

GS FOUNDATION
BATCH FOR CSE (2023-24) - Ethic
Human Values – Handout 4

3

ATTITUDE

UNDERSTANDING ATTITUDE

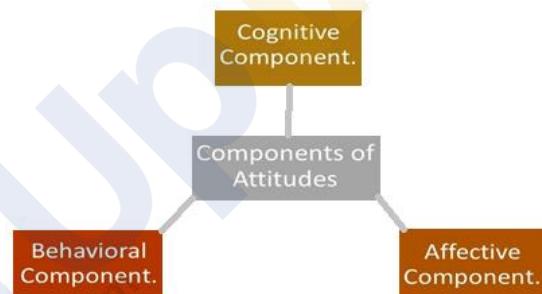
- An important part of how we think about ourselves and others comes from our knowledge of how we view the world. This view is shaped by our self-knowledge and the ways we think and perceive, which we are often filled with errors and biases.
- Attitude is the overarching framework that encapsulates all these. Attitude are fundamental determinants of our perceptions of and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions.
- To build a better understanding of attitude and its related aspects, some of the important definitions are as follows:
 - ✓ According to N.L. Munn, “Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service, or institution.”
 - ✓ According to Gordon Allport, “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”
 - ✓ Frank Freeman said, “An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one’s typical mode of response.”
 - ✓ “An attitude is our assessment of ourselves, other people, ideas, and objects in our world”
 - ✓ “An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner.” — Milton Rokeach.
 - ✓ “Attitude can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner for a given object.” — Martin Fishbein and Icek Ajzen.
- Attitude is intricately and intimately linked with beliefs, thought processes, value systems, perceptions, behavior, etc. Self-perception is an important component of attitude. Not only does it decide one’s aspirations but also the ability to persevere through difficult situations.

- Attitude affects behavior of oneself and others in different situations. One is supposed to understand the content of attitude in order to build better understanding of oneself best and others.
- Notably, the difference between positive attitude and negative attitude be delineated and the importance of positive attitude is understood in order to manifested in daily life especially dealings in public service. One should also be able to form linkages between attitude and emotional intelligence.

STRUCTURE

- The first way we can examine attitudes is through a “tripartite” model. It is often referred to as the ABC’s of attitudes and consists of three bases or components, affect, behavior, and cognition.

- I. **Affective or Emotion-** It is positive or negative feelings or emotions about an attitude object. E.g., fear, sympathy, hate. It is responsible for bringing the evaluative element in our judgments.
- II. **Behavioral Action Tendency** – It is a tendency or disposition to act in certain ways toward something. Emphasis is on the tendency to act, not the actual acting; what we intend and what we do may be quite different.
- III. **Cognitive or Belief** – It is our thoughts, beliefs, and ideas regarding an attitude object. When a human being is the object of an attitude, the cognitive component is frequently a stereotype, e.g., "welfare recipients are lazy".



FEATURES OF ATTITUDE

- Attitude is learned.
- It is enduring and consistent.
- It involves a subject-object relationship- the object includes self.
- It is communicated; hence, the expression of attitude is a social act.
- It affects behavior intimately.
- It is relatively permanent and thus can be changed slowly.
- Shares dynamic and intricate relationship with value system.

FUNCTIONS

- Attitudes can serve functions for the individual. Daniel Katz (1960) outlines four functional areas:
 1. **Knowledge** - 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. Knowing a person's attitude helps us predict their behaviour. For example, knowing that a person is religious we can predict they will go to Church.
 2. **Self / Ego-expressive** - The attitudes we express helps **communicate** who we are and also makes us feel good because we have asserted our identity. Self-expression of attitudes can be non-verbal too: think bumper sticker, 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.
 3. **Adaptive** - If a person holds and/or expresses socially acceptable attitudes, other people will reward them with approval and **social acceptance**. For example, when people flatter their bosses or instructors (and believe it) or keep silent if they think an attitude is unpopular. Again, expression can be nonverbal [think politician kissing baby]. Attitudes then, are to do with being a part 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.
 4. **Ego-defensive** - 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. People whose pride has suffered following a defeat in sport might similarly adopt a defensive attitude: "I'm not bothered, I'm sick of rugby anyway...". This function has psychiatric overtones. Positive attitudes towards ourselves, for example, have a protective function (i.e. an ego-defensive role) in helping us reserve our self-image.
- The basic idea behind the functional approach is that attitudes help a person to mediate between their own inner needs (expression, defence) and the outside world (adaptive and knowledge).

THE FOUR BASIC TYPES OF ATTITUDES:

1. **Positive Attitude:** This is one type of attitude in organizational behaviour. One needs to understand how much a positive attitude it takes to keep the work moving and progressing. It means that keeping a positive mindset and thinking about the greater good, no matter whatever the circumstances are. A positive attitude has many benefits which affect out other kinds of behaviour in a good way. For example, a person who has a positive attitude and mindset will look for the good in other person's no matter how bad they behave or how bad is their attitude. The former person thinks about the greater good and that is why he is called a person with a positive attitude.
2. **Negative Attitude:** A negative attitude is something that every person should avoid. Generally, people with negative attitude ignore the good things in life and only think about whether they will fail. They often find a way out of tough situations by running away from it. They often compare themselves with other persons and find the bad in them only. In short, he is exactly the opposite of the one with a positive mindset. There are certain bad effects that a person with a negative mindset has to face.
3. **Neutral Attitude:** This is another type of attitude that is common. That mindset is a neutral one. There is no doubt. Neither is there any kind of hope. The people generally tend to ignore the problems in life. They wait for some other individual to take care of their problems. They generally have a lazy life and they are often unemotional. It is as if they don't think about anything that much and doesn't care for the same as well.
4. **Sikken Attitude:** One of the most dangerous types of attitudes and different is the sikken attitude. The sikken attitude has the calibre to destroy every image that comes in connection with a positive image. This type of attitude is more of a negative attitude and is very destructive. It often reflects the mind's negativity. It is necessary to let go off this kind of attitude for the betterment of the self and the people around you. They are often difficult to be mended because the attitude is deep-rooted within one's personality. However, with time, it nevertheless is possible to change the course of direction of this attitude.

ATTITUDE FORMATION

Social learning:

- This is a factor that plays an important role in the development of attitude. Process of learning affects the development of attitude and the way an individual learns other forms of behaviour. Three processes of learning affect development of attitudes and these are :
 - ✓ **Classical Conditioning:** According to classical learning a neutral stimulus comes to elicit an unconditioned response when repeatedly paired with an unconditioned stimulus. Social psychologists opine that it applies to

the development of attitudes as well. For example, when a child repeatedly listens from his father that Pakistan is an enemy country, and all the terrorist activities in our country are Pakistan supported, the child gradually develops a negative attitude towards Pakistan, even though initially the word Pakistan was a neutral word for him. In a classic experiment on the role of classical conditioning in attitude formation, two nation words – Dutch and Swedish were presented before a group of subjects. When the word Dutch was presented, it was followed by recitation of positive adjectives like happy, laborious and sacred etc. But the word Swedish was followed by recitation of negative adjectives like dirty, ugly, bitter etc. At the end of the experiment, it was found that subjects had developed positive attitude toward the nation word Dutch as it was followed by positive adjectives and a negative attitude among subjects was evident for the nation word Swedish. It was presumed that repeated pairing with positive words elicited a positive response for nation word Dutch.

- ✓ **Instrumental Conditioning:** According to this theory of learning states, we learn those responses that are rewarded and show an increased probability of repeating such responses. However, we tend not to repeat responses that are punished. Studies reveal that children develop attitudes maintained by their parents simply because holding such attitudes is rewarding. Exhibition of attitudes and behaviour similar to parents is often met with reward and praise from parents and dissimilarities or deviation is met with punishment and admonition. Thus, children soon learn that holding attitudes similar to that of parents is instrumental in getting the desired results.
- ✓ **Observational learning:** A number of behaviours are learned by watching the activities of others and the outcome of such activities. Children growing often watch parents and significant others in the family and society doing things which they follow without questioning the wisdom or logic behind these activities. They follow without question only because they trust in the wisdom of their parents and significant others in the family and society.

Group Affiliations

- Group affiliations are an important source of formation and development of attitude. An individual adopts the values, norms, opinions, beliefs and way of behaviour in order to become an acceptable member of that group, because following the line suggested by the group is rewarding.
- Besides group exerts pressure for conformity to group and nonconformity is met with punishment. According to social psychologists group affiliations affect

attitude formation. Primary group is immediate group of the individual that is family, peer group etc. Such groups have limited number of members and enjoy face to face interactions.

- Since primary groups are based on close cooperation, affinity and compassion members of primary group often develop similar attitudes. Family members particularly parents have tremendous influence over development of attitude among children.
- According to social psychologists' attitudinal homogeneity among primary group members can be attributed to four reasons. Since primary groups are closely interknit, members face too much pressure for conformity to group.
- Therefore, members of primary group are more likely to show attitudinal similarity. Primary groups create conditions where attitudes of one member are favourable to other members which breeds liking among them. This liking breeds further similarity and this similarity in turn leads to attitudinal similarity.
- All members of the primary group receive similar or same information. They are more likely to process and analyse the information in more or less similar fashion thus developing attitudinal homogeneity.
- Any new member of a primary group is more likely to develop attitudes similar to the group in order to gain acceptance in that group. Reference group is a group, the individual is not a member of which but he aspires to be like members of that group.
- Thus, such a group is used as standard for reference or comparison. Usually, a person identifies with such groups by changing or adopting values, norms, goals similar to that of reference group.

Cultural Factors

- Cultural factors also affect the development of attitudes. Every society has its culture and every culture has its traditions, norms, values, religion etc. Thus socialisation of every person is affected by the cultural factors of that society.
- Studies reveal that people reared in different cultures exhibit different attitudes while people reared in the same culture show similarity of attitudes. For example, a marriage proposal between first cousins is viewed favourably in Muslim culture while in Hindu culture it is viewed with disdain.

- In one of the studies, it was found that cultural differences lead to development of certain common attitudes among members of a given culture. For example, members of Arapesh tribe are liberal, cooperative, and kind-hearted.
- On the other hand, members Mundugumor tribe are usually aggressive, zealous and selfish. Anthropologists concluded that it was due to difference in emphasis on the development of different personality traits among the two cultures.

Personality Factor

- Personality traits also have an important role to play in the formation and development of attitudes. Attitudes which are in consonance of personality traits are acquired easily. In a research study it was found that persons with highly organised attitudinal system accept merits and demerits of their personality as a matter of conscience.
- Some other studies found that people with low IQ and literacy level are usually conservative, suspicious, hostile and has a tendency to attribute their faults to others.
- **Stereotypes:** Every society is characterised with some stereotypes. Stereotypes are simple generalised expectations about people of other groups. For example, it is believed that women as compared to men are more religious and suggestible, it leads to development of certain attitudes towards women.
- **Given information:** Information given to the individual also plays important role in the formation of attitudes. In modern society modern means of communication, particularly radio and television, play important role in shaping the opinions, views and attitudes about many an issue of public concern. Although not all types of information have equal effect on attitudes.

ATTITUDES AND VALUES

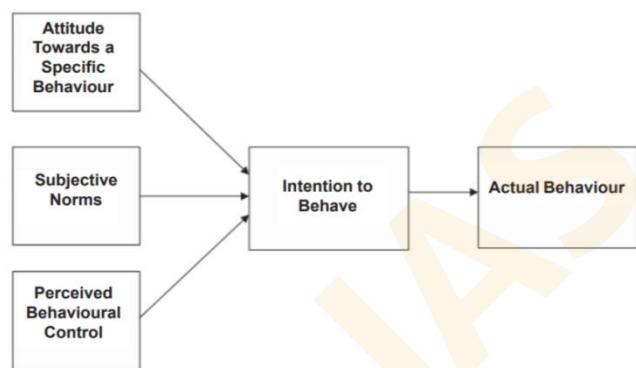
- The most frequently cited definition of what constitutes a human value is offered by Rokeach (1973) as an “enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence”.
- Values constitute an important aspect of self-concept and serve as guiding principles for an individual. Rokeach argued that, considered together, values form values systems where a value system is “an enduring organisation of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of importance”.

- Thus the importance of different values should co-vary with the importance of others in the value system. For e.g., you may value ‘honesty’ over ‘success’. Human values are strongly prescriptive in nature and form the core around which other less enduring beliefs are organised. As such they are important in a range of other processes, like attitudes. It is contended that the formation of specific attitudes is predicated upon more general values. Values indirectly influence behaviour through their influence on attitudes. Although values can shape attitudes, it does not however mean that values shape all attitudes.
- It is clear that some attitudes are formed through the influence of long-standing values internalized early in life. These are called symbolic attitudes, because the attitude object is a symbol of something else.
- In contrast, there are some attitudes that are based on utility, a direct benefits and costs of the attitude object. These are called instrumental attitudes, because they are instrumental to meet those needs. Interestingly the same attitude object could serve a symbolic or an instrumental need. For e.g., your decision to eat only vegetarian food could be based on utility (if you stay in a place like Europe or America where it is more difficult to get vegetarian food) or taste-instrumentally based attitudes— versus considerations of animal rights and right to live-symbolically based values.
- Values are relatively more stable and enduring than attitudes, since they are basic notions about what is right and wrong. Attitudes are less stable than values. Further, if we know an individual’s values, we are better able to predict his behaviour in a particular situation.

ATTITUDE-BEHAVIOUR RELATION

- **Theory of Reasoned Action** - The theory of reasoned action was proposed by Fishbein and Ajzen (1975). They suggested that behaviour is primarily a function of an intention to carry out a particular act. These intentions, in turn are determined by two factors: the attitude towards **the behaviour and the subjective norm**. The attitude is a function of belief about consequences and subjective evaluation of those consequences.

- **The Theory of Planned Behaviour** - In a later modification of theory of reasoned action theory, known as the theory of planned behaviour by Ajzen, 1991 added a third factor that leads to behavioural intention: perceived behavioural control. Perceived behavioural control refers to people's appraisals of their ability to perform the behaviour in question. As a general rule, the more favourable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behaviour in question. Let us use an example to explain this theory. Rahul believes that smoking causes cancer and that cancer is very bad (therefore he has a negative attitude towards smoking). His fiancée wants him to quit smoking and he would like to please her (subjective norm for smoking is low). He however realizes that this habit is deeply ingrained and lacks confidence in his ability to become a non-smoker (low perceived behavioural control). Thus, despite his proper attitude and the subjective norm, Rahul is unlikely to quit smoking.



- It is also true that at times subjective norms will determine our intentions. Even if we dislike something, we may do it anyway, because of subjective norms (think of peer pressure). For instance, even if Rahul had a negative attitude toward smoking, had the will power to quit (high behavioural control), but thought that his friends expect him to smoke and he wanted to please his friends (high subjective norm towards smoking), he would have probably not have an intention to quit smoking. This model has been quite accurate in relating attitudes to behaviour in areas like voting, drug use, political and family planning behaviour. It is important to note that this model will be accurate only in explaining behaviour based on rational thinking and planning— hence the name 'planned behaviour'.

ATTITUDE CHANGE

- Attitudes are relatively permanent meaning thereby that they are subject to change but slowly overtime. Psychologists claim that attitude change is of two types –
 1. Congruent change - When a favourable attitude becomes more favourable after an incident, it is **congruent change**.
 2. Incongruent change - However, when attitude change is unfavourable that is direction of change is opposite of the already held attitude, it is called **incongruent change**.

FACTORS THAT AFFECT ATTITUDE CHANGE

Psychologists have identified a number of factors that affect attitude change which are as:

Changing reference group

- Psychologists found that change in reference group leads to change in attitude as well. In one of the experiments Newcomb (1950) found that a group of fresh entrants of girls were conservative as they were coming from a family of conservative parents.
- However, environment of the college promoted liberalism and one of the aims of college was to promote liberalism among students. In the last year of college, it was found that girls had shifted from conservatism to liberalism.

Changing group affiliations

- This has direct bearings on change in attitudes. It has been observed that when a person breaks ties with old group and joins new one, he readily adopts norms, values, opinions and beliefs of the new group. Therefore, change in attitudes is also there.
- However, change in attitude or change in group affiliations depend on two things-
 1. Characteristics of group
 2. Characteristics of membership in group.
- By characteristics of the group, we mean norms, values and beliefs of the group. If the standards, norms, beliefs and values of new group are more attractive to the individual then the individual is likely to change his attitudes more readily.

- Similarly, characteristic of membership refers to the individual's position in the new group. If new position in new group accords greater status and power and prestige, then the individual is more likely to change his attitude in the direction held by the group.
- For example, if a leader is changing his affiliations from BJP to Congress Party, he may find himself elevated to the level of national level, certainly he would change his attitudes more in favour of Congress and its policies.

Additional information

- Change in attitude is also brought about by information received from means like Radio, Television, and Newspaper. The person also gets information through interaction with others.
- However, change in attitudes resulting from reception of additional information depends on the nature of social situation in which information is given.
- Psychologist have delineated three types of such social situations which are as follows:
 - i. When the additional information is given in front of several people then when individual is alone, attitude change is faster and greater.
 - ii. When an individual publicly accepts and declares his attitudes and beliefs, he commits himself to those attitudes and beliefs. Such public commitment brings about a sort of rigidity in his attitudinal stand and any additional information is likely to bring change in attitudes.
 - iii. However, in a situation where the individual has not made public his attitudes and values i.e. his commitment is private not public. Additional information will bring more change in attitudes because public is not aware of the individual's previous stand on the issue.

Persuasive Communication

- By persuasive communication we mean communication of such facts and information as are attractive and appealing to the listener and has direct bearing on the attitudes of the person. Change in attitude through persuasive communication depends on four factors:
 1. Source of communication
 2. Characteristics and content of communication
 3. Channel of communication, and
 4. Characteristics of audience.

- By source of communication, we mean the person who provides information for attitude change. Studies reveal that there are certain characteristics of source which are effective in producing attitude change and these are: - Credibility of the communicator, Attractiveness of the communicator, Content and characteristic of communication.

Enforced contact

- One important factor in attitude change is enforced contact. By enforced contact we mean a social situation in which two opposing parties are compelled to interact with each other.
- For example, when an Indian and a Pakistani are compelled to live in the same room and share other things. It is presumed that such enforced contact allow people to understand each other in a better way through repeated exposure to each other.
- In such situation people receive first-hand information about each other and has the opportunity to test the information received.

Characteristics of audience

- Effectiveness of communication aimed at changing attitudes of audience is also dependent upon the characteristics of the audience receiving the message. It has been found that people who are high in self-esteem, self-confidence and are aggressive by nature are less likely to be affected by a communication to change attitude.
- Age has also been found to adversely affect change in attitude. Increase in age brings about rigidity and conservatism in thinking thus an aged person is less likely to be affected by persuasive communication.

THE THEORIES OF ATTITUDE CHANGE

- I. **Consistency Theories:** The basic assumption of these theories is the need of the individual for consistency. There must be consistency between attitudes, between behaviours, and among attitudes and behaviours. A lack of consistency causes discomfort so that an individual attempt to ease the tension by adjusting attitudes or behaviours in order to once again achieve balance or consistency. Relationships among the perceiver, another person, and an object are the main focus of balance theory. Relationships are either positive or negative, based on the cognitive perceptions of the perceiver. In this theory, there are eight possible configurations; four balanced and four unbalanced. Unbalanced states are recognized as being unstable. Under these conditions, perceivers attempt to restore balance by changing

their attitudes toward objects or other persons. Persuasive communications attempt to change the affective component of an attitude system by changing the cognitive component of attitude. In other words, providing an individual with new information that changes the cognitive component of attitude will tend to cause that individual to change overall attitudes toward an object.

- II. **Cognitive Dissonance theory:** Cognitive dissonance theory argues that behaving in a way that contradicts existing attitudes creates a feeling of discomfort. Put another way; people feel bad when they perform an action that is inconsistent with their attitudes. For example, an animal lover may feel upset if they accidentally run over a hedgehog; a pro-environmentalist may feel bad if they throw their plastic covers on the ground at the end of a night out. People will look for ways to try to explain it and, if none are apparent, they will resort to the only means left to them to resolve the discrepancy: they will change their attitude so that it matches the behaviour they have performed. Like self-perception theory, cognitive dissonance theory predicts that behaviours cause attitudes rather than the other way around, but unlike self-perception theory, a weak prior attitude is not a prerequisite for the effect. In fact, dissonance will not occur unless there is a prior attitude that is fairly strong; otherwise, there will be no discrepancy and no strong feelings of discomfort

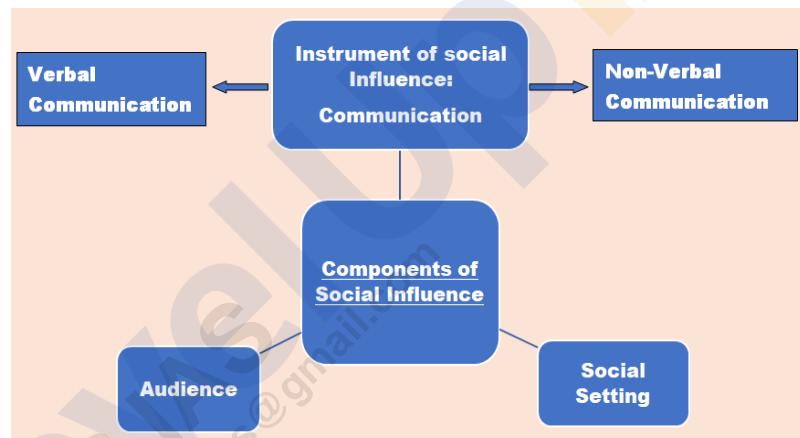
- III. **Reinforcement Theories:** The main aspect of the reinforcement theory is that when behaviour is reinforced, then it will be repeated and used again, and when if the behaviour is not reinforced, then that behaviour will continue without change. Therefore, if this behaviour is currently bad, it will stay that way, unless something is done. The Reinforcement Theory starts to look into **punishment and reward** for behaviour. This is what Skinner started to go into, saying that punishment was needed to make sure people stay on the right track and produce work, which is of adequate quality. This theory includes all the three kinds of conditioning that have been discussed in Attitude Formation section

- IV. **Social Judgment Theories:** Social judgment theory focuses on how people's prior attitudes distort their perceptions of the positions advocated in persuasive messages, and how such perceptions mediate persuasion. In general terms, the theory assumes that a person's attitudes serve as a judgmental standard and anchor that influences where along a continuum a persuader is advocated position is perceived to lie. According to this theory, an individual's initial attitude serves as an anchor for the judgment of related attitude communications. Opinions are evaluated against this point of reference and are placed on an attitudinal continuum.

SOCIAL INFLUENCE AND PERSUASION

Understanding Social Influence

- Lisa Walker in *The Blackwell Encyclopedia of Sociology* defines Social influence "as change in an individual's thoughts, feelings, attitudes, or behaviors that results from interaction with another individual or a group. Social influence is distinct from **conformity, power, and authority**.
- *Conformity* occurs when an individual expresses a particular opinion or behavior in order to fit in to a given situation or to meet the expectations of a given other, though he does not necessarily hold that opinion or believe that the behavior is appropriate.
- *Power* is the ability to force or coerce someone to behave in a particular way by controlling her outcomes.
- *Authority* is power that is believed to be legitimate (rather than coercive) by those who are subjected to it.
- Social influence, however, is the process by which individuals make real changes to their feelings and behaviors as a result of interaction with others who are perceived to be similar, desirable, or expert.
- People adjust their beliefs with respect to others to whom they feel similar in accordance with psychological principles such as balance. Individuals are also influenced by the majority: When a large portion of an individual's referent social group holds a particular attitude, it is likely that the individual will adopt it as well. Additionally, individuals may change an opinion under the influence of another who is perceived to be an expert in the matter at hand.



FACTORS THAT AFFECT SOCIAL INFLUENCE:

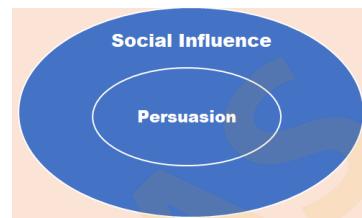
- Emotional content of the message
- Credibility and reliability and authenticity of the speaker
- attitude and emotional makeup of the audience
- Social cultural, political and economic conditions.

- The importance of social influence for civil servants is immense. At the level of an individual civil servants can see and understand how interactions in various social spheres influence their own behavior, attitude, values, beliefs, perceptions, thoughts, etc.
- At a public level understanding social influence equipped them to understand how different people are influenced through their interaction with them. Changing people's attitude and persuading them to follow law and contribute to the betterment of society is an integral part of civil servant's job. Various factors that interplay social influence and persuasion in the framework of communication and action has to be delineated and understood.

PERSUASION

- In *The Dynamics of Persuasion*, Perloff defines persuasion can be defined as "...a symbolic process in which communicators try to convince other people to change their attitudes or behaviours regarding an issue through the transmission of a message in an atmosphere of free choice."
- The key elements of this definition of persuasion are:
 1. Involves a deliberate attempt to influence others
 2. People are not coerced; they are instead free to choose through self-persuasion
 3. Persuasive messages are transmitted in a variety of ways, including verbally and nonverbally via television, radio, internet, or face-to-face communication.
 4. Persuasion is symbolic, utilizing words, images, sounds, etc
- **Persuasion deals with how** do people think about, and incorporate, the information they receive that is counter to their current point of view? What determines whether they are persuaded by arguments or not?

- This is a question of obvious relevance to our understanding of how people think, feel, and behave. Do TV adverts work? When do people change their brand of toothpaste? What changes people's vote in political election campaigns? What makes people decide to adopt a healthier diet? How people react to messages intended to make them change their mind is the focus of this final section.
- Persuasion has an objective is attempted to be achieved through social influence. Broadly, persuasion can also be understood as a part or a type of social influence.
- Communication is the instrument which aims to engage people in different social settings in order to influence them. many at times the method is persuasion. Notably, it must be highlighted that persuasion encapsulates a component of respecting individual autonomy and freedom to make choices.
- It must be differentiated from coercion. It should also be kept in mind that not all communication is intended to be persuasive; other purposes include informing or entertaining.
- A number of researchers have created theories that help explain why people are persuaded. Two *important theories* must be understood as follows:



MODES OF PERSUASION

Modes of persuasion are the methods a speaker or teacher can use to appeal to their audience. People often use the various modes of persuasion in everyday conversations as well as in their professional capacities. More than 2,000 years ago, Aristotle taught his students about four basic ways to convince an audience of a belief or concept. Aristotle was a famous Greek rhetorician, scientist and teacher, and he emphasized the modes known as ethos, pathos and logos.

1. Ethos

Ethos relies on **credibility** as the method for convincing others. You can establish credibility in a range of ways, such as experience or education. If an established and trained psychologist wrote a paper on the psychology that impacts anxiety and depression, the credibility comes from that individual's experience and knowledge in the field. However, if that same psychologist wrote an article about cooking, they wouldn't have the same assumed credibility in that particular field.

For some, credibility is assumed based on their qualifications. People can establish their own ethos by emphasizing what makes them an expert in a particular field. Individuals may also build their ethos by referencing and citing credible sources in their arguments or appealing to the logic of the audience.

2. Pathos

Pathos is a mode of persuasion that appeals to the human **emotions**. Human beings feel complex emotions, and feelings can often trump common sense and logic in behaviors and actions. Due to the complexity of feelings, pathos is a powerful mode of persuasion that allows people to connect with one another and experience emotions. The feelings a person experiences can also motivate them to act differently or believe something to be true, making pathos very effective for persuasion. Of the key modes of persuasion, pathos is often the least respected due to its inability to remain objective. People feel different emotions based on their experiences in life, so appealing to those emotions may not always be the best course of action for a wide and varied audience.

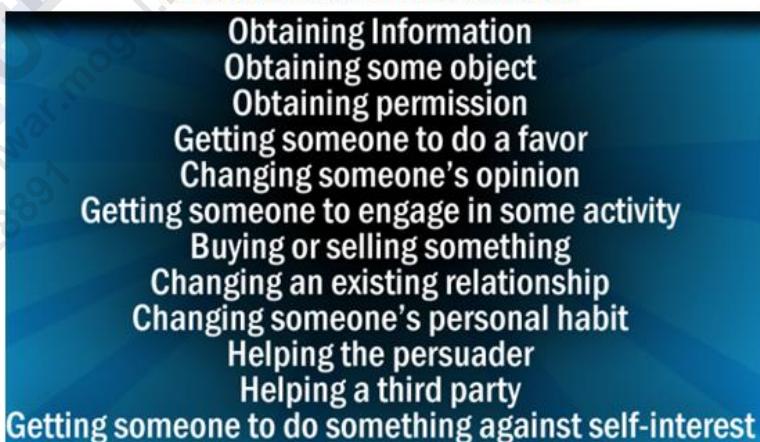
3. Logos

Logos appeals to the **logical side** of the audience members, and using logos can help establish the ethos in writing. Performing research is a good starting point when relying on logos as your dominant mode of persuasion. As you research a topic, you can glean information that will help you present it more logically to your audience. An important element of maintaining logos in rhetorical works is avoiding faulty logic. Also referred to as logical fallacy, this situation may occur if you try to use logic that isn't accurate or based on facts.

4. Kairos

Aristotle also mentioned a fourth mode of persuasion, although he didn't group it with the other three in his teachings. This mode is known as kairos, which translates from Greek to **opportune** or **right moment**. When applying the mode of persuasion known as kairos, the speaker or writer must take advantage of or create the ideal moment to deliver a message. For example, a government representative trying to convince their constituents to take action around gun laws might reach out to them after a local shooting incident. This example incorporates both Kairos, or taking advantage of the right moment, and pathos, or appealing to emotions.

12 Goals of Persuasion



STEPS TO EFFECTIVE PERSUASION

Step#1: (What) The first step in effective persuasion is to clearly state your goal – what is it you want to do?

Step#2: (Who) Once you know your goal, determine who you must persuade, identifying all persons or groups.

Step #3: (How) The third goal is to begin to develop methods of persuasion. First, you should carefully analyse the situation and the persons and groups whom you hope to persuade by answering these questions:

- Does what you want offer little or no perceived benefit to the person or persons you want to influence?
- Do you and those you want to persuade have about equal power?
- Can both sides help (or hurt) each other almost equally?

Step #4: (Select) After the analysis, select your methods and organize them into a process you will implement.

1. You are more likely to persuade others when you:
 - give logical reasons – statements that answer the question “why?”
 - relate the reasons directly to the persons you are attempting to persuade
 - use facts to support your reasons
 - share genuine feelings about the issue
 - relate feelings directly to the persons you are attempting to persuade
2. You are more likely to be an effective persuader in the long run when you are ethical. Lying, name-calling, exaggeration and distortion of facts has no place in ethical persuasion.
3. You are also more likely to persuade people when you and your organization have credibility. This means that you are more likely to be successful when people like you, trust you and have confidence in you.

You have credibility if people see you as:

- competent – you have done your homework and know what you are talking about.
- well-intentioned – you have a positive motive
- ethical – you are telling the truth and displaying high standards and positive attitudes
- likable – you are not trying to fight.

MORAL AND POLITICAL ATTITUDES

POLITICAL ATTITUDES

- Max Rosenberg in his paper "**Analyzing Political Attitudes**" writes that the term 'political attitude refers to the mental or emotional set with which an individual approaches.
- A political problem and which determines his line of conduct towards that problem. The sum total of the political attitudes of an individual reveals that person's outlook on the political aspect of social living.
- It could be learned, for example, whether the person was radical, progressive, liberal, conservative, or reactionary. That which can be said of the individual can likewise be applied to a group or community. The total of the political attitudes and outlooks of the various individuals will reveal the political bent of the group.
- All individuals have political attitudes. All are affected by the acts of governmental units, with resulting thoughts, opinions, and attitudes. For some people it is enough to have their own way of thinking and believing. For others this is not enough; they must seek to persuade everyone else to believe that their particular points of view are the best, or the most expedient, or the least expensive, or possibly, that they will benefit the majority. Many people are even willing to die, if necessary, for their political attitudes and beliefs.

Why Political Attitudes need to be Studied?

- ❖ The study helps an individual to understand and differentiate various political attitudes and make an informed choice in order to support one or refute the other.
- ❖ To understand the content and structure that make up different political attitudes.
- ❖ As civil servants developing the quality of respecting different political attitudes and inculcating an attitude to be able to cooperate and collaborate with people belonging to different political attitudes in order to achieve the collective good.
- ❖ Politics being a very integral part of one's public engagement, by understanding the sources of various political attitudes one can rationally analyze one's own political attitudes and give up beliefs and values that do not support social, economic and political progress and development.

- ❖ Political attitudes affect political participation and political aspirations of an individual or a group.

FACTORS AFFECTING POLITICAL ATTITUDES

1. The Environment

The surroundings and atmosphere, in which an individual is brought up, plays a vitally important role in moulding a person's character. It is the second of the two ingredients in the mould; the other is the hereditary impulses and tendencies. These two together-heredity and environment-determine the type of individual that will be the end result. Assume that a youth lives in a poor factory district. The workers in the neighbourhood labour for starvation wages. The youth's father is one of these workers. The youth's whole life is imbued with the ideal of a better life for such people. What will be his attitude towards labour unions, strikes, income taxes, government interference for higher wages, government interference for lower wages?

Assume the opposite, that the youth live in a mansion. He is in continual and constant contact with the idea of profits, profits. He is always hearing that the workers complain needlessly about wages and hours-and are never satisfied. All his acquaintances are in agreement with this idea. What will be this youth's attitude towards labour unions, strikes, income taxes, government interference for higher or lower wages? The environment is of fundamental importance in determining an individual's political attitudes. And this influence is one of long-lasting effect.

2. Mass Media

In the determination of political attitudes, the very latest developments are the tools of mass media like newspapers, cinema, radio, social media, informal chatting platforms, television, etc. These mechanical tools and toys, which characterize the closely-linked, easily-reached society of our day, are like any other sources of information and opinion, They can be utilized for ends which are highly desirable-political enlightenment and enrichment; they can likewise be utilized for ends that are far less desirable-political befuddlement and chaos. The demagogue and self-seeker as well as the leader and statesman come directly into the private dwellings of the population. The poisoning of minds and the confusing of thought is carried on simultaneously with the exposition of the desirable opinions and the explanations of the better-informed and the better qualified. From all indices the mass media will continue to be more and more significant as a political influence and a means of spreading political knowledge and propaganda.

3. Social Interest

Social interest as an intellectual concept may refer to at least two conditions—an interest in the social scene on the part of individuals, or in another sense, the best interest of society. In the first meaning well-developed personal interest in the social scene the degree of interest may range from an idle, objective curiosity to a willingness to offer property and life. In the second meaning—the best interest of society—the interest ranges from a negative, antisocial position, through indifference, to a positive position of working for society. In both meanings, however, social interest serves as important influences in blowing the wind of political opinion.

4. Family and Traditions

The individual gets acquainted with the first social life in the family establishment where it is a natural member from the moment of birth. Basic values, attitudes, norms, and belief patterns are the family environment for the child who has met with the family, especially until the school period, and the unrestricted information source of determination is unlimited. From this point of view, the family conveys certain decision-making patterns with concrete social relations as well as with the social values and norms of the child through the conscious socialization process.

The family may not directly convey the political attitudes, values, norms and beliefs to the child. However, what children learn from their families may have political consequences. Authoritarianism is a good example of this kind of phenomenon. Those who are authoritarian tend to be obedient to those who are higher than themselves, that they should not be criticized, and those who are in the subordinate tends to think that they should not resist orders. The method of raising children leads to the identification of the authoritarian personality, which may include political value judgment and attitudes, such as disturbing political competition, being hierarchically organized, thinking that everyone has a certain place in society.

5. Formal Education

Education in general intends to create personalities of individuals and allow them to access their autonomy in order to rationally use the available resources and make the best out of surrounding circumstances. Formal education includes education provided through institutions like schools and universities. Education has a direct bearing up one's understanding of politics, political participation and most importantly political attitudes. A well-educated mind tends to be liberal in contrast to orthodox or conservative, respecting others' beliefs, values, thoughts and political positions. Education is instrumental in creating individuals who have the capacity to cooperate and collaborate with individuals and groups with different political attitudes and positions.

In this very context it is important that the curriculum and syllabus of education systems are thus created that proportional space are given to different political ideologies so that students are well accustomed to the basic tenants of politics and ideologies. Formal education provided through institutions should provide free, encouraging and nurturing space for individuals to develop their own political attitudes by intimately engaging with teachers and fellow students.

SOME POLITICAL ATTITUDES



Radical

it refers to an attitude that shows that individuals a group of individuals seek to bring about the change into an existing practice, institution or a value drastically. Thus, the existing state differs from the alter state with great contrast. For example, French Revolution trying to replace monarchy through democracy. radicals 10 to be generally highly discontent with the existing system of ways and desire immediate change and thus may include violence as a means.

Liberal

does that mean suggests this attitude entails an accommodative stance where people manifesting such an attitude are ready to engage in evolutionary mechanisms like dialogue to bring about a change. It includes in itself a wide spectrum of plural thoughts beliefs and ideas and proactive attitude to include new spectrums. Liberals tend to abhor violence and prefer democratic means for bringing change.

Moderate

This position is a mix of conservative and liberals. On one hand moderates are democratic in their means while on the other hand they exhibit considerable resistance to change. one should be able to examples from the group of moderates that were active during the initial phase of freedom struggle of India.

Conservative

This political attitude emphasizes the value of traditional institutions and practices. It regards society as a living organism with organically interlinked parts. They value institutions which evolved slowly, for they promote social stability and continuity. Government should guard existing ways of life and not attempt to transform society rapidly. Suspicion of government activism separates conservatism from liberalism and radicalism. Conservatism as a doctrine was first propounded in late eighteenth century largely as a reaction to French revolution. Two famous thinkers associated with conservatism are Chateaubriand in France and Edmund Burke in England. According to them violent, non-traditional and disruptive methods polluted the liberal principles of French revolution.

Reactionary

Reactionary political attitude favors restoration of a previous, and usually outmoded, political or social order. Reactionaries hanker after a society whose days are over. It is a form of nostalgia for the past. Political and social changes occur due to various forces. Once some institutions and ideas are dethroned, they cannot be restored.

Civil servants and political attitude

Civil servants have to work intimately with the political leaders who hold different ideologies and thus their understanding of different political attitudes is very important. Civil servants are expected to show nonpartisanship that is no favor or disfavor to a group of people due to their political attitudes and ideology.

Individual personal political attitudes should not be an obstacle in discharging one's duties. One should be politically neutral in its official capacity and objective in public dealings. Civil servants are not only expected to uphold law and order but also to act as an active and responsible citizen. They must be tolerant and respectable to different political ideologies.

MORAL ATTITUDES

- Moral attitudes are result of learned beliefs and moral values. These attitudes design the conceptual schema for an individual to function in a moral framework. It is notable that all individuals work in some kind of moral framework.
- Moral attitude is the linchpin that decides

FACTORS AFFECTING MORALE ATTITUDES

1. Family and social circle
2. Level of education
3. Socio-political and Economic Conditions
4. Religion
5. Institutions like state, political institutions, etc.
6. Hereditary and Genetic factors

one's ability to find coherence and acceptability of normative values.

- Moral attitudes in general encapsulate moral judgments such as good or bad, right and wrong, etc. Moral attitudes are also seen when one shows opinions and judgments about the world, other people, ideas, etc. apart from the action that one undertakes.
- Moral attitudes of civil servants should reflect values like perseverance, nonpartisanship truthfulness, honesty, goodness, empathy etc.
- Civil servants have an added responsibility to manifest their moral attitudes through their actions as they are always subject to public scrutiny and are accountable for their actions. Not only people learn from such actions but also try to emulate them in their daily lives.
- For example, for a young I.A.S. officer to promote social justice through annihilation of caste system is by going to a public school and eating the mid-day meal made by an old Dalit woman who was otherwise not allowed to cook owing to her caste identity.

Features of Moral Attitude

- ✓ These are dynamic and not static and thus evolved over a period of time. Although these attitudes are relatively permanent. The process of evolution or their change maybe very slow.
- ✓ All individuals have some kind of moral attitude.
- ✓ Moral attitudes have a social-cultural dimension to them and thus find variance when studies with respect to different cultures.
- ✓ Moral attitudes are spoken in respect to individuals who have autonomy or sense of discretion. For example, moral attitudes are not spoken of stones, walls or animals.
- ✓ Made up of moral values and beliefs.
- ✓ Direct bearing on moral actions and behavior.
