prisoners by refusing them to empty the buckets	1	2	3	4	5
36	Allow prisoners to watch television	1	2	3	4	5
37	Force prisoners to clean out toilet bowls with their own hands	1	2	3	4	5
38	Punish prisoners by increasing the duration of counts to several hours each	1	2	3	4	5
39	Safeguard prisoners' mental health	1	2	3	4	5
40	Make the prisoners do push ups, jumping jacks, whatever the guards think up	1	2	3	4	5

(1=No, never ... 5=Yes, definitely)						
41	Make prisoners chant out repetitively that a specific prisoner has been bad	1	2	3	4	5
42	Allow prisoners to decorate their cells	1	2	3	4	5
43	Reward prisoners by organizing a braai for them every weekend	1	2	3	4	5
44	Monitor and consequently minimize the exchange of contra band	1	2	3	4	5
45	Protect prisoners from any form of abuse	1	2	3	4	5
46	Punish prisoners for breaking prison rules	1	2	3	4	5
47	Allow prisoners to practice proper hygiene	1	2	3	4	5
48	Monitor what the prisoners discuss by bugging the cells	1	2	3	4	5
49	Limit prisoners to 10 minutes of visiting time with family per visit	1	2	3	4	5
50	Feed prisoners a big dinner	1	2	3	4	5

**PART VI: INSTRUCTIONS:** Please fill in the following details or tick (x) the appropriate answer.

1	Gender	Female <sub>1</sub>	Male <sub>2</sub>
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2	Age	
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3	Ethnicity	White <sub>1</sub>	Coloured <sub>2</sub>	Black <sub>3</sub>	Indian <sub>4</sub>
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4	Language	Afrikaans <sub>1</sub>	English <sub>2</sub>	Xhosa <sub>3</sub>	Other South African <sub>4</sub>	Other foreign <sub>5</sub>
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5	Are you familiar with the Stanford Prison Experiment?	Yes <sub>1</sub>	No <sub>2</sub>
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**THE END**

**THANK YOU FOR TAKING TIME TO COMPLETE  
THIS QUESTIONNAIRE**

## Appendix D: Form B

**PLEASE DO NOT PUT YOUR NAME ON THIS FORM. ALL RESPONSES ON THIS QUESTIONNAIRE ARE ANONYMOUS AND CONFIDENTIAL**

**PART I: INSTRUCTIONS**

Please listen carefully to instructions which will be given to you as we go along

Please answer all questions accurately

Please do not turn on to the next page unless instructed to do so by the researcher

**Imagine that you have recently gained employment in a nearby prison as a prison guard**

**PLEASE WAIT FOR FURTHER INSTRUCTIONS BEFORE TURNING THIS PAGE**

**PART II: INSTRUCTIONS:** Please read the paragraph below and then wait for further instructions.

The order from your superintendent on your role as a prison guard is to:

**Maintain a reasonable degree of order within the prison necessary for its effective functioning.**

**PLEASE WAIT FOR FURTHER INSTRUCTIONS  
BEFORE TURNING THIS PAGE**

**PART III: INSTRUCTIONS:** Indicate which of the following would be expected prison guard behaviour based on your superintendent's order specified in the previous part. For each item, circle the most appropriate number on a 2-point scale (1=Yes and 2=No). When finished, wait for further instructions.

1	Maintain order by hitting the prisoners	1	2
2	Count the prisoners three times per day	1	2
3	Create a sense of frustration and fear in the prisoners	1	2
4	Create feelings of boredom in the prisoners	1	2
5	Ensure that prisoners have no privacy at all	1	2
6	Prevent prisoners from saying or doing what is not permissible	1	2
7	Punish prisoners by instructing them to do push ups	1	2
8	Punish prisoners by using psychological tactics	1	2
9	Reward prisoners for good behaviour	1	2
10	Play music on the intercom	1	2

**PLEASE WAIT FOR FURTHER INSTRUCTIONS  
BEFORE TURNING THIS PAGE**



**PART IV: INSTRUCTIONS:** Please look at the following photos while waiting for further instructions



**PLEASE WAIT FOR FURTHER INSTRUCTIONS  
BEFORE TURNING THIS PAGE**

**PART V: INSTRUCTIONS:** Please indicate the way you would behave as a prison guard based on the instructions given to you earlier. For each item, circle the most appropriate number on a 5-point scale (1=No, never ... 5=Yes, definitely).

1	Punish prisoners who start rebellions by placing them in solitary confinement	1	2	3	4	5
2	Refer to prisoners only by the number on their uniforms	1	2	3	4	5
3	Punish prisoners by removing their beds from their cells	1	2	3	4	5
4	Allow prisoners to form a sports team	1	2	3	4	5
5	Punish prisoners by chaining their feet together	1	2	3	4	5
6	Consistently reward the prisoners for good behaviour	1	2	3	4	5
7	Strip prisoners naked for not following rules	1	2	3	4	5
8	Punish prisoners for no reason	1	2	3	4	5
9	Allow prisoners to be physically active outside	1	2	3	4	5
10	Punish all prisoners, when one prisoner defies rules	1	2	3	4	5
11	Ensure prisoners with special diets receive their meals everyday	1	2	3	4	5
12	Force prisoners to eat their meals even if they do not want to	1	2	3	4	5
13	Report any mistreatment of prisoners by other guards	1	2	3	4	5
14	Allow prisoners three supervised toilet visits	1	2	3	4	5
15	Threaten prisoners with bodily harm	1	2	3	4	5
16	Censor prisoner's communication with family	1	2	3	4	5
17	On arrival at the prison, search and strip prisoners naked	1	2	3	4	5
18	Punish prisoners by harassing and intimidating them	1	2	3	4	5
19	Treat prisoners with respect	1	2	3	4	5
20	Conduct counts of prisoners three times a day for 10 minutes	1	2	3	4	5
21	Notify prisoners of their rights in the prison	1	2	3	4	5
22	On arrival to the prison, delouse prisoners with a spray	1	2	3	4	5
23	Allow prisoners two hours a day for reading	1	2	3	4	5
24	Handcuff and blindfold a prisoner in the counselling office	1	2	3	4	5
25	Notify prisoners of their responsibilities in the prison	1	2	3	4	5
26	Punish prisoners by instructing them to do push ups	1	2	3	4	5
27	Make other prisoners sit or step on the backs of fellow prisoners doing their push ups	1	2	3	4	5
28	Provide reading materials to prisoners	1	2	3	4	5
29	Reward good prisoners by placing them in a privilege cell	1	2	3	4	5
30	Punish prisoners by using psychological tactics instead of physical ones	1	2	3	4	5
31	Punish prisoners by putting "bad" prisoners in "bad" cells	1	2	3	4	5
32	Play music on the intercom	1	2	3	4	5
33	Force prisoners to urinate or defecate in a bucket that was left in their cells after lights out "lock-up"	1	2	3	4	5
34	Safeguard prisoners' physical health	1	2	3	4	5
35	Punish prisoners by refusing them to empty the buckets	1	2	3	4	5
36	Allow prisoners to watch television	1	2	3	4	5
37	Force prisoners to clean out toilet bowls with their own hands	1	2	3	4	5
38	Punish prisoners by increasing the duration of counts to several hours each	1	2	3	4	5
39	Safeguard prisoners' mental health	1	2	3	4	5
40	Make the prisoners do push ups, jumping jacks, whatever the guards think up	1	2	3	4	5

(1=No, never ... 5=Yes, definitely)						
41	Make prisoners chant out repetitively that a specific prisoner has been bad	1	2	3	4	5
42	Allow prisoners to decorate their cells	1	2	3	4	5
43	Reward prisoners by organizing a braai for them every weekend	1	2	3	4	5
44	Monitor and consequently minimize the exchange of contra band	1	2	3	4	5
45	Protect prisoners from any form of abuse	1	2	3	4	5
46	Punish prisoners for breaking prison rules	1	2	3	4	5
47	Allow prisoners to practice proper hygiene	1	2	3	4	5
48	Monitor what the prisoners discuss by bugging the cells	1	2	3	4	5
49	Limit prisoners to 10 minutes of visiting time with family per visit	1	2	3	4	5
50	Feed prisoners a big dinner	1	2	3	4	5

**PART VI: INSTRUCTIONS:** Please fill in the following details or tick (x) the appropriate answer.

1	Gender	Female <sub>1</sub>	Male <sub>2</sub>
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2	Age	
---	-----	--

3	Ethnicity	White <sub>1</sub>	Coloured <sub>2</sub>	Black <sub>3</sub>	Indian <sub>4</sub>
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4	Language	Afrikaans <sub>1</sub>	English <sub>2</sub>	Xhosa <sub>3</sub>	Other South African <sub>4</sub>	Other foreign <sub>5</sub>
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5	Are you familiar with the Stanford Prison Experiment?	Yes <sub>1</sub>	No <sub>2</sub>
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**THE END**

**THANK YOU FOR TAKING TIME TO COMPLETE  
THIS QUESTIONNAIRE**

Appendix E  
Percentage of responses for each item in the fear condition

Item	<i>M</i>	<i>SD</i>	Low	Average	High	Item	<i>M</i>	<i>SD</i>	Low	Average	High
			2	3	5				2	3	5
<b>1</b>	4.40	1.09	8%	10%	82%	<b>26</b>	3.32	1.50	34%	18%	48%
<b>2</b>	3.96	1.09	10%	24%	66%	<b>27</b>	2.32	1.42	58%	18%	24%
<b>3</b>	3.18	1.47	34%	24%	42%	<b>28</b>	3.76	1.45	24%	16%	60%
<b>4</b>	3.40	1.53	30%	12%	58%	<b>29</b>	2.84	1.50	48%	8%	44%
<b>5</b>	3.14	1.68	40%	14%	46%	<b>30</b>	4.12	1.27	18%	8%	74%
<b>6</b>	2.82	1.48	44%	20%	36%	<b>31</b>	3.16	1.49	36%	18%	46%
<b>7</b>	2.34	1.42	58%	20%	22%	<b>32</b>	2.32	1.35	62%	14%	24%
<b>8</b>	1.80	1.18	76%	12%	12%	<b>33</b>	2.80	1.53	46%	24%	30%
<b>9</b>	3.48	1.43	24%	20%	56%	<b>34</b>	3.50	1.18	16%	34%	50%
<b>10</b>	2.48	1.46	54%	20%	26%	<b>35</b>	2.42	1.59	58%	10%	32%
<b>11</b>	3.26	1.44	32%	22%	46%	<b>36</b>	2.50	1.28	50%	28%	22%
<b>12</b>	2.64	1.40	48%	22%	30%	<b>37</b>	2.48	1.61	56%	12%	32%
<b>13</b>	3.34	1.65	34%	14%	52%	<b>38</b>	2.88	1.41	38%	30%	32%
<b>14</b>	3.54	1.45	26%	16%	58%	<b>39</b>	3.44	1.34	24%	30%	46%
<b>15</b>	2.48	1.42	56%	14%	30%	<b>40</b>	3.06	1.45	38%	30%	32%
<b>16</b>	2.92	1.41	38%	30%	32%	<b>41</b>	2.50	1.46	54%	22%	24%
<b>17</b>	3.54	1.59	32%	8%	60%	<b>42</b>	2.38	1.46	60%	16%	24%
<b>18</b>	2.44	1.46	58%	16%	26%	<b>43</b>	1.90	1.27	74%	14%	12%
<b>19</b>	2.70	1.30	44%	28%	28%	<b>44</b>	3.12	1.26	28%	40%	32%
<b>20</b>	3.74	1.14	16%	20%	64%	<b>45</b>	3.30	1.30	28%	28%	44%
<b>21</b>	3.30	1.53	30%	24%	46%	<b>46</b>	4.36	1.26	10%	6%	84%
<b>22</b>	3.20	1.53	34%	18%	48%	<b>47</b>	4.10	1.15	12%	12%	76%
<b>23</b>	3.60	1.55	26%	14%	60%	<b>48</b>	3.60	1.28	18%	24%	58%
<b>24</b>	2.38	1.35	56%	20%	24%	<b>49</b>	2.72	1.40	48%	20%	32%
<b>25</b>	4.12	1.29	16%	4%	8%	<b>50</b>	2.50	1.23	50%	34%	16%

## Appendix F

Percentage of responses for each item in the order condition

Item	<i>M</i>	<i>SD</i>	Low	Average	High	Item	<i>M</i>	<i>SD</i>	Low	Average	High
			2	3	5				2	3	5
<b>1</b>	4.16	1.23	14%	8%	78%	<b>26</b>	2.44	1.62	58%	10%	32%
<b>2</b>	2.82	1.42	40%	30%	30%	<b>27</b>	1.24	0.72	94%	4%	2%
<b>3</b>	2.26	1.52	62%	16%	22%	<b>28</b>	4.78	0.74	4%	0%	96%
<b>4</b>	4.56	0.79	2%	6%	92%	<b>29</b>	3.74	1.40	18%	22%	60%
<b>5</b>	1.64	1.10	80%	12%	8%	<b>30</b>	3.66	1.44	22%	10%	68%
<b>6</b>	3.96	1.28	12%	16%	72%	<b>31</b>	3.50	1.46	20%	28%	52%
<b>7</b>	1.42	0.93	94%	0%	6%	<b>32</b>	2.70	1.67	50%	10%	40%
<b>8</b>	1.26	0.83	96%	0%	4%	<b>33</b>	1.84	1.23	76%	14%	10%
<b>9</b>	4.28	1.11	8%	2%	90%	<b>34</b>	4.10	0.95	6%	22%	72%
<b>10</b>	2.06	1.33	68%	12%	20%	<b>35</b>	1.70	1.09	76%	18%	6%
<b>11</b>	4.18	1.08	8%	14%	78%	<b>36</b>	3.24	1.41	26%	26%	48%
<b>12</b>	1.84	1.18	78%	14%	8%	<b>37</b>	1.68	1.14	82%	10%	8%
<b>13</b>	4.38	1.21	10%	6%	84%	<b>38</b>	2.06	1.10	62%	32%	6%
<b>14</b>	3.56	1.51	22%	24%	54%	<b>39</b>	4.28	0.97	6%	12%	82%
<b>15</b>	1.98	1.30	76%	10%	14%	<b>40</b>	1.86	1.13	72%	20%	8%
<b>16</b>	2.52	1.58	54%	18%	28%	<b>41</b>	1.92	1.28	70%	16%	14%
<b>17</b>	2.96	1.59	42%	20%	38%	<b>42</b>	3.52	1.40	20%	24%	56%
<b>18</b>	1.84	1.20	74%	16%	10%	<b>43</b>	2.52	1.50	52%	24%	24%
<b>19</b>	3.54	1.31	16%	28%	56%	<b>44</b>	4.24	1.27	10%	16%	74%
<b>20</b>	3.72	1.39	18%	22%	60%	<b>45</b>	4.40	0.99	6%	12%	82%
<b>21</b>	4.24	1.15	10%	8%	82%	<b>46</b>	4.44	1.09	6%	10%	84%
<b>22</b>	2.46	1.61	62%	4%	34%	<b>47</b>	4.84	0.37	0%	0%	100%
<b>23</b>	4.48	0.97	6%	4%	90%	<b>48</b>	2.96	1.29	36%	32%	32%
<b>24</b>	1.58	1.03	88%	4%	8%	<b>49</b>	2.20	1.32	64%	20%	16%
<b>25</b>	4.76	0.74	4%	0%	96%	<b>50</b>	3.10	1.20	26%	36%	38%