



Attitude & Persuasion

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- ❖ Would you take a polythene bag while purchasing vegetable?
 - ❖ Would you participate in a political movement on gender issue?
 - ❖ What about nuclear-powered electricity generation plants
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- ❖ Attitudes are global evaluations toward some object or issue (e.g., you like or dislike something, you are in favor of or opposed to some position).

Attitude

- ❖ Favourable and unfavorable evaluations of various aspects of the social world
- ❖ People's *evaluation* of almost any aspect of the world
 - ❖ Positive, negative, ambivalent
- ❖ Attitudes are capable of coloring virtually every aspect of our experience.
 - ❖ Some attitudes appear to be quite stable and resistant to change
 - ❖ Some attitudes may show considerable variability depending on the situation



Attitude formation

- ❖ How are attitudes formed?
- ❖ What is the strength of attitudes
 - ❖ Flexible and likely to change according to situation?



Learning & association

- ❖ Association is crux of learning
- ❖ Conditioning is the process of learning associations
 - ❖ Classical conditioning
 - ❖ Operant conditioning

Classical conditioning

Phase I: Before Conditioning



Meat Powder
(UCS)

Presented to dog



Salivation
(UCR)



Bell Ringing
(Neutral Stimulus)

Presented to dog



No salivation
(UCR)

Classical conditioning

Phase II: Process of Conditioning



+



Bell is rung just before
presenting meat (repeatedly)
NS + UCS

Presented to dog

Salivation
(UCR)

Phase III: After Conditioning has occurred



Bell Ringing
(Conditioned
Stimulus)

Presented to dog



Salivation
(CR)

Classical conditioning (terminology)

❖ Unconditioned Stimulus (UCS)

- ❖ In classical conditioning, a stimulus that can evoke an unconditioned response the first time it is presented.

❖ Unconditioned Response (UCR)

- ❖ In classical conditioning, the response evoked by an unconditioned stimulus.

❖ Conditioned Stimulus (CS)

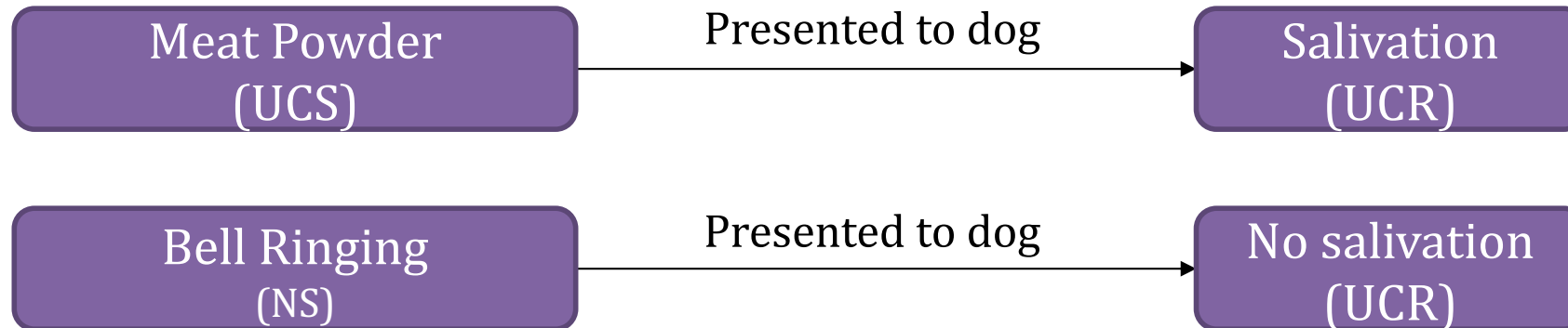
- ❖ In classical conditioning, the stimulus that is repeatedly paired with an unconditioned stimulus.

❖ Conditioned Response (CR)

- ❖ In classical conditioning, the response to the conditioned stimulus.

Classical conditioning

Phase I: Before Conditioning



Phase II: Process of Conditioning

Acquisition



Phase III: After Conditioning has occurred



Stimulus Generalization



- ❖ The tendency of stimuli similar to a conditioned stimulus to evoke conditioned responses
 - ❖ Learned responses to similar situations
 - ❖ Phobia – Irrational fear to neutral objects

Classical Conditioning and Attitude Formation

❖ The direct route

- ❖ By pairing a specific celebrity endorser who is already liked by the target audience with a brand, a memory link between the two can be established.

❖ Indirect route

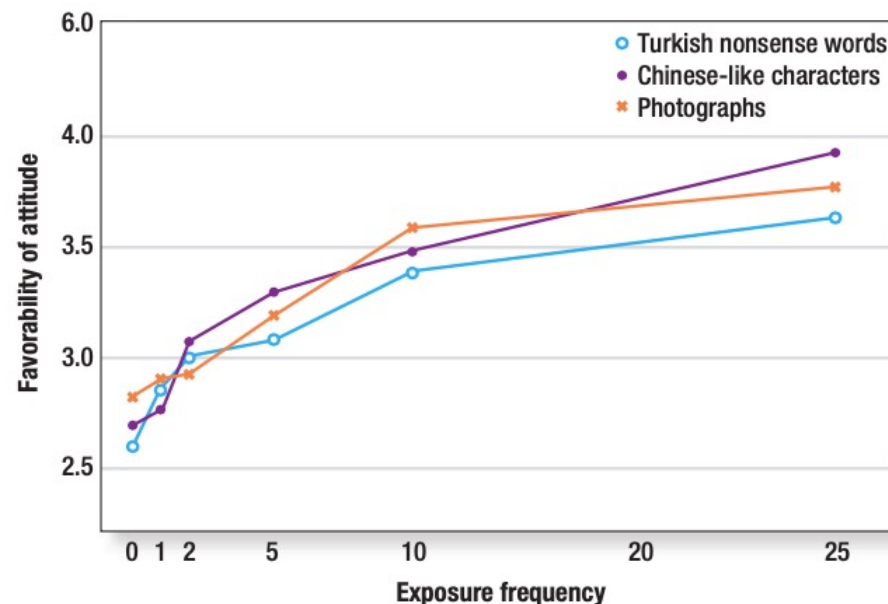
- ❖ By repeatedly presenting that specific celebrity with the product, then whenever that celebrity is thought of, the product too will come to mind.

❖ Subliminal Conditioning

- ❖ Classical conditioning of attitudes by exposure to stimuli that are below individuals' threshold of conscious awareness
- ❖ Subliminal conditioning experiment (Walsh & Kiviniemi, 2014),
 - Students saw photos of apples and bananas
 - Simultaneously other photos known to induce either positive or negative feelings were exposed for very brief periods of time
 - **The photos did significantly influence participants' fruit-eating**

Classical Conditioning and Attitude Formation

- ❖ Mere exposure effect (Robert Zajonc – 1968)
 - ❖ The tendency for people to come to like things simply because they see or encounter them repeatedly



- ❖ Patients with advanced Alzheimer's disease or anterograde amnesia—who therefore cannot remember seeing the stimuli—show evidence of having formed new attitudes as a result of mere exposure

Classical Conditioning and Attitude Formation

❖ Experiment

- ❖ Female college students brought a close female friend with them to do an experiment. The researchers took a photograph of the student and made two prints from it
 - A true print and
 - A mirror (reversed) print
- ❖ Participants liked the mirror print better than the true print
- ❖ Their friends liked the true print better than the mirror print
- ❖ A follow-up study found the same result when female participants brought their boyfriends.

Operant Conditioning

- ❖ A process through which organisms learn to repeat behaviors that yield ***positive outcomes*** or permit them to avoid or escape from ***negative outcomes***.
- ❖ **Reinforcement**
 - ❖ The application or removal of a stimulus to increase the strength of a specific behavior.
- ❖ **Positive Reinforcers:**
 - Stimuli that strengthen responses that precede them.
 - *Primary reinforcers are innate and natural*
 - include food when we are hungry, water when we are thirsty
 - *conditioned reinforcers* acquire their capacity to act as positive reinforcers through association with primary reinforcers
 - money, status, grades, trophies, and praise from others.

Operant conditioning

❖ Negative Reinforcers:

- ❖ Stimuli that strengthen responses that permit an organism to avoid or escape from their presence.

❖ Punishment:

- ❖ The application or removal of a stimulus so as to decrease the strength of a behavior.
- ❖ An unpleasant outcome follows the (undesired) behaviour

❖ Positive punishment

- Behaviours are followed by aversive stimulus events (*punishers*).

❖ Negative punishment

- The rate of a behaviour is weakened or decreased by the aversiveness of loss of potential reinforcements

Operant conditioning

Procedure	Stimulus Event	Effects	Behavioral Outcomes
Positive reinforcement	Application of a desirable stimulus (e.g., food, sexual pleasure, praise)	Strengthens responses that precede occurrence of stimulus	Organisms learn to perform responses that produce positive reinforcers
Negative reinforcement	Removal or postponement of an undesirable (aversive) stimulus (e.g., heat, cold, harsh criticism)	Strengthens responses that permit escape from or avoidance of stimulus	Organisms learn to perform responses that permit them to avoid or escape from negative reinforcers
Positive punishment	Application of an undesirable (aversive) stimulus	Weakens responses that precede occurrence of stimulus	Organisms learn to suppress responses that lead to unpleasant consequences
Negative punishment	Loss or postponement of a desirable stimulus	Weakens responses that lead to loss or postponement of reinforcement	Organisms learn to suppress responses that lead to loss or postponement of reinforcement

Shaping and Chaining

❖ Shaping

- ❖ A technique in which closer and closer approximations of desired behavior are required for the delivery of positive reinforcement.

❖ Chaining

- ❖ A procedure that establishes a sequence of responses, which lead to a reward following the final response in the chain.

Instrumental conditioning

- ❖ Levitan and Visser (2009)
 - ❖ Assessed the political attitudes of students at the University of Chicago when they arrived
 - ❖ Determined which networks did they join over next 2 months
 - ❖ Those students who entered networks with more diverse attitudes toward affirmative action exhibited greater change in their attitudes over the 2-month period.
 - ❖ Entering new social networks can be quite influential—particularly when they introduce us to new strong arguments not previously encountered
 - ❖ The desire to fit in with others and be rewarded for holding similar attitudes can be a powerful motivator of attitude formation and change.

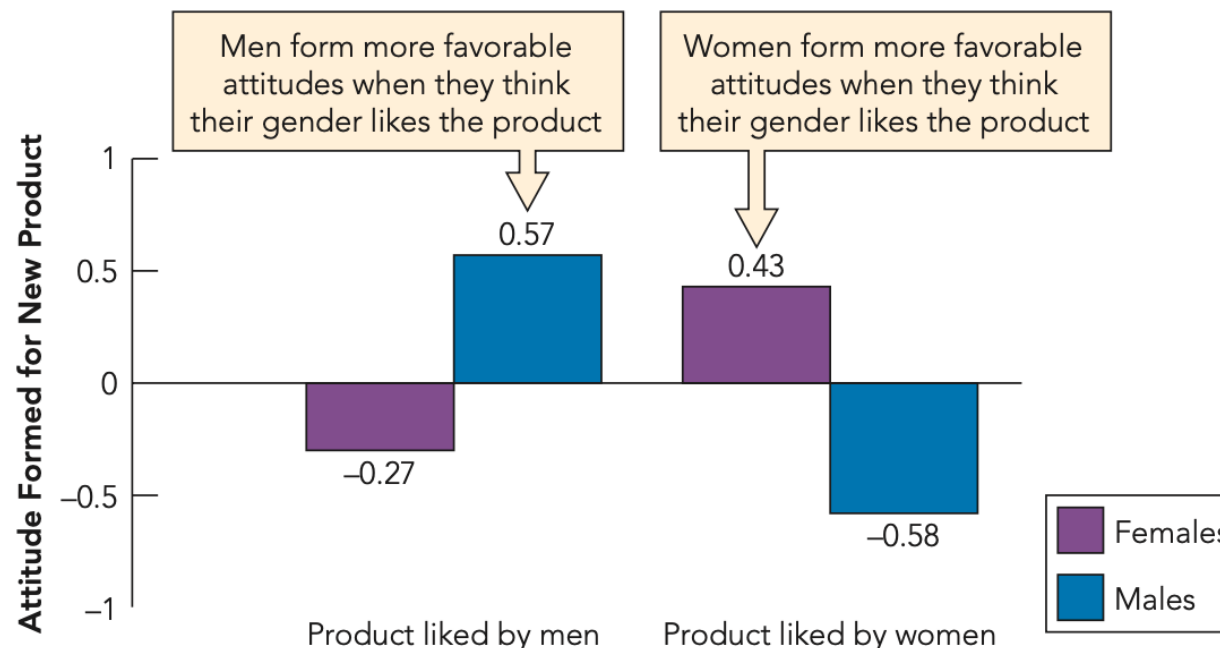


Observational learning

- ❖ Individuals acquire attitudes or behaviors simply by observing others
- ❖ Social comparison
 - ❖ Our tendency to compare ourselves with others in order to determine whether our view of social reality is correct or not
- ❖ Reference groups
 - ❖ People who you value and identify with

Observational learning

- ❖ Fleming and Petty (2000)
 - ❖ Selected students to participate who were either high or low in identification with their gender group.
 - ❖ They introduced a new snack product either
 - Women's favorite snack food
 - Men's favorite snack food



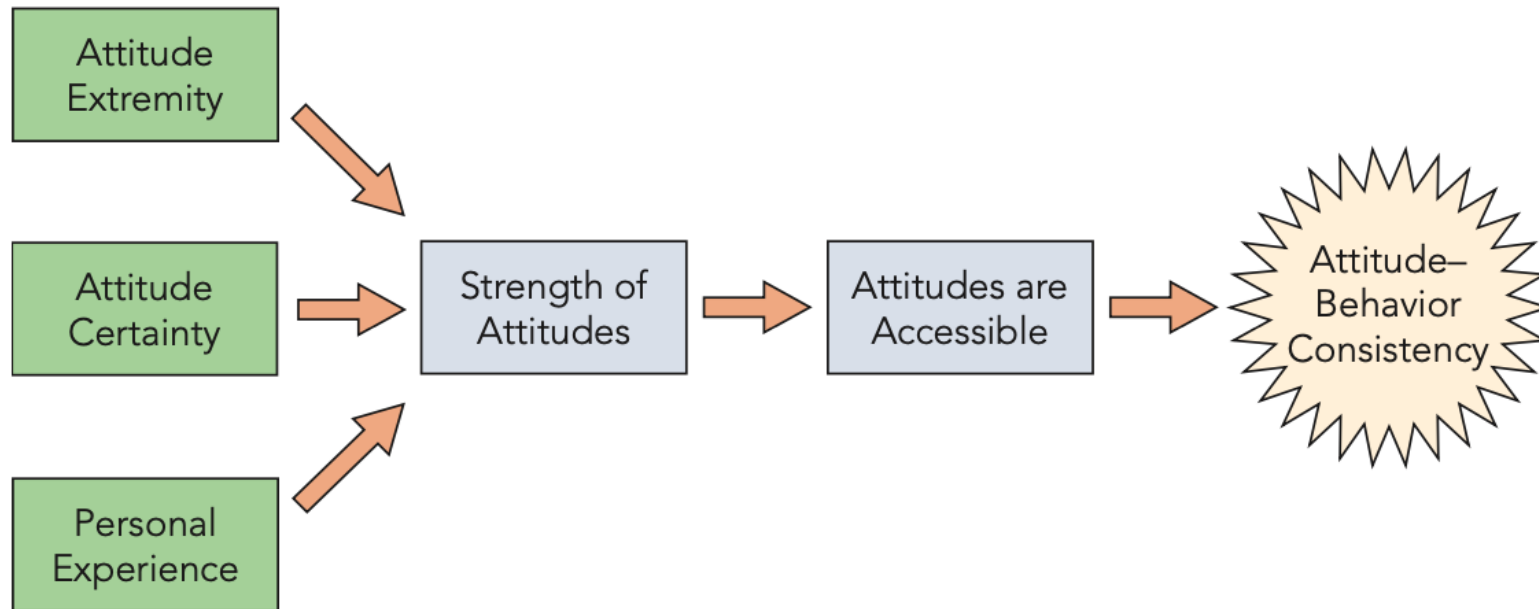
Does attitude affect behavior

❖ LaPiere (1934)

- ❖ Spent 2 years travelling around the United States with a young Chinese couple.
- ❖ They stopped at 184 restaurants and 66 hotels and motels
- ❖ In the majority of the cases, they were treated courteously

- ❖ After their travels were completed, LaPiere wrote to all the businesses where he has visited
- ❖ Whether they would or would not offer service to Chinese visitors.
 - 92 percent of the restaurants and 91 percent of the hotels that responded said: “No to Chinese customers!”

Attitude Behavior Consistency



Attitude Behavior Consistency

❖ Attitude extremity

- ❖ The extent to which an individual feels strongly
- ❖ Vested interest
 - The extent to which the attitude is relevant to the concerns of the individual who holds it.
 - People are likely to elaborate on arguments that favor their position

❖ Attitude clarity

- ❖ Attitude Clarity
 - When there is no ambivalence in attitude; the person feels clear about what attitude to hold
- ❖ Attitude correctness
 - Feeling one's attitude is the valid or proper one to hold.

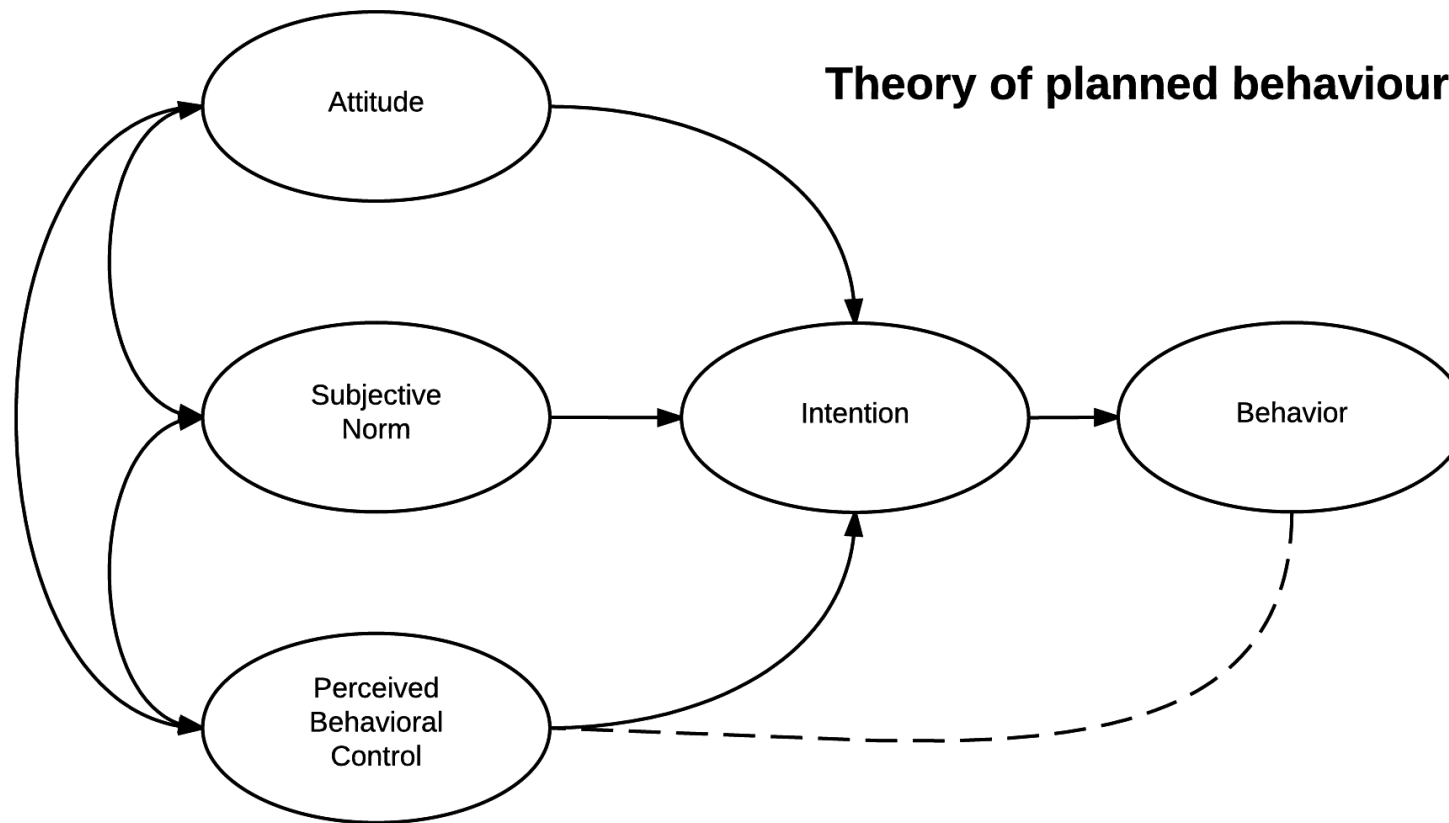
❖ Personal experience

- ❖ Direct experience with the attitude object leads to stronger influence on behavior

Theory of planned behavior

❖ Aijen (1976)

❖ Theory of reasoned action



Cognitive dissonance

- ❖ What happens when we have to engage in attitude-discrepant behavior ?
- ❖ Cognitive dissonance
 - ❖ An unpleasant state that occurs when we notice that our attitudes and our behavior are inconsistent.

