

VALUES AND ATTITUDES THEMES IN ESSAY WRITING

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value system

- **The Relationship between Beliefs, Values, Interests, Attitudes and Behaviors:**
- To understand what constitute values; we need to differentiate it from similarly confusing concepts like beliefs, interests and attitudes.
- It's hard to separate our **Beliefs, Values, Interests, Attitudes and Behaviors** as they continuously interact with each other and have influence on each other. But there are core differences between these terms which is described in the image given below.

BELIEFS

Ideas, opinions, assumptions and convictions we hold true based on past experiences; without actual proof or evidence

VALUES

Values are stable long-lasting beliefs & are internalized cognitive structures.

ATTITUDES

OBJECT SPECIFIC, AFFECTION COGNITION & BEHAVIOURAL; COMPONENTS

BEHAVIOUR

- **Attitudes** arise out of core values and beliefs we hold internally. Attitudes are the response that is a result of our values.
- **Beliefs** are assumptions and convictions we hold to be true based on past experiences; usually without actual proof or evidence. Our values stem from those beliefs we hold.
- When beliefs get touch of affection; that is emotional energy get associated with it; it forms our values, which can either be correct or incorrect when compared with evidence. For example you might believe in idea that going to temple daily will get you good wife/husband; which may or may not be true.

Non religious beliefs could include: that all people are created equal, everyone deserve respect irrespective of caste, class, sex and place of birth. While someone believes that people are not created equal, which results in racist, fascist and sexist beliefs values and attitudes.

- Our beliefs and values can get strengthened or weakened by experiences or evidences. For ex a person believing in god might have his belief in god shaken and changed if he faces terrible near death experience while going to temple.
- **Values are stable long-lasting beliefs and are internalized cognitive structures.** They become standards by which we organize our lives and make choices. A belief will develop into a value when the person's commitment to it grows.
- Attitudes are our likes and dislike towards things, people, and objects. Attitudes arise from an inner framework of values and beliefs, developed over time. And attitudes have cognitive; affective and behavioral components. Attitudes due to behavioral component has stronger disposition towards behavior. Thus, Attitudes are strongest determinant of behaviors as compared to beliefs and values.

- Now let's understand above terms with following example. Suppose you highly believe in liberal philosophy advocated by John Locke. You believe every person should have the right to choose and the freedom to make personal decisions, like whether or not to wear a helmet while driving a motorcycle. If your belief in liberal ideology gets strengthened by reading more ideas and arguments in support of it and becomes internalized part of your cognitive structure then it has turned from belief to Value system. Now your whole life will get ordered around this value system and you will be making most of your life's decisions through this framework.
- This developed value system will be central to your way of thinking and is unlikely to change. Now this value system if compels you to take participation in protest rally against governments law which makes wearing helmet compulsory; then your values are reflecting in form of attitude.

- Your value system has got all three components for formation of attitude that is affection; cognitive and behavioral which disposes you to act on your beliefs or value system.
- One day your friend who was driving bike without a helmet suffered an accident which left him with permanent brain damage. Now with this shocking and emotionally strong personal experience; you might reconsider your beliefs or values. Or you might not change the beliefs or values and will still value freedom of choice in many areas of life, but might start supporting helmet laws. This shows your belief and value system are intact but your attitude which is object specific has been changed. That is your attitude towards helmet laws is changed but in general your value system respect liberal political ideology.

- **Types of Values:**
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- 1) **Personal Values**
- 2) **Globalised/Universal Values**
- 3) **Human Values**
- 4) **Religious Values**
- 5) **Civic Values**
- 6) **Moral Values**
- 7) **Political Values**
- 8) **Spiritual Values**
- 9) **National Values**
- 10) **Scientific Values**
- 11) **Socio-Cultural values**
- 12) **Economic Values**

- Values are acquired through socializing agents and personal experiences and are subjected to change as per the actions of socializing agent and your own experiences.

- **Why we hold values and what is yardstick to determine Values?**
- The most simple yardstick to determine values is simply whatever you do is not at the cost of others is a good value.
- Major purpose of value is that human beings acts, desires should not be at cost of rest of human being.
- Purpose of values is reconciliation of Individual desires & goals with public good.
- Value change with every generations. So unless we have some yardstick which is measurable and universal in guiding our behavior we won't be able to compare which values are good and which values are bad to hold.
- We can't go by 10th commandment or Gita or Kuran to measure and judge our values.



- Because time period when they were composed has been changed. Also morality and values evolve with time and our value system has also changed drastically over the years.
- That's why we need socio - economically temporal yardstick. Customary morality cannot be a guide to modern life.
- Sometime customary morality can completely be based on irrational or illogical grounds like Varna system or Sati practice.

- That's why in modern times we have evolved our own principles of morality. Today we have evolved yardstick to measure or define right values in the form of Constitution; Laws; regulations; judicial pronouncements etc which provide us with constant source of modern values. At the same time we have to acknowledge the fact that some values we acquired from religion can be the good source of values even in contemporary time period. Values like taking care of elderly; not engaging in extra marital affairs; Nishkam Karma value of Bhagwad Gita etc are few such customary values which can help define modern Indian value system.

- **Problem of fixing values & Lack of Institutional developments in India:**
- Whenever Indian society discusses any social or administrative problems affecting Indian society; we always resort to discussion on moral crisis or lack of value system. Instead of looking for other ways to improve the society; we get moral science lecture. We completely overlook possible parallel institutional development that should accompany it. We focus excessively on value correction and moral development instead of focusing on practical roadmap to buildup institutions
- What we need is parallel institutional mechanism to moderate complex human behavior to address India's problems. To understand this point let's take case study involving BSNL.

- To be sustainable & replicable one needs institutional mechanism with incentives. Instead of arguing about morality, we should accept, Human being is Human being and his behavior is subjected to change. So once we accept this fact we can shift our focus on developing institutions and it becomes moral obligation. We need to develop mechanism where authority and accountability work together.
- So how we can go about setting things right in society? Take example of corruption; what are the different ways we can address this issue of corruption?

- Value system development at all levels viz in families; through schools; colleges; through media etc is one option.
- Along with that methods that can be employed are dismantling control structures and monopolies wherever possible and creating economic freedom.
- Destroying monopolies and bringing in more competition.
- We can use technological tools to improve transparency. We can developing and use monitoring mechanism like RTI.
- Destroying License Raj and creating competitive bidding for natural allocation of all resources.
- Improving Service delivery mechanism Ex DBT.
- Decentrasation – Closer the govt is to people less is corruption. Lesser the Links in govt and population chain are fewer is the corruption.

- Decentralized systems ensure more accountability & authority convergence in which people can see where their money goes.
- Citizen empowerment: If citizen's shows corruption then they must be rewarded. Citizens as Whistle Blowers can create thousands of agencies to fight corruption instead of CVC.
- Remove ambiguity of law.
- Remove discretionary powers
- Layered institutions to investigate corruption at all levels are necessary.
- Justice Delivery Mechanism needs revamping: There should be certainty of Punishment. Justice must be done speedily and strong punishment should be instituted for corruption.
- Confiscation of properties to recover the loss to govt exchequer must be legalized.
- ~~Election funding~~ laws need to be revised.

Occidental(Western Values)	Oriental(Indian Values)
Individualistic Society	Collectivistic Society
Inquisitive, open mindset	Conformism, obedience orientation
Questioning mindset, Nothing to be taken for granted, Skeptical, constantly challenge authority.	Deference to authority Not to question values
Active, Not-fatalist, Protestant critical attitudes	Passive, fatalist, uncritical attitudes
Reward orientation	Punishment orientation
Conceptual learning	Rote learning
Society encourages disruptive thoughts	Society discourages disruptive thoughts



Occidental(Western Values)	Oriental(Indian Values)
Effort oriented	Destiny oriented Society
Failure stepping stone for success, Risk taking, Competition orientation	Fear of Failure is high; Risk averse tendency Gambling orientation
Encourages free flow of ideas	Culture restrict free will
Competitive Culture	Co-operation; Drive towards relatedness
Values obtained from education & professional training	Values from culture & society
Nepotism is corruption	Nepotism as family duty
Low power distance - Stress on equality and opportunity.	High on power distance – accept large inequalities in power and wealth



**When a man beats his wife in public
Indian public: let them leave alone,
its their personal matter.**



**When a man hugs his wife in public
Indian public: these type of people
are destroying our culture.**

Occidental(Western Values)	Oriental(Indian Values)
Feministic Culture	Masculine/Patriarchal Culture
Low on uncertainty avoidance - Open to ambiguity and are less rule oriented More readily accept change	High on uncertainty avoidance – Anxious over uncertain unstructured situations. Status-quo oriented



Maturity
is not measured by age.

It's an attitude

built by experience.

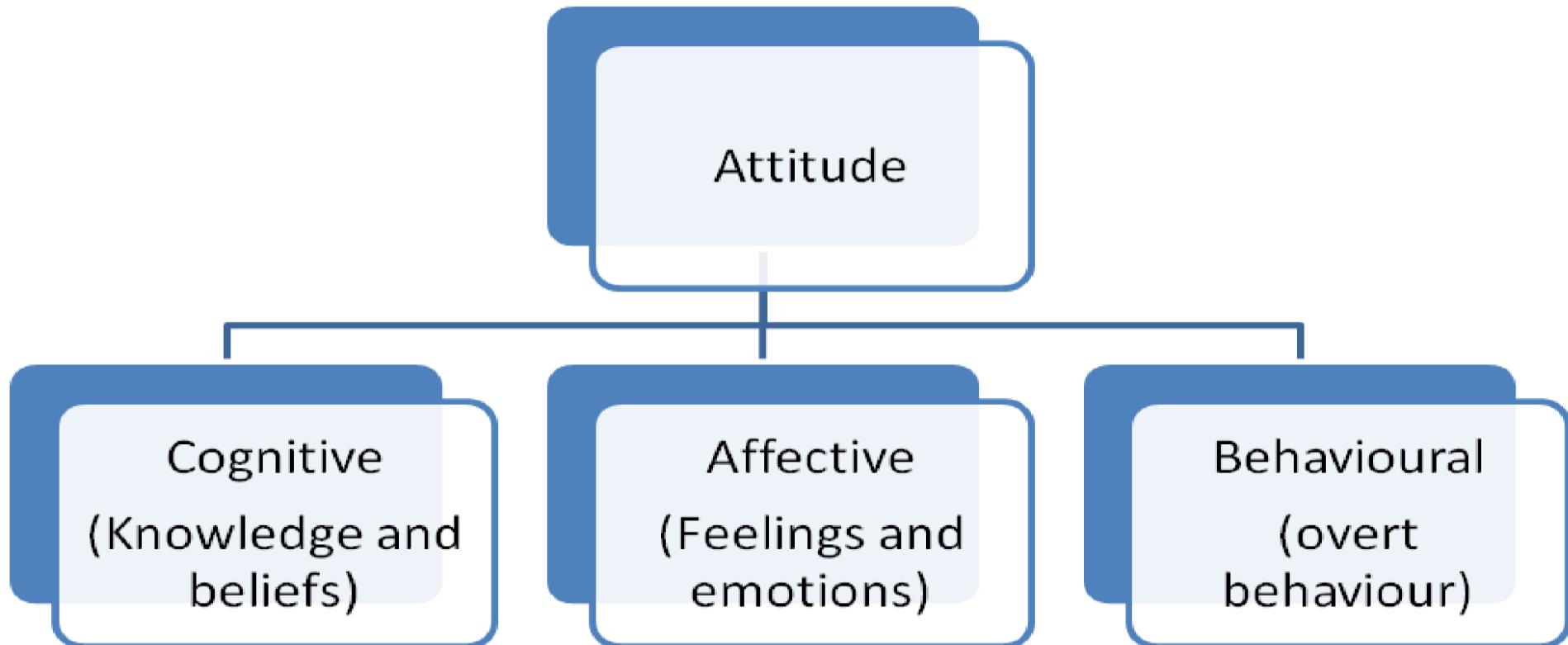
- **What is Attitude?** An attitude is "a learned relatively enduring organization of beliefs, feelings, and behavioral tendencies and predisposition to behave consistently towards socially significant objects, groups, events or symbols".
- Fishbein and Ajzen (1975) have tried to stress on the evaluative aspect while trying to define attitude. According to them attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. This definition, thus, emphasizes the view that attitudes are fundamentally evaluations of a particular person, group, their actions and objects, situations etc.
- Attitudes determine the organism's orientation towards his social and physical environment including himself. Because of a particular attitude towards a specific stimulus motives are aroused and action is mobilized to approach or avoid the stimulus.



- Once they are formed, they put the pressure that the individual reacts in a specific or characteristics way to these or related situations, persons or groups. When you see a person or groups of persons react to the Indian national flag with respect or stand up and listen silently to the national anthem, you infer that they have a favorable attitude to the national flag or national anthem and nation in general.
- Millions of people of India observe August 15th or October 2nd because of the feeling of nationality. We find some favourable attitude towards such auspicious days. Exactly in the similar way, attitude towards different political parties, social organisations, cinema, sports, athletics or women organisations can be understood from the very behaviour of the organisms.
- Cantril holds that an attitude is a more or less permanently enduring state of readiness of mental organisation which predisposes an individual to react in a characteristic way to any object or situation with which it is related.



Structure of Attitudes: ABC Model



- (a) **The cognitive component of attitude:** This involves a person's belief / knowledge about an attitude object. It consists of a person's system of beliefs, perceptions and stereotypes about the attitudinal object. In other words, it refers to his ideas about the object. The term opinion is often used as a substitute for the cognitive component of an attitude particularly when it is relevant to some issue or problem.
- (b) **The affective component of attitude:** It refers to the emotional aspect of the attitude which is very often a deep rooted component and resists most to change. In other words, it indicates the direction and intensity of an individual's evaluation. This involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders". In further simple terms, it involves a kind of emotion experienced towards the object of attitude say love or hatred, like or dislike, palatable or unpalatable feelings. The emotional component as already indicated it is quite strong normally stands on the way of attitude change.

- (c) **Behavioral component of attitudes:**
- It indicates the tendency to react towards the object of attitude in certain specific ways. In other words, it is a predisposition to act in a certain manner towards the attitude object. This is known by observing the behaviour of the individual i.e., what he says he will do or actually how he behaves, does or reacts. The way the attitude we have influences how we act or behave. For example: “I will avoid spiders and scream if I see one”. A person who shows strong unpalatable attitude towards dowry by not accepting any dowry during his marriage or a person who fights against corruption by remaining honest and upright throughout his life and by not allowing and tolerating injustice to occur with his knowledge is an example demonstrating the behavioral component of attitude.

- Results show that there is internal organization among these components of the attitude. Thus, some attitudes form inter-connections with other attitudes to create organized patterns instead of standing in isolation from one another. From this it can be concluded that the above three components of attitude are related and a change in one component is likely to produce a change in others so as to maintain internal consistency within the total attitude structure.
- Further, **components can either remain at a simple level or at a complex level** depending upon their strength. For instance, if the affective component is at a simple level, it may involve mere like or dislike towards the attitudinal object while a complex affective component may induce reactions of love or hatred, anger or contempt, fear and anxiety etc. In the same way, the cognitive component at a simple level may have enough knowledge about the attitudinal object while at a complex level, he has detailed and extensive system of beliefs and clear ideas about object.

- The behavior component usually depends upon the cognitive and affective components as they ordinarily direct his behavior keeping other factors constant as other factors besides attitude also determine ones behaviour.
- Though usually consistency exists between the affective and cognitive components, the relationship between them and the behaviour component often seems to be inconsistent holds. Complexity and strength of the respective components have significant implications for the development and successful modifications of an attitude. Attitude with weak cognitive component i.e., having little knowledge about the object is likely to be extremely unstable and temporary. During childhood, when attitudes are in the formative stage, all the three components play vital roles. But subsequently, the person becomes more selective and thus, the cognitive component becomes more important.



Functional theory of attitudes

UTILITARIAN FUNCTION:

Relates to rewards and punishments

KNOWLEDGE FUNCTION:

Need for order, structure, or meaning

SELF-EXPRESSIVE FUNCTION:

Expresses individual's values or self-concept

EGO-DEFENSIVE FUNCTION:

Protect ourselves from external threats or internal feelings

- An individual, in his life time, is bound to develop some attitudes. These attitudes may be favourable or unfavourable or both. The personality of a person is coloured by his attitudes. Attitudes determine ones personality. A person can be called good or bad, sociable or unsociable, acceptable or unacceptable depending upon his attitude. If a person mostly develops all unfavourable attitude, his life becomes miserable. He cannot accept or believe or love anybody. He becomes a social or antisocial. Conversely nobody will accept him as this is a reciprocal process. From the above stand points it is well evident that attitude determines one's behaviour, one's personality and one's position in the society. While favourable attitude towards others make him pleasant, sociable and acceptable, unfavourable attitudes make many enemies and develop hostile feelings and hatred in his mind.

- Attitudes have, therefore, **significant functions in molding, influencing and determining one's behaviour** in all contexts. Attitudes function as a source of motivation which helps in the adjustment to the environment.
According to Katz (1960), four different personality functions are served by the maintenance and modifications of social attitudes. They are adjustment, value expression, knowledge and ego defense.
- The basic idea behind the functional approach is that attitudes help a person to mediate between their own inner needs (expression, defense) and the outside world (adaptive and knowledge).

- **Knowledge Function:**

- According to Katz this function of attitude is based on the need to understand, make sense and give adequate structure to the universe. Attitudes have a cognitive function in the sense that they help in understanding things properly for the sake of quick adjustment.
- Attitudes which prove inadequate dealing with new and changing situations are discarded because, otherwise, they lead to contradictions and inconsistency. The need for cognitive consistency, meaning and clarity is fulfilled by the knowledge function of attitude.
- Attitudes provide meaning (knowledge) for life. The knowledge function refers to our need for a world which is consistent and relatively stable. This allows us to **predict** what is likely to happen, and so gives us a sense of control. Attitudes can help us organize and structure our experience.

- **Self / Ego-expressive Function:**
- The attitudes we express (1) help **communicate** who we are and (2) may make us feel good because we have asserted our identity. On the basis of identification with parents and other relatives the child develops certain personal values and self concepts. These values are integrated in the form of different attitudes. Attitudes help in expressing these values. The individual gets satisfaction by expression of attitudes appropriate to his personal values. Religious, ideological and patriotic beliefs and values normally are based on this function. People get self satisfaction by engaging themselves in social work, care for the aged persons, by helping at the time of flood and famines, by taking care of the orphans or by raising their voice against corruption and social injustice.
- Self-expression of attitudes can be non-verbal too: cap or T-shirt slogan. Therefore, our attitudes are part of our identify, and help us to be aware through the expression of our feelings, beliefs and values.

- **Adaptive Function:**
- The holding of a particular attitude leads to reward or the avoidance of punishment. It is the utilitarian or instrumental function of attitude which motivates the person to adjust with the environment to gain social approval and support of family, friends and neighbours.
- In case of certain social issues like marriage, death, democracy, religion, sacrifice and helping others, he holds opinions similar to his parents and relations and friends. Further favourable attitudes are developed towards those stimuli which satisfy one's needs and unfavourable attitudes towards those which stand on the fulfilment of his needs and motives.
- If a person holds and/or expresses socially acceptable attitudes, other people will reward them with approval and **social acceptance**. Attitudes then, are to do with being apart of a social group and the adaptive functions helps us fit in with a social group. People seek out others who share their attitudes, and develop similar attitudes to those they like.

- **Ego-defensive Function:**
- The ego defensive function of attitude provides protection against the knowledge and acceptance of basic unpleasant truths about disease, death, weakness, insecurity, frustration, unemployment, illness and various other harsh realities of life. By rationalizing and distorting attitudes on the above harsh realities of life the ego tries to defend itself and lead a happy life by avoiding unpleasantness arising out of these unpleasant truths. The ego-defensive function refers to holding attitudes that **protect** our self-esteem or that justify actions that make us feel guilty. For example, one way children might defend themselves against the feelings of humiliation they have experienced in P.E. lessons is to adopt a strongly negative attitude to all sports. Positive attitudes have a protective function (i.e. an ego-defensive role) in helping us reserve our self-image.



- **Comprehensive Example of Functional Role of Attitudes:**
- Imagine you are very proud about being Marathi manoos. This might cause you to have an ethnocentric attitude towards everything non Marathi. Imagine further that you are with a group of like-minded friends. You say: "Of course, there are no other states as good as Maharashtra to live in. Other places are alright in their own way, but they can't compare with your mother county." (There are nods of approval all round. You are fitting in - **adaptive**). The people in the group are wearing Mi Marathi T-Shirts (This is the **self-expression function**).
- Then imagine you go on to say: "The trouble with outsiders is that they don't speak Marathi. I went to Bihar last year and they were ignorant. Even if they could speak our language they wouldn't do so. I call that unfriendly. (Others agree with you and tell you of their similar experiences. You are making sense of things. This is the **knowledge function**)

- **Comprehensive Example of Functional Role of Attitudes:**
- Then someone who has never travelled takes things a stage further...
- "I don't mind outsiders coming here on holiday...but they shouldn't be allowed to live here....taking our jobs and living off social security. Maharashtra is for the Marathi; is what I say....why is it getting so you can't get a decent job in your own state." (Now the others in the room join in scapegoating foreigners and demonstrating the **ego defensive function** of attitudes).

If Strength &
Size only
Mattered;
Elephant
would be
KING
Of Jungle !!



- **Characteristics and Properties of Attitudes:**
- 1. **Attitudes always imply a subject-object relationship.** They are associated with ideas, ways and external objects. It is always related to definite stimulus situations. **This stimulus situation may be towards**
 - (a) Objects such as home, automobile, TV, kitchen
 - (b) Persons like own self, father, mother, in laws, brother and sister, etc.
 - (c) Institutions like school, college, church, club
 - (d) Concepts, values, norms, and symbols like flag, truth, democracy, justice, religion, God, philosophy, etc. These subject object relationships are neither innate nor biologically determined but acquired from the environment. An individual's attitude, therefore, organises his behaviour with reference to a particular object.

- 2. Attitudes in relation to objects, persons and values **may or may not have motivational appeal** initially. Gradually individuals through social interaction develop either positive or negative attitude which depend upon their experience and need. In other words, the individual first comes in contact with certain objects, develops a particular likeness or dislikeness depending upon the fulfillment of his need or motive or due to any other factors.

The organism first perceives and then develops an attitude. Thus, the perceptual stage is most important, particularly where there is no motive.

Many social attitudes are found to develop through verbal judgements of adults even though there may not be any motive.

- 3. Attitudes give direction to one's behaviour and actions. Because of a particular positive attitude the organism either approaches it or because of a negative attitude avoids it. A positive attitude will reinforce the behaviour and help in its continuance. A negative attitude conversely will make the response weak and finally lead to avoidance behaviour.

- 4. Attitudes are coloured with motivational and evaluative characteristics. A favourable attitude is considered as having some positive values while a negative attitude is looked upon as having unpalatable and negative implications. The directive properties of attitude make our goal purposive and direct our behaviour.
- 5. Attitudes are not innate but learned, acquired and conditioned. They grow in society in the minds of men through various modes of training. As a result of our first hand and second hand experience with objects, ideas, situations and the process of social interaction and socialization attitudes grow.
- 6. Direct or firsthand experience is perhaps the fundamental factor in the formation and growth of attitudes. But often the attitude of our parents, relations, friends, teachers, peers and of course the loved ones, and attitude of the society helps in the development of individual's attitude in the particular direction. Thus, the attitude develops both through direct and indirect sources.

- 6. Attitude is never neutral. It can be positive or negative, favourable or unfavourable, palatable or unpalatable. Thus, it is always coloured with some sort of emotion. A neutral view is said to be the opinion and not attitude where there is no emotional tone.
- 7. Attitudes have affective properties of varying degrees. They are linked with feelings and emotions like pleasant, unpleasant, fear, love. An attitude which works as a tendency for future activity is marked by emotionality. The reaction is either mild or violent or normal. The emotional feeling tone in attitude may be due to motivational as pointed out earlier.
- The individual is forced to develop either a favourable or an unfavourable attitude because of the pressure of social environment or due to the nature of the reaction of one individual with another individual which is always attached with some feeling tone.

- 8. Attitudes are more or less enduring organisations or enduring state of readiness. Thus, attitudes once formed and relatively stable, consistent and permanent can be normally predicted. The cognitive component developing during the perceptual stage makes attitude relatively permanent. If you have liked a particular type of music say light music, you will tend to like it atleast for quite a long period.
- But that does not mean that attitudes are absolute and fixed stages of readiness or are rigid, and hence not liable to change. The very fact that attitudes are learned behaviour indicates that they can be changed through subsequent learning or experience. It can be strengthened or weakened, can be changed from palatable to unpalatable or from favourable to unfavourable and vice versa.

- 9. From the above facts, it follows that attitudes can be changed depending upon the circumstances, experiences and how of information's through various processes of communication or through direct interaction. A number of studies on attitude change support the above fact.
- 10. Attitude is called the evaluative orientation towards the social world which is mostly expressed verbally and, therefore, can be measured. In attitude, the intensity of emotion is measured through a five point or six point scale like very favourable, favourable, moderately favourable, neither favourable nor unfavourable, unfavourable and extremely unfavourable.
- You can express your attitude towards the extremists creating problems in Kashmir or Assam through the above scale, by saying very much against them, moderately against them or strongly in favour of them, etc.

- 11. Attitudes have cognitive, affective and behavioural components.
- 12. Attitudes range in the number and variety of stimuli to which they are referred. The strength and range of an attitude depend upon the strength of the experience and learning of the organism.
- If the organism has learned that people of certain caste are inferior, he will have a negative attitude towards such castes. Similarly, if somebody is taught from childhood that girls are mentally inferior to boys he will develop a similar attitude towards girls in general unless otherwise happens.
- 13. Except for a few, most of the attitudes are clustered or related to each other. If you have an unfavourable attitude towards male sex, any other object, idea, value or incident related to men folk, in general, will also be looked upon in a similar manner.

- **Dimensions of Attitudes:**

Attitude strength: Strong attitudes are those that are firmly held and that highly influence behavior. Attitudes that are important to a person tend to be strong. Attitudes that people have a vested interest in also tend to be strong. Furthermore, people tend to have stronger attitudes about things, events, ideas, or people they have considerable knowledge and information about.

- **Attitude accessibility:** The accessibility of an attitude refers to the ease with which it comes to mind. In general, highly accessible attitudes tend to be stronger.
- **Attitude ambivalence:** The ambivalence of an attitude refers to the ratio of positive and negative evaluations that make up that attitude. The ambivalence of an attitude increases as the positive and negative evaluations get more and more equal.

- The link between attitudes and behavior:
- One of the underlying assumptions about the link between attitudes and behavior is that of consistency. This means that we often or usually expect the behavior of a person to be consistent with the attitudes that they hold. **This is called the principle of consistency.** The principle of consistency reflects the idea that people are rational and attempt to behave rationally at all times and that a person's behavior should be consistent with their attitude(s). Whilst this principle may be a sound one, it is clear that people do not always follow it, sometimes behaving in seemingly quite illogical ways; for example, smoking cigarettes and knowing that smoking causes lung cancer and heart disease.

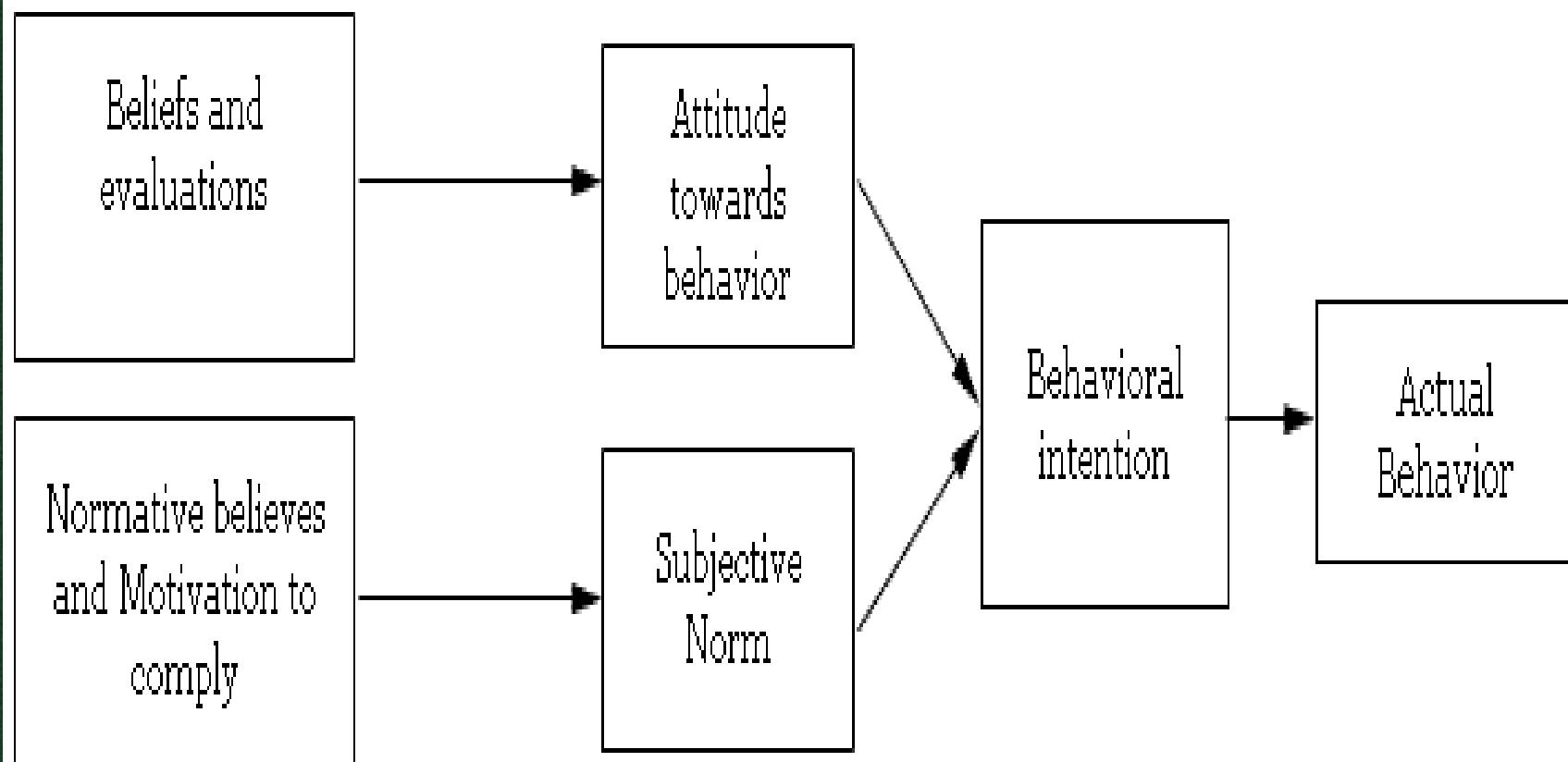
- We tend to assume that people behave according to their attitudes. However, social psychologists have found that attitudes and actual behavior are not always perfectly aligned. After all, plenty of people support a particular candidate or political party and yet fail to go out and vote.
- There is evidence that the cognitive and affective components of behavior do not always match with behavior. This is shown in a study by LaPiere (1934).
- Key Study: LaPiere (1934)

Then what predicts Attitude will lead to Behavior??

Attitude Strength -The strength with which an attitude is held is often a good predictor of behavior. The stronger the attitude the more likely it should affect behavior. Attitude strength involves:
→Importance / personal relevance: It refers to how significant the attitude is for the person and **relates to self-interest, social identification, and value**. If an attitude has a high self-interest for a person (i.e. it is held by a group the person is a member of or would like to be a member of, and is related to a person's values), it is going to be extremely important. As a consequence, the attitude will have a very strong influence on a person's behavior.

- **The knowledge aspect of attitude strength** covers how much a person knows about the attitude object. People are generally more knowledgeable about topics that interest them and are likely to hold strong attitudes (positive or negative) as a consequence.
- **Direct experience:** Attitudes based on direct experience are more strongly held and influence behavior more than attitudes formed indirectly (for example, through hearsay, reading or watching television).
- **Accessibility:**
- **Specificity:**
- **Competing Motives and Goals:**

- **Situational Factors: The theory of reasoned action - Fishbein's "Expectancy-value model".**
The best predictors of behaviour are intentions and the factors influencing intentions are the attitude towards the behaviour; normative beliefs about the behaviour; Perceived behavioural control. This theory looks at situational factors affecting the attitude-behaviour relationship, asks what part attitudes play in the reasons people do things and asks what part attitudes play in intentions to behave.



- This theory can be summarized by the following equation:
- Behavioral Intention = Attitude + Subjective norms
- According to TRA, the **attitude of a person towards a behavior is determined by his beliefs on the consequences of this behavior, multiplied by his evaluation of these consequences.** Beliefs are defined by the person's subjective probability that performing a particular behavior will produce specific results. This model, therefore, suggests that external stimuli influence attitudes by modifying the structure of the person's beliefs. Moreover, **behavioral intention is also determined by the subjective norms that are themselves determined by the normative beliefs of an individual and by his motivation to comply with the norms.**



THEORIES OF ATTITUDE FORMATION AND CHANGE:



NEGATIVE
ATTITUDE



POSITIVE
ATTITUDE

- Attitudes are not biologically inherited but built out of continuous experiences of the world around us. They are the **outcome of complex function of both cultural and functional factors**. From birth onwards, every individual is exposed to direct and indirect stimuli of the environment which teach him to hold certain ideas, values and beliefs.
- **1) Process of socialisation; Socialising Agents and socialization experiences**
- **2) Rewards and Punishments**
- **3) Imitation Learning**
- **4) Personal and first hand experiences**
- **5) Need Satisfaction**
- **6) Frame of reference and reference groups**
- **7) Attitude formation through Media**



In Japanese schools, the students don't get any exams until they reach the 4th grade. Why? because the goal for the first 2 years of school is not to judge the child's knowledge or learning, but to establish good manners and develop character. The Japanese scholars teach manners before knowledge. Should this be implemented worldwide?

- 8) **Classical conditioning** explanation of attitude formation: Classical conditioning when a neutral stimulus is paired with a stimulus that naturally evokes an emotional response (Learning through association).
- 9) **Operant conditioning:** Operant conditioning occurs where behaviour is strengthened following rewards and weakened following punishments. For example, student may develop a positive attitude to maths if praised for efforts, but his efforts remain unnoticed then may stop taking much interest in the subjects which may lead to deterioration in performance.
Classical conditioning: Affective; Operant conditioning: Behavioral component
- 10) **Observation Learning: Instrumental conditioning: Social learning theory:** In the social learning models, conditioning is the result of observed or modeled behavior of others.
- 11) **Mere exposure (Robert Zajonc):** Mere Exposure Effect can be useful in marketing, as many forms of advertising can be used to create a feeling of familiarity with the product.

12) Dissonance Theory: Created by Festinger:



12) Dissonance Theory: Created by Festinger:

Cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance etc. For example, when people smoke (behavior) and they know that smoking causes cancer (cognition).

Festinger's (1957) cognitive dissonance theory suggests that we have an inner drive to hold all our attitudes and beliefs in harmony and avoid disharmony (or dissonance). Attitudes may change because of factors within the person. An important factor here is the **principle of cognitive consistency**, the focus of Festinger's (1957) theory of cognitive dissonance. This theory starts from the idea that we seek consistency in our beliefs and attitudes in any situation where two cognitions are inconsistent.

Cognitive dissonance theory, also states that a powerful motive to maintain cognitive consistency can give rise to irrational and sometimes maladaptive behavior.

According to cognitive dissonance theory, there is a tendency for individuals to seek consistency among their cognitions (i.e., beliefs, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance.

Dissonance can be reduced in one of three ways:

First, individuals can change one or more of the attitudes, behavior, beliefs etc. so as to make the relationship between the two elements a consonant one. When one of the dissonant elements is a behavior, the individual can change or eliminate the behavior. However, **this mode of dissonance reduction frequently presents problems for people, as it is often difficult for people to change well-learned behavioral responses** (e.g. giving up smoking).

- **A second (cognitive) method** of reducing dissonance is to acquire new information that outweighs the dissonant beliefs. For example, thinking smoking causes lung cancer will cause dissonance if a person smokes. However, new information such as "research has not proved definitely that smoking causes lung cancer" may reduce the dissonance.
- **A third way** to reduce dissonance is to reduce the importance of the cognitions (i.e. beliefs, attitudes). A person could convince themselves that it is better to "live for today" than to "save for tomorrow." In other words, he could tell himself that a short life filled with smoking and sensual pleasures is better than a long life devoid of such joys. In this way, he would be decreasing the importance of the dissonant cognition (smoking is bad for one's health).

- **Forced Compliance Behavior:**

When someone is forced to do (publicly) something they (privately) really don't want to do, dissonance is created between their cognition (I didn't want to do this) and their behavior (I did it). Forced compliance occurs when an individual performs an action that is inconsistent with his or her beliefs. **The behavior can't be changed, since it was already in the past, so dissonance will need to be reduced by re-evaluating their attitude to what they have done.**

This prediction has been tested experimentally: cognitive dissonance experiment turning pegs. In an intriguing experiment, Festinger and Carlsmith (1959) asked participants to perform a series of dull tasks (such as turning pegs in a peg board for an hour). As you can imagine, participant's attitudes toward this task were highly negative.

- Aim Festinger and Carlsmith (1959) investigated if making people perform a dull task would create cognitive dissonance through forced compliance behavior. In their laboratory experiment, they used 71 male students as participants to perform a series of dull tasks (such as turning pegs in a peg board for an hour). They were then paid either \$1 or \$20 to tell a waiting participant (a confederate) that the tasks were really interesting. Almost all of the participants agreed to walk into the waiting room and persuade the confederate that the boring experiment would be fun. When the participants were asked to evaluate the experiment, the participants who were paid only \$1 rated the tedious task as more fun and enjoyable than the participants who were paid \$20 to lie. Being paid only \$1 is not sufficient incentive for lying and so those who were paid \$1 experienced dissonance. Being paid \$20 provides a reason for turning pegs and there is therefore no dissonance.



- 13) **Self-perception theory (Bem):**
- We infer our attitudes from observing our own behaviors (i.e., behaviors can cause attitudes) **Attributional processes** - we attribute our own behaviour as being indicative of certain attitudes. Bem argued we are more likely to make attitude inferences when our behavior is freely chosen. Self-perception theory describes the process in which people, lacking initial attitudes or emotional responses, develop them by observing their own behavior and coming to conclusions as to what attitudes must have driven that behavior. The researchers conducted an interesting empirical demonstration of self-perception theory of attitude formation. They first separated participants into 2 groups: strong and weak pro environment. Then they induced them to endorse either relatively pro or anti statements on a questionnaire. The results showed that the participants who were induced into reporting proenvironment behavior reported more positive attitude for environment.

- However, this only occurred if their initial pro-environment attitude was weak.
- Self-Perception Theory provides an alternative explanation for cognitive dissonance effects. For example Festinger and Carlsmith's experiment where people were paid \$1 or \$20 to lie. Cognitive dissonance says that people felt bad about lying for \$1 because they could not justify the act. Self-perception takes an 'observer's view, concluding that those who were paid \$1 must have really enjoyed it (because \$1 does not justify the act) whilst those who were paid \$20 were just doing it for the money.
- Note that this indicates how changing people's attitudes happens only when two factors are present:
They are aroused, feeling the discomfort of dissonance.
They attribute the cause of this to their own behaviors and attitudes.

- 14) Elaboration Likelihood Model:
- The central route to persuasion tends to yield longer lasting attitude change than the peripheral route.
- Description - There are two ways we make decisions and hence get persuaded:
- When we are motivated and able to pay attention, we take a logical, conscious thinking, central route to decision-making. This can lead to **permanent change in our attitude** as we adopt and elaborate upon the speaker's arguments.
- In other cases, we take the *peripheral route*. Here we do not pay attention to persuasive arguments but are swayed instead by surface characteristics such as whether we like the speaker. In this case although we do change, **it is only temporary** (although it is to a state where we may be susceptible to further change).

- **Central Route to Persuasion:**

- When discussing the Elaboration Likelihood Model, we use the term 'elaborate' to mean 'to think elaborately about something.' The **central route to persuasion** is when people elaborate on a persuasive argument, listening carefully and thinking about the logic behind the message. There are times when people are motivated to pay attention to the facts during a speech or other persuasive communication and during those times are persuaded the most by a strong logical argument. If a person believes the persuasion to be reliable, convincing and well-constructed, he or she will typically be receptive to a change in attitude that is long-lasting.
- For example, imagine you are a college student listening to a speech about why the cost of tuition should be increased the following year. If you are attending next year, it's likely this subject would be important to you, and so you would listen closely to the argument. Obviously, you would probably not ~~want~~ the tuition to increase.

Peripheral Route to Persuasion:

- There are other times when people are not motivated by the facts and instead are persuaded by superficial things, such as the attractiveness or fame of the person delivering the message. This is the **peripheral route to persuasion** - when people do not elaborate on a persuasive argument and instead are swayed by surface characteristics that are peripheral to the message.
- When using this route, peripheral cues enable the individual to use mental shortcuts, accepting or rejecting the argument based on superficial factors instead of actively thinking about the issue. Attitude change resulting from the peripheral route is typically temporary and susceptible to additional change.

Peripheral Route to Persuasion:

- For an example of using the peripheral route, imagine you are listening to a debate between two political candidates. It is long and boring, and you zone out for a bit. At the end, though, you favor one particular candidate because he seems more likable and has a warm, soothing voice.
- Your attitude toward the candidate has changed even though you were not paying attention to what he was saying - his demeanor and voice were peripheral cues that you (likely unconsciously) used as a mental shortcut to determine his likability. Many psychologists have proposed that this is actually how most of the U.S. population chooses a presidential candidate.
- One of the best ways motivating people to take the central route is to make the message personally relevant to them. Fear can also be effective in making them pay attention, but only if fear is moderate and a solution is also offered. Strong fear will just lead to fight-or-flight reactions.

- The central route leads to consideration of both arguments for and against and a choice is carefully considered.
- People are more motivated to use the central route when the issue has personal relevance to them. Some people have a higher need for cognition, deliberately thinking about more things than people with a lower need.
These people with a higher need for cognition are more likely to choose the central route.
- When they are feeling good, they will want to sustain this and will avoid focusing on things that might bring them down again, so they take a more cursory, peripheral route. People in a negative or neutral mood are more likely to take the central route.

- Sometimes, whether listening to a speech or a television advertisement, we are moved by what the speaker says. Other times, we pay less attention to what the person is actually saying and care more about the speaker's presence. The **Elaboration Likelihood Model** indicates the factors that determine which of these is more likely. It is a theory that specifies when people are more likely to be influenced by the content of persuasive communication instead of superficial characteristics, and vice versa. It helps us explain **how attitudes are formed and changed through persuasion.**



Lion is Lion!!

Doesn't Matter
Male or Female!!