

Social Influence Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which finding supports the legitimacy of authority in Milgram's work?**
 - A. Obedience higher in the Yale setting**
 - B. Obedience higher in the run-down office**
 - C. Location had no effect**
 - D. Obedience only depends on the shock intensity**

- 2. In Milgram's obedience studies, which factor is a situational variable linked to higher obedience?**
 - A. The proximity of the learner**
 - B. The perceived legitimacy of authority**
 - C. The presence of others who refuse to continue**
 - D. The proximity of the experimenter**

- 3. What is identification?**
 - A. Public acceptance of majority influence without private belief.**
 - B. Only public acceptance.**
 - C. Public and private acceptance of majority influence in order to gain acceptance as you value something in that group that you desire.**
 - D. A lack of conformity.**

- 4. Individuals with an internal locus of control are more likely to resist social influence because they believe...**
 - A. They have less self-esteem.**
 - B. They control their own circumstances.**
 - C. They are more influenced by luck.**
 - D. They rely on external approval.**

- 5. What is a limitation of minority influence in social change?**
 - A. Effects indirect and delayed**
 - B. Always direct and immediate**
 - C. Has no impact on majority**
 - D. More powerful in all cases**

- 6. Which of the following statements correctly describes the effect of task difficulty on conformity in Asch's studies?**
- A. Increased conformity**
 - B. Decreased conformity**
 - C. No change**
 - D. Only affected private opinions**
- 7. What is a major limitation of lab-based social influence studies when applying to real-world social change?**
- A. They are easily generalized to all real-world settings**
 - B. They rely on animal models**
 - C. They used artificial tasks and have limited generalizability**
 - D. They measure long-term social change accurately**
- 8. Which of the following is NOT a type of conformity?**
- A. Obedience**
 - B. Compliance**
 - C. Identification**
 - D. Internalisation**
- 9. Milgram's legitimate authority explanation suggests obedience should decrease when the figure lacks credentials. Which statement best reflects this idea?**
- A. Obedience decreases when the authority figure is perceived as lacking credentials.**
 - B. Obedience is solely determined by the personality type of the participant.**
 - C. Milgram's results are highly ecologically valid.**
 - D. Legitimacy of authority explains all rates of obedience in every culture.**
- 10. What did Elms and Milgram find regarding authoritarianism in Milgram's study?**
- A. Lower levels of authoritarianism were found among obedient participants**
 - B. Authoritarianism was not measured in this study**
 - C. Authoritarianism was related to age only**
 - D. Higher authoritarianism levels in obedient participants compared with disobedient participants**

Answers

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1. C
2. A
3. C
4. B
5. A
6. A
7. C
8. A
9. A
10. D

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Explanations

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1. Which finding supports the legitimacy of authority in Milgram's work?

- A. Obedience higher in the Yale setting**
- B. Obedience higher in the run-down office**
- C. Location had no effect**
- D. Obedience only depends on the shock intensity**

Authority is seen as legitimate when cues in the situation signal that the person giving orders has rightful power. Milgram showed that people're more likely to obey when the setting suggests formal authority, such as a prestigious institution like Yale. The high obedience in that context demonstrates how legitimacy is reinforced by environmental cues that imply official power. When the setting shifted to a less prestigious location, obedience tended to drop, showing that the surrounding signals of authority matter for whether people accept and follow commands. So, the key idea is that obedience to authority rests not just on the instructions themselves, but on the perceived legitimacy conveyed by who is in charge and where the situation takes place.

2. In Milgram's obedience studies, which factor is a situational variable linked to higher obedience?

- A. The proximity of the learner**
- B. The perceived legitimacy of authority**
- C. The presence of others who refuse to continue**
- D. The proximity of the experimenter**

Situational factors shape obedience by changing how costly it feels to disobey. The proximity of the learner is a prime example: when the learner is distant or unseen, the teacher experiences less personal distress and moral conflict from harming someone, so they're more likely to continue following orders. Milgram's variations showed that moving the learner farther away tends to increase obedience, while bringing the learner into the same room or making the teacher touch the learner reduces obedience. This illustrates how the environment and scenario, not personality, can drive compliance. The other factors—how legitimate the authority is, whether others refuse to continue, and how close the experimenter is—also influence obedience, but the learner's proximity directly maps onto the strongest pattern Milgram demonstrated: greater distance of the victim tends to raise obedience.

3. What is identification?

- A. Public acceptance of majority influence without private belief.
- B. Only public acceptance.
- C. Public and private acceptance of majority influence in order to gain acceptance as you value something in that group that you desire.**
- D. A lack of conformity.

Identification means you adopt a group's norms both outwardly and inwardly because you value being part of that group and want to be accepted. You publicly go along with the majority to fit in, and you privately accept those views to some extent since belonging to the group is desirable. This combination of public conformity and private belief sets it apart from mere public compliance (public change without private belief) and from lacking conformity. The best choice captures that both public and private acceptance occur to gain acceptance within the group you value.

4. Individuals with an internal locus of control are more likely to resist social influence because they believe...

- A. They have less self-esteem.
- B. They control their own circumstances.**
- C. They are more influenced by luck.
- D. They rely on external approval.

The idea being tested is how belief in personal agency shapes resistance to social influence. People with an internal locus of control trust that their own actions, decisions, and efforts shape outcomes. That mindset makes them more likely to resist pressure to conform, because conforming would mean yielding control to others and relying on external factors less than on their own choices. In other words, they believe they can steer their circumstances through their own behavior, which reduces the pull of wanting external approval. Other options don't fit as well: thinking they have less self-esteem isn't the central driver of resisting influence; believing they are more influenced by luck clashes with the sense of personal control; and relying on external approval contradicts the core idea of internal locus of control guiding actions.

5. What is a limitation of minority influence in social change?

- A. Effects indirect and delayed**
- B. Always direct and immediate**
- C. Has no impact on majority**
- D. More powerful in all cases**

The main idea here is how minority influence tends to work in social change—and its limitations. When a small group or individual pushes a different viewpoint, they typically don't flip the majority's behavior right away. Instead, their impact often unfolds indirectly: people in the majority may pause to reconsider and eventually internalize the minority's arguments, leading to changes in private beliefs that may take time to appear as public action. Because the process relies on careful consideration and internalization rather than immediate public conformity, the effects are frequently delayed. The minority may spark doubt or produce cognitive conflict, but turning that into lasting, widespread change across the group usually happens gradually, if it happens at all. This is why relying on minority influence as a quick fix for social change is often unrealistic. In contrast, the other statements don't fit because minority influence isn't always direct and immediate, it can indeed affect the majority over time, and it isn't universally more powerful in all situations.

6. Which of the following statements correctly describes the effect of task difficulty on conformity in Asch's studies?

- A. Increased conformity**
- B. Decreased conformity**
- C. No change**
- D. Only affected private opinions**

When a task becomes harder, people tend to look to others for cues and rely on the group for what counts as the right answer. In Asch's line-judgment studies, he made the comparison lines more similar to the standard line, which made the correct choice less obvious. As the task grew more difficult, more participants went along with the majority, increasing outward conformity. This happens because ambiguity and uncertainty push people to assume the group is correct, especially when they want to avoid standing out or making an error in front of others. It's important to note that Asch's effect was about public conformity to group pressure—often people privately doubted the answer but still yielded to the group in their responses. The other options don't fit the pattern: conformity did not decrease or stay the same with greater difficulty, and the claim that it only affected private opinions conflicts with the observed rise in public conformity as difficulty increased.

7. What is a major limitation of lab-based social influence studies when applying to real-world social change?

- A. They are easily generalized to all real-world settings**
- B. They rely on animal models**
- C. They used artificial tasks and have limited generalizability**
- D. They measure long-term social change accurately**

The main idea is that findings from lab-based social influence studies often lack external validity. In the lab, tasks are simplified, settings are highly controlled, and participants are typically not representative of real-world populations. These artificial conditions can shape how people respond in ways that don't mirror everyday life, so the results don't reliably predict actual long-term social changes across diverse real-world contexts. That's why this option best captures the limitation: using artificial tasks leads to limited generalizability beyond the lab. The other statements don't fit because they mischaracterize common lab practices or strengths. Lab studies aren't about easily generalizing to all real-world settings, they don't typically rely on animal models for social influence conclusions, and they are more often short-term in scope rather than designed to measure long-term social change.

8. Which of the following is NOT a type of conformity?

- A. Obedience**
- B. Compliance**
- C. Identification**
- D. Internalisation**

Obedience is not a type of conformity. Conformity involves changing your behavior or beliefs to align with a group's norms or expectations. The three classic forms describe different motivations for that alignment: compliance is going along with a group or request publicly to gain approval or avoid discomfort, while your private beliefs may stay the same; identification is adopting the group's views because you want to belong and identify with its members; internalisation is genuinely accepting the group's beliefs as your own, both publicly and privately. Obedience, in contrast, is about following explicit orders from an authority figure, driven by that authority rather than by norms of the social group, so it isn't considered a type of conformity.

9. Milgram's legitimate authority explanation suggests obedience should decrease when the figure lacks credentials. Which statement best reflects this idea?

A. Obedience decreases when the authority figure is perceived as lacking credentials.

B. Obedience is solely determined by the personality type of the participant.

C. Milgram's results are highly ecologically valid.

D. Legitimacy of authority explains all rates of obedience in every culture.

Legitimate authority is the idea that people comply because they view the person giving orders as legitimately entitled to command, often due to credentials, position, or expertise. If the authority figure is perceived as lacking credentials, that sense of legitimacy weakens, and people are less likely to obey. That's why the statement describing a drop in obedience when the authority lacks credentials best captures Milgram's idea: obedience hinges on how legitimate the authority appears. The other options misfit because obedience is not explained solely by personality, Milgram's findings aren't claimed to be ecologically universal, and legitimacy doesn't account for obedience rates across all cultures.

10. What did Elms and Milgram find regarding authoritarianism in Milgram's study?

A. Lower levels of authoritarianism were found among obedient participants

B. Authoritarianism was not measured in this study

C. Authoritarianism was related to age only

D. Higher authoritarianism levels in obedient participants compared with disobedient participants

In Milgram's obedience research, researchers explored whether a personality pattern called authoritarianism makes people more likely to follow an authority figure even when that command harms others. Elms and Milgram conducted a follow-up with some of the original participants, assessing authoritarian tendencies with Adorno's F-scale and asking questions about upbringing and attitudes toward authority. They compared those who obeyed to the fullest with those who refused to continue. The main finding is that the obedient participants tended to have higher levels of authoritarianism than the disobedient ones. They scored higher on traits like conventionalism and aggression toward those who violate norms, and they often described their upbringing as more strict or punitive toward authority figures, including their father. This pattern supports the idea that an authoritarian personality can be a factor linked to obedience under an authority's pressure, though it doesn't mean every obedient person is authoritarian or that authoritarianism is the sole cause of obedience. So, higher authoritarianism levels in obedient participants compared with disobedient participants is the best summary of Elms and Milgram's finding.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://socialinfluence.examzify.com>

We wish you the very best on your exam journey. You've got this!

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