

CHAPTER

06

Attitude and Social Cognition

Introduction

Social psychology is that branch of psychology which investigates how the behaviour of individuals is affected by others and the social environment. All of us form attitudes or ways of thinking about specific topics and people. We also form impressions about persons we meet and assign causes to their behaviour. Besides, our own behaviour gets influenced by other individuals and groups. In some situations, people show pro-social behaviour, that is, helping the needy and the distressed, without expecting anything in return. Many of these social behaviours seem to be simple. Yet, explaining the processes that lie behind these behaviours is a complex matter.

Social Behaviour

Social behaviour is a necessary part of human life. It is much more than just being in the company of others. Our social environment influences our thoughts, emotions and behaviour in complex ways. Social psychologists examine various forms of social behaviour and try to explain their basis. Due to social influences, people form views or attitudes about people and different issues that exist in the form of behavioural tendencies.

Impression formation happens when we meet people and make inferences about their personal qualities. We also assign causes to the behaviour shown in specific social situations and this process is known as attribution.

CHAPTER CHECKLIST

- Introduction
 - Social Behaviour
 - Nature and Components of Attitude
 - Attitude Formation and Change
 - Attitude Change
 - Prejudice and Discrimination
 - Strategies for Handling Prejudice
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Cognitive processes cannot be directly seen. They have to be inferred on the basis of externally shown behaviour. There are other examples of social influence that are in the form of observable behaviour.

Two such examples are, **social facilitation/inhibition** i.e. the improvement or decline in performance in the presence of others. **Pro-social behaviour** is responding to others who are in need or distress. In order to understand how the social context influences the individual, it is necessary to study both social-cognitive process and social behaviour.

Social psychologists suggest that one must go beyond common sense and folk wisdom to explain how people observe and understand their own and others' behaviour. To explain social behaviour we have to adopt scientific methods and systematic-objective observations.

In order to understand completely how the social context influences the individual, it is necessary to study both social-cognitive processes and social behaviour. Through systematic and objective observations and by adopting scientific methods, it is possible to establish logical cause and effect relationships that explain social behaviour.

Nature and Components of Attitude

An attitude is a state of the mind, a set of views or thoughts, regarding some topic (called the 'attitude object'), which have an evaluative feature (positive, negative or neutral quality). It is accompanied by an emotional component and a tendency to act in a particular way with regard to the attitude object. If our views are not merely thoughts, but also have emotional and action components, then these views are the examples of attitudes.

Components of Attitude

The thought component is referred to as the **cognitive aspect**, the emotional component is known as the **affective aspect** and the tendency to act is called the **behavioural (or conative) aspect**. These three aspects have been referred to as the **A-B-C components** i.e. **Affective-Behavioural and Cognitive components of attitude**.

of a 'green environment' movement. Based on sufficient information about the environment, your view towards a 'green environment' is positive (cognitive or 'C' component, along with the evaluative aspect). You feel very happy when you see greenery.

You feel sad and angry when you see trees being cut down. These aspects reflect the affective (emotional) or 'A' component of the same attitude. Now suppose you also actively participate in the tree plantation campaign. This shows the behavioural or 'B' component of your attitudes towards a 'green environment'.

In general, we expect all three components to be consistent with each other, that is, in the same direction. Predicting one component on the basis of the other two may not always give us the correct picture about an attitude.

© Beliefs and Values

Attitudes have to be distinguished from two other closely related concepts, namely **beliefs** and **values**. Beliefs refer to the cognitive component of attitudes and form the ground on which attitudes stand, such as belief in God or belief in democracy as a political ideology. Values are attitudes or beliefs that contain a 'should' or 'ought' aspect, such as moral or ethical values. For example, one should work hard or one should be honest.

Values are formed when a particular belief or attitude becomes an inseparable part of the person's outlook on life. Consequently, values are difficult to change.

Features of Attitude

Attitudes provide a background that makes it easier for a person to decide how to act in new situations. In addition to the affective, cognitive and behavioural components, attitudes also have other properties. Four significant features of attitudes are:

1. Valence (Positivity or Negativity)

The valence of an attitude tells us whether an attitude is positive or negative towards the attitude object. A neutral attitude would have neither positive nor negative valence.

For example, an attitude towards nuclear research has to be expressed on a 5 point scale, ranging from 1 (very bad), 2 (bad), 3 (neutral-neither good nor bad), 4 (good) and 5 (very good). If an individual rates his view

2. Extremeness

The extremeness of an attitude indicates how positive or negative an attitude is. For example, if an individual rates the nuclear research as 1 or 5, these are regarded as extreme ratings. They are only in the opposite directions (valence). A neutral attitude is lowest on extremeness.

3. Simplicity or Complexity (Multiplicity)

This feature refers to how many attitudes are there within a broader attitude. In case of various topics, such as health and world peace, people hold many attitudes instead of single attitude. An attitude system is said to be simple if it contains only one or a few attitudes and complex if it is made up of many attitudes. The attitude towards a particular person is likely to consist of mainly one attitude.

The multiple member-attitudes within an attitude system should not be confused with the three components described as A-B-C components.

4. Centrality

This refers to the role of a particular attitude in the attitude system. An attitude with greater centrality would influence the other attitudes in the system much more than non-central (or peripheral) attitudes.

For example, in the attitude towards world peace, a negative attitude towards high military expenditure may be present as a core or central attitude. This influences all attitudes in the multiple attitude system.

Attitude Formation and Change

Attitudes towards different topics, things and people are formed as we interact with others. However, there are specific conditions that lead to the formation of specific attitudes. In general, attitudes are learned through one's own experiences and through interaction with others.

Process of Attitude Formation

The processes and conditions of learning may be different, resulting in varying attitudes among people.

Learning Attitudes by Association

You might have seen that students often develop a liking for a particular subject because of the positive qualities in that teacher. These positive qualities get

learned through the positive association between a teacher and a student.

Learning Attitudes by Being Rewarded or Punished

If an individual is praised for showing a particular attitude, chances are high that she/he will develop that attitude further. For example, if a teenager does yogasanas regularly and gets the honour of being 'Miss Good Health' in her school, she may develop a positive attitude towards yoga and health in general.

Similarly, if a child frequently falls ill because of his intake of junk food instead of proper meals, gradually he develops a negative attitude towards junk food and positive attitude towards healthy meal.

Learning Attitudes through Modelling (Observing Others)

We learn attitudes by observing others being rewarded or punished for expressing thoughts or showing behaviour of a particular kind towards the attitude object. For example, children may form a respectful attitude towards elders, by observing that their parents show respect for elders and are appreciated for it.

Learning Attitudes through Group or Cultural Norms

We learn attitudes through the norms of our group or culture. Norms are unwritten rules about behaviour that everyone is supposed to show under specific circumstances.

Over time, these norms may become part of our social cognition in the form of attitudes. For example, offering money, sweets, fruit and flowers in a place of worship is a normative behaviour in some religions.

When individual sees that such behaviour is socially approved, he may develop a positive attitude towards such behaviour and the associated feelings of devotion.

Learning through Exposure to Information

Many attitudes are learned in a social context, but not necessarily in the physical presence of others. Today, with the huge amount of information that is being provided through various media, both positive and negative attitudes are being formed.

By reading the biographies of self-actualised persons, an

Factors that Influence Attitude Formation

The following factors influence the learning of attitudes:

1. Family and School Environment

Family and the school environment play a significant role in shaping attitude formation.

Learning of attitudes within the family and school usually takes place by association, through rewards and punishments and through modelling.

2. Reference Groups

It indicates to an individual the norms regarding acceptable behaviour and ways of thinking. Thus, they reflect learning of attitudes through group or cultural norms. Attitudes towards various topics, such as political, religious and social groups, occupations, national and other issues are often developed through reference groups.

Their influence is noticeable especially during the beginning of adolescence, at which time it is important for the individual to feel that she/he belongs to a group. Therefore, the role of reference groups in attitude formation may also be a case of learning through reward and punishment.

3. Personal Experiences

Many attitudes are formed through direct personal experiences which bring about a drastic change in our attitude towards people and our own life.

For example, a driver in army escaped death in an accident where all his companions got killed. After that he left the job and became a community leader for the upliftment of his community.

4. Media-related Influences

Technological advances in recent times have made audio-visual media and the Internet very powerful sources of information that lead to attitude formation and change. In addition, school level textbooks also influence attitude formation. These sources first strengthen the cognitive and affective components of attitudes and gradually may affect the behavioural component.

The media can apply both good and bad influences on

Check Point 01

1. Social cognition is activated by cognitive units called
2. are the cognitive components of attitudes and form the ground on which attitudes stand.
3. Learning of attitudes within the family and school usually takes place by
4. A neutral attitude would have neither positive nor negative valence. (True/false).
5. The can apply both good and bad influences on attitudes.

Attitude Change

During and after the process of attitude formation attitudes may be changed and modified through various influences. Attitudes that are still in the formative stage, are much more likely to change compared to attitudes that have become firmly established and have become a part of the individual's values.

Process of Attitude Change

Three major concepts of processes in attitude change are described below:

1. The Concept of Balance

It was proposed by Fritz Heider. It is also described in the form of the P-O-X triangle, which represents the relationships between three aspects or components of the attitude.

- P is the person whose attitude is being studied.
- O is another person.
- X is the topic towards which the attitude is being studied (attitude object).

Consider the example of dowry as an attitude topic (X). A person has a positive attitude toward dowry (P-X positive). P is planning to get his son married to the daughter of some person O. O has a negative attitude towards dowry (O-X negative).

If O initially has a positive attitude towards P, the situation would be unbalanced. P-X is positive, O-P is positive but O-X is negative. This situation is a situation of imbalance. One of the three attitudes will have to change to make the situation as a situation of balance.

It is also possible that all three are persons. An attitude changes if there is a state of imbalance between the P-O attitude, O-X attitude and P-X attitude because

P-O-X triangle are negative or two sides are positive, and one side is negative. Balance is found when all three sides are positive or two sides are negative and one side is positive.

2. The Concept of Cognitive Dissonance

It was proposed by Leon Festinger. It emphasises that the cognitive components of an attitude must be consonant (opposite of dissonant) i.e. they should be logically in line with each other.

Festinger and Carlsmith, two social psychologists, conducted an experiment that showed the working of cognitive dissonance. Both balance and cognitive dissonance are examples of cognitive consistency.

Cognitive consistency means that two components, aspects or elements of the attitude or attitude system, must be in the same direction. Each element should logically fall in line with other elements.

If this does not happen, then the person experiences a kind of mental discomfort i.e. the sense that 'something is not quite right'. In such a state, some aspect in the attitude system changes in the direction of consistency, because our cognitive system requires logical consistency.

3. The Two-Step Concept

It was proposed by SM Mohsin, an Indian psychologist. According to him, attitude change takes place in the form of two steps:

- (i) In the first step, the target of change identifies with the source. The target is the person whose attitude is to be changed. The source is the person through whose influence the change is to take place. Identification means that the target has liking and regard for the source. The source must also have a positive attitude towards the target and the regard and attraction becomes mutual.
- (ii) In the second step, the source herself/himself shows an attitude change, by actually changing her/his behaviour towards the attitude object. Observing the source's changed attitude and

Factors that Influence Attitude Change

Following are the major factors that influence attitude change:

Characteristics of the Existing Attitude

All four features (valence, extremeness, simplicity and centrality) of attitudes determine attitude change. In general, positive attitudes are easier to change than negative attitudes. Extreme attitudes and central attitudes are more difficult to change than the less

extreme and peripheral (less significant) attitudes. Simple attitudes are easier to change than multiple attitudes.

An attitude change may be congruent (favourable), it may change in the same direction as the existing attitude (for example, a positive attitude may become more positive or a negative attitude may become more negative).

On the other hand, an attitude change may be incongruent. It may change in a direction opposite to the existing attitude (for example, a positive attitude becomes less positive/negative or a negative attitude becomes less negative/positive). Moreover, an attitude may change in the direction of the information that is presented or in a direction opposite to that of the information presented.

Source Characteristics

Source credibility and attractiveness are two features that affect attitude change. Attitudes are more likely to change when the message comes from a highly credible source rather than from a low-credible source.

For example, a person wants to buy a laptop will be more convinced to hear recommendation from a computer engineer than a school child who gives the same information.

Message Characteristics

The message is the information that is presented in order to bring about an attitude change. Attitudes will change when the amount of information that is given about the topic is just enough, neither too much nor too little.

Whether the message contains a rational or an emotional appeal makes a difference. For example, an advertisement for cooking food in a pressure cooker may point out that this saves fuel and it is economical. The motives activated by the message determine attitude change.

For example, drinking milk may be said to make a person healthy good looking, energetic and successful. The mode of spreading the message plays a significant role. The benefits of taking ORS spread through visual media like posters,

Target Characteristics

Qualities of the target, such as persuasibility, strong prejudices, self-esteem and intelligence influence the likelihood and extent of attitude change.

People who have a more open and flexible personality, change more easily. People with strong preconceptions are less prone or inclined to any attitude change.

Persons who have a low self-esteem and do not have sufficient confidence in themselves, change their attitudes more easily than those who are high on self-esteem.

More intelligent people may change their attitudes less easily than those with lower intelligence. However, sometimes more intelligent persons change their attitudes more willingly than less intelligent ones, because they base their attitude on more information and thinking.

Relationship between Attitude and Behaviour

An individual's attitudes may not always be exhibited through behaviour. One's actual behaviour may be contrary to one's attitude towards a particular topic. Attitudes may not always predict actual pattern of one's behaviour. Sometimes, it is behaviour that decides the attitude.

Psychologists have found that there would be consistency between attitudes and behaviour when:

- The attitude is strong and occupies a central place in the attitude system.
- The person is aware of her/his attitude.
- There is very little or no external pressure for the person to behave in a particular way.
- The person's behaviour is not being watched or evaluated by others.
- The person thinks that the behaviour would have a positive consequence and therefore, intends to engage in that behaviour.

Prejudice and Discrimination

Prejudices are examples of attitudes towards a particular group. They are usually negative and in many cases, may be based on stereotypes (the cognitive component)

the target group and they lead to negative attitudes or prejudices towards members of specific groups.

Prejudice may also grow as discrimination. But prejudices can exist without showing discrimination. Similarly, discrimination can be shown without prejudice. Wherever prejudice and discrimination exist, conflicts are very likely to arise between groups within the same society.

For example, the genocide committed by the Nazis in Germany against Jewish people is an example of how prejudice can lead to hatred, discrimination and mass killing of innocent people. We get numerous examples from history containing discrimination based on race and caste on social class. Social psychologists have shown that prejudice has the following sources:

- **Learning** Like other attitudes, prejudices can also be learned through association, reward and punishment, observing others, group or cultural norms and exposure to information that encourages prejudice. The family, reference groups, personal experiences and the media may play a role in the learning of prejudices. People who learn prejudiced attitudes may develop a 'prejudiced personality' and show low adjusting capacity, anxiety and feelings of hostility against the outgroup.
- **A Strong Social Identity and Ingroup Bias** Individuals who have a strong sense of social identity and have a very positive attitude towards their own group boost this attitude by holding negative attitudes towards other groups. These are shown as prejudices.
- **Scapegoating** This is a phenomenon by which the majority group places the blame on a minority outgroup for its own social, economic or political problems. The minority is too weak or too small in number to defend itself against such accusations (complaints). Scapegoating is a group based way of expressing frustration and it often results in negative attitudes or prejudice against the weaker group.
- **Kernel of Truth Concept** Sometimes people may continue to hold stereotypes because they think that there must be some truth or 'kernel of truth' in what everyone says about the other group.
- **Self-fulfilling Prophecy** In some cases, the group that is the target of prejudice is itself responsible for

For example, if the target group is described as 'dependent' and therefore unable to make progress. The members of this target group may actually behave in a way that proves this description to be true.

Strategies for Handling Prejudice

The first step in handling prejudice is to know about its causes or sources. Thus, the strategies for handling prejudice would be effective if they aim at:

- Minimising opportunities for learning prejudices.
- Changing prejudice attitudes.
- De-emphasising a narrow social identity based on the ingroup.
- Discouraging the tendency towards self-fulfilling prophecy among the victims of prejudice.

These goals can be accomplished through:

- Education and information dissemination, for correcting stereotypes related to specific target groups and tackling the problem of a strong ingroup bias.
- Increasing intergroup contact allows for direct communication, removal of mistrust between the groups and even discovery of positive qualities in the outgroup.

These strategies are successful only if:

- The two groups meet in a cooperative rather than competitive context.
- Close interactions between the groups helps them to know each other better.
- The two groups are not different in power or status.
- Highlighting individual identity rather than group identity, which weakens the importance of group (both ingroup and outgroup) as a basis of evaluating the other person.

Check Point 02

1. Who proposed the concept of cognitive dissonance and emphasise?
2. Concept of balance was proposed by
3. Who proposed the 'two-step concept'?
4. An individual's attitudes may always be exhibited through behaviour. (True/false)
5. People with strong preconceptions are less open to any

TERMS TO KNOW

- **Attitude** (NCERT pg. no. 107) It is a state of mind, thoughts or ideas regarding a topic, containing a cognitive, affective and behavioural component.
- **Attribution** (NCERT pg. no. 107) It means explaining our own or others' behaviour by pointing out the cause(s).
- **Beliefs** (NCERT pg. no. 109) It is the cognitive component of the thoughts or ideas regarding a topic.
- **Values** (NCERT pg. no. 109) These are enduring beliefs about ideal modes of behaviour or end-state of existence and attitudes that have a strong evaluative and 'ought' aspect.
- **Extremeness of Attitude** (NCERT pg. no. 109) It refers to the farness of an attitude from the neutral point.
- **Balance** (NCERT pg. no. 112) It is the state of an attitude system in which the attitudes between a person (P) and another individual (O), the person (P) and the attitude object (X), and between the other individual (O) and the attitude object (X) are in the same direction, or logically consistent with each other.
- **Cognitive Dissonance** (NCERT pg. no. 113) It is the state of an attitude system in which two cognitive elements are logically contradictory, or inconsistent.
- **Cognitive Consistency** (NCERT pg. no. 113) It is a state in which thoughts or ideas are logically in line with each other.
- **Identification** (NCERT pg. no. 113) It is the process of feeling one with another person, usually resulting from liking or extreme regard for the other person.
- **Incongruent Attitude Change** (NCERT pg. no. 114) It is an attitude change in a direction opposite to that of the existing attitude.
- **Congruent Attitude Change** (NCERT pg. no. 114) It is an attitude change in the same direction as that of the existing attitude.
- **Persuasibility** (NCERT pg. no. 117) It is the degree to which people can be made to change their attitudes.
- **Discrimination** (NCERT pg. no. 118) It is the behaviour that shows a distinction being made between two or more persons, often on the basis of the person's (or persons') membership of a particular group.
- **Scapegoating** (NCERT pg. no. 118) It means placing the blame on a group for something that has gone wrong, because the blamed group cannot defend itself.
- **Prejudice** (NCERT pg. no. 118) It is a prejudgement, usually a negative attitude that is unverified, and is often towards a group.

NCERT FOLDER

1 Define attitude. Discuss the components of an attitude.

or What is attitude? Explain its various components. CBSE 2020

Ans An attitude is a state of the mind, a set of views or thoughts, regarding some topic (called the 'attitude object'), which have an evaluative feature (positive, negative or neutral quality).

Attitude have three components. There are:

- (i) The thought component is referred to as the cognitive aspect: It consists of belief, ideas, values and other information that a person may possess or has faith in. It makes little difference if the information is correct or incorrect.
- (ii) The emotional component is known as the affective aspect: It is related to person's feelings about another person, which may be positive, negative or neutral.
- (iii) The tendency to act is called the behavioural (or cognitive) aspect: It is related to impact of various situations or objects that lead to individual's behaviour based on cognitive and affective components. Only this component of attitude is visible.

2 Are attitudes learnt? Explain how.

or Explain the conditions which lead to the learning of attitudes. Delhi 2016

Ans Yes, attitudes are learnt. It can be explained as follows:
Learning Attitudes by Association You might have seen that students often develop a liking for a particular subject because of the positive qualities in that teacher.

These positive qualities get linked to the subject that she/he teaches and ultimately get expressed in the form of liking for the subject. In other words, a positive attitude towards the subject is learned through the positive association between a teacher and a student.

Learning Attitudes by Being Rewarded or Punished If an individual is praised for showing a particular attitude, chances are high that she/he will develop that attitude further.

For example, if a child gets the honour of being 'Miss Good Health' in her school by practising yoga,

Learning Attitudes through Modelling

(observing others) We learn attitudes by observing others being rewarded or punished for expressing thoughts, or showing behaviour of a particular kind towards the attitude object.

For example, children may develop respect for elders by observing that their parents show respect to elders.

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We learn attitudes through the norms of our group or culture. Norms are unwritten rules about behaviour that everyone is supposed to show under specific circumstances. Over time, these norms may become part of our social cognition in the form of attitudes.

For example, by seeing the offerings of money, sweet, fruits in religious places, individual develops a positive attitude towards such behaviour and the associated feeling of devotion.

Learning through Exposure to Information

Many attitudes are learned in a social context, but not necessarily in the physical presence of others. Today, with the huge amount of information that is being provided through various media, both positive and negative attitudes are being formed. By reading the biographies of self-actualised persons, an individual may develop a positive attitude towards hard work and other aspects as the means of achieving success in life.

3 What are the factors that influence the formation of an attitude? Delhi 2017

Ans For answer refer to text under the heading 'Factors that Influence Attitude Formation' on page no. 165.

4 Is behaviour always a reflection of one's attitude? Explain with a relevant example.

Ans An individual's attitudes may not always be exhibited through behaviour. One's actual behaviour may be contrary to one's attitude towards a particular topic. Attitudes may not always predict actual pattern of one's behaviour. Sometimes, it is behaviour that decides the attitude.

Psychologists have found that there would be consistency between attitudes and behaviour when:

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Aa



- The person's behaviour is not being watched or evaluated by others.
- The person thinks that the behaviour would have a positive consequence and therefore, intends to engage in that behaviour.

In the days when Americans were said to be prejudiced against the Chinese, Richard La Piere, an American social psychologist, conducted the following study. He asked a Chinese couple to travel across the United States, and stay in different hotels. Only once during these occasions they were refused service by one of the hotels.

Sometime later, La Piere sent out questionnaires to managers of hotels and tourist homes in the same areas where the Chinese couple had travelled, asking them if they would give accommodation to Chinese guests. A very large percentage said that they would not do so.

This response showed a negative attitude towards the Chinese, which was inconsistent with the positive behaviour that was actually shown towards the travelling Chinese couple. Thus, attitudes may not always predict actual pattern of one's behaviour.

5* Highlight the importance of schemas in social cognition.

Ans A schema is defined as a mental structure that provides a framework, set of rules or guidelines for processing information about any object. Schemas (or schemata) are the basic units stored in our memory and function as shorthand ways of processing information, thus reducing the time and mental effort required in cognition. In the case of social cognition, the basic units are social schemas. Some attitudes may also function like social schemas.

Most of the schemas are in the form of categories or classes. Schemas that function in the form of categories are called prototypes, which are the entire set of features or qualities that help us to define an object completely.

For example, suppose you have to define a group G. If you have never directly known or interacted with a member of this group, you will most likely use your 'general knowledge' about the typical member of group G. To that information you will add your likes and

the whole group will be more positive than negative.

On the other hand, if you have heard more negative things about group G, your social schema will be in the form of a negative stereotype.

6* Differentiate between prejudice and stereotype.

Ans Prejudices are examples of attitudes towards a particular group. They are usually negative, and in many cases, may be based on stereotypes (the cognitive component) about the specific group.

Prejudice may also get translated into discrimination, the behavioural component, when people behave in a less positive way towards a particular target group compared to another group which they favour.

A stereotype is a cluster of ideas regarding the characteristics of a specific group. Stereotypes consist of undesirable characteristics about the target group, and they lead to negative attitudes or prejudices towards members of specific groups. Thus, prejudice may be based on stereotypes.

7 Prejudice can exist without discrimination and *vice versa*. Comment.

Ans Prejudices can exist without being shown in the form of discrimination. Similarly, discrimination can be shown without prejudice. Yet, the two go together very often.

- Wherever, prejudice and discrimination exist, conflicts are very likely to arise between groups within the same society.
- Our own society has witnessed many deplorable instances of discrimination, with and without prejudice based on gender, religion, community, caste, physical handicap, and illnesses such as AIDS.
- Moreover, in many cases discriminatory behaviour can be curbed by law. But, the cognitive and emotional components of prejudice are more difficult to change.

8* Describe the important factors that influence impression formation.

Ans Impression formation is influenced by the following factors:

- Social schemas in the perceiver.
- Personality characteristics of the perceiver and situational factors.

The following aspects have been found in impression formation.

- The process of impression formation consists of the following three sub-processes:
 - (a) **Selection** We take into account only some bits of information about the target person.
 - (b) **Organisation** The selected information is combined in a systematic way.
 - (c) **Inference** We draw a conclusion about what kind of person the target is.
- Some specific qualities influence impression formation more than other traits.
- The order or sequence in which information is presented affects the kind of impression formed. Mostly, the information presented first has a stronger effect than the information presented at the end. This is called the primacy effect (first impressions are the lasting impressions).
- If the perceiver may be asked to pay attention to all the information, and not merely to the first information, whatever information comes at the end may have a stronger influence. This is known as the recency effect.
- We have a tendency to think that a target person who has one set of positive qualities must also be having other specific positive qualities that are associated with the first set. This is known as the halo effect.

9* Explain how the attribution made by an 'actor' would be different from that of an 'observer'.

Ans A distinction is also found between the attribution that a person makes for her/his own positive and negative experiences (actor-role), and the attribution made for another person's positive and negative experiences (observer-role). This is called the actor-observer effect.

- For example, if you yourself get good marks in a test, you will attribute it to your own ability or hard work (actor-role, internal

because you were unlucky, or that the test was too difficult (actor-role, external attribution for a negative experience).

- On the other hand, if one of your classmates gets good marks in the test, you will attribute her/his success to good luck or an easy test (observer-role, external attribution for a positive experience). If the same classmate gets bad marks, you are likely to say that her/his failure was because of low ability or lack of effort (observer-role, internal attribution for a negative experience).
- The basic reason for the difference between the actor and observer roles is that people want to have a nice image of themselves, as compared to others.

10* How does social facilitation take place?

Ans Performance on specific tasks is influenced by the mere presence of others. This is called social facilitation. In 1897, Norman Triplett observed that individuals show better performance in the presence of others, than when they are performing the same task alone.

Performance of Social Facilitation

- Better performance in the presence of others is because the person experiences arousal, which makes the person react in a more intense manner. This explanation was given by Zajonc.
- The arousal is because the person feels that she or he is being evaluated. Cottrell called this idea as evaluation apprehension. The person will be praised if the performance is good (reward), or criticised if it is bad (punishment).
- The nature of the task to be performed also affects the performance in the presence of others. For example, in the case of a simple or familiar task, the person is more sure of performing well and the eagerness to get praise or reward is stronger. So, the individual performs better in the presence of others than she/he does when alone. But in the case of a complex or new task, the person may be afraid of making mistakes. So, the individual performs worse in the presence of others than she/he does when alone.
- If the others present are also performing the same task, this is called a situation of co-action. In this situation, there is social comparison and competition. When the task is simple or a

11* Explain the concept of pro-social behaviour.

Ans All religions teach us that we should help those who are in need. This behaviour is called helping or pro-social behaviour. Pro-social behaviour is very similar to altruism, which means doing something for or thinking about the welfare of others without any self-interest.

Some common examples of pro-social behaviour are sharing things, cooperating with others, helping during natural calamities, showing sympathy, doing favours to others, and making charitable donations.

Pro-social behaviour has the following characteristics:

- It aims to benefit or do good to another person or other persons.
- It must be done without expecting anything in return.
- It must be done willingly by the person, and not because of any kind of pressure.
- It involve some difficulty or cost to the person giving help.

*This topic is removed from latest syllabus

12 Your friend eats too much junk food, how would you be able to bring about a change in her/his attitude towards food?

Ans I would like to use the concept of cognitive dissonance proposed by Leon Festinger to bring about a change in her/his attitude towards food.

The basic idea is that the cognitive components of an attitude must be 'consonant' (opposite of 'dissonant') i.e. they should be logically in line with each other. If an individual finds that two cognitions in an attitude are dissonant, then one of them will be changed in the direction of consonance. Here the cognitions are:

- Junk food is bad for health.
- He/she eats too much junk food.

Holding these two ideas or cognitions will make him feel that something is 'out of tune', or dissonant, in the attitude towards junk food. Therefore, one of these ideas will have to be changed, so that consonance can be attained. In order to remove or reduce the dissonance, my friend must stop eating too much junk food. This would be the healthy, logical and sensible way of reducing dissonance.

CHAPTER PRACTICE

OBJECTIVE TYPE QUESTIONS

1 Multiple Choice Questions

- (i) In 1957, Leon Festinger published his theory of
- Balance
 - Cognitive dissonance
 - Attribution
 - None of the above
- (ii) Cluster or ideas regarding the characteristics of a specific group is known as All India 2012
- Progressive
 - Stereotype
 - Belief
 - Attitude
- (iii) Prejudice is a type of
- Attitude
 - Instinct
 - Emotion
 - Motivation
- (iv) The feature which refers to the number of attributes within a broader attitude is
- Valence
 - Multiplexity
 - Centrality
 - Extremeness
- (v) Students often develop a liking for a particular subject because of the teacher. This liking is because of
- Positive association between a teacher and a student
 - Negative association between a teacher and a student
 - Neutral association between a teacher and a student
 - Both (a) and (b)
- (vi) A person has a somewhat positive attitude towards empowerment of women. Reading about a successful woman made this attitude more positive. This is an example of _____ attitude change.
- Incongruent
 - Congruent
 - Dissonant
 - Cognitive

- Ans** (i) (b) (ii) (b)
(iii) (a) (iv) (b)
(v) (a) (vi) (b)

- (ii) _____ involves making summary of the ideas just received and is restatement of what is understood.
- (iii) _____ is the phenomenon by which majority group places the blame on minority out group for its social, economic and political problems.
- (iv) _____ is a group based way of expressing frustration, and is often results in negative attitudes or prejudice against the weaker group.
- (v) Tarun's group has won the elections from his constituency. His opponents, Ramesh and his group, are weak and too small in number. Tarun often expresses frustration and negative attitude towards Ramesh's group. This is known as _____.
- (vi) Andy does not have any problem in memorising and reciting a poem while alone. However, if he has to recite the poem to an audience, his performance might get influenced. This happened because of _____.
- (vii) You happened to meet Mr. Anuj. After meeting him, you made an inference about his personal qualities. This is called _____.
- Ans** (i) Attribution (ii) Attitude
(iii) Scapegoating (iv) Scapegoating
(v) Scapegoating (vi) A social situation
(vii) Impression formation

3 True or false

- (i) The process of assigning cause to the behaviour shown in specific social situation is called attribution.
- (ii) Pro-social behaviour is more likely to be shown by individuals who are empathetic.
- (iii) Pro-social behaviour is also known as empathy.
- (iv) When an attitude changes in a direction opposite to the existing attitude, it is called incongruent change.
- (v) A mental structure that guides social cognition is prototype.
- (vi) Fundamental attribution error is an overall

- (vii) An attitude change is said to be congruent when the attitude change takes place in a direction opposite to the existing attitude.

- Ans** (i) True (ii) True
 (iii) False (iv) True
 (v) False (vi) True
 (vii) False

4 Match the Following

- (i) Choose the correct match for each concept and psychologist associated with it from the codes given below

List I	List II
(i) Concept of Balance	(a) Leon Festinger
(ii) Concept of Cognitive Dissonance	(b) S.M. Mohsin
(iii) Two-Step Concept	(c) Fritz Heider

Codes

- (a) 1- (ii), 2- (i), 3- (iii)
 (b) 1- (i), 2- (iii), 3- (ii)
 (c) 1- (i), 2- (iii), 3- (ii)
 (d) 1- (iii), 2- (i), 3- (ii)
- (ii) Consider the following term related with attitude and social cognition and match them with their correct definition.

List I	List II
(i) Perceiver	(a) Category-based schemas that are related to groups of people
(ii) Stereotypes	(b) Better performance in the presence of others
(iii) Arousal	(c) When a person thinks that it is not his/her responsibility alone to give help, and that someone else may take the responsibility
(iv) Diffusion of Responsibility	(d) The person who forms the impression

Codes

- (a) 1- (iii), 2- (i), 3- (ii), 4- (iv)
 (b) 1- (iv), 2- (i), 3- (ii), 4- (iii)
 (c) 1- (iv), 2- (ii), 3- (i), 4- (iii)
 (d) 1- (i), 2- (iv), 3- (ii), 4- (iii)

Answers

- (i) (d) 1- (iii), 2- (i), 3- (ii)

VERY SHORT ANSWER TYPE QUESTIONS

1 Define the term attitude.

- Ans** An attitude is a state of the mind, a set of views, or thoughts, regarding some topic (called the 'attitude object'), which have an evaluative feature (positive, negative or neutral quality).

2 What are values?

- Ans** Values are attitudes or beliefs that contain a 'should' or 'ought' aspect, such as moral or ethical values. Values are formed when a particular belief or attitude becomes an inseparable part of the person's outlook on life.

3 What is valence?

- Ans** The valence of an attitude tells us whether an attitude is positive or negative towards the attitude object. A neutral attitude would have neither positive nor negative valence.

4 What are simplicity and complexity feature of attitude?

- Ans** This feature refers to how many attitudes are there within a broader attitude. In case of various topics, such as health and world peace, people hold many attitudes instead of single attitude. An attitude system is said to be simple if it contains only one or a few attitudes, and complex if it is made up of many attitudes.

5 What do you know about centrality?

- Ans** This refers to the role of a particular attitude in the attitude system. An attitude with greater centrality would influence the other attitudes in the system much more than non-central (or peripheral) attitudes.

6 Define learning attitudes by association.

- Ans** Students often develop a liking for a particular subject because of the positive qualities in that teacher. These positive qualities get linked to the subject that she/he teaches, and ultimately get expressed in the form of liking for the subject. In other words, a positive attitude towards the subject is learned through the

- 7** Define attitude change.
- Ans** During and after the process of attitude formation attitudes may be changed and modified through various influences. Attitudes that are still in the formative stage, are much more likely to change compared to attitudes that have become firmly established, and have become a part of the individual's values.
- 8** Define the role of message to bring attitude change.
- Ans** The message is the information that is presented in order to bring about an attitude change. Attitudes will change when the amount of information that is given about the topic is just enough, neither too much nor too little. Whether the message contains a rational or an emotional appeal, also makes a difference.
- 9** What do you understand by prejudice?
- Ans** Prejudices are examples of attitudes towards a particular group. They are usually negative, and in many cases, may be based on stereotypes (the cognitive component) about the specific group.
- 10** Define the term discrimination.
- Ans** Behaviour that shows a distinction being made between two or more persons, often on the basis of the person's membership of a particular group. In discrimination when people behave in a less positive way towards a particular target group compared to another group which they favour.
- 11** How attitudes are formed?
- Ans** Attitudes towards different topics, things, and people are formed as we interact with others. However, there are specific conditions that lead to the formation of specific attitudes. In general, attitudes are learned through one's own experiences, and through interaction with others.
- 12** Differentiate between congruent and incongruent changes in attitude.
- Ans** An attitude change may be congruent when it change in the same direction as the existing attitude. On the other hand, an attitude change may be incongruent when it may change in a direction opposite to the existing attitude.
- 13** How prejudice can be developed through learning?
- Ans** Prejudices can be learned through association, reward and punishment, observing others, group or cultural norms and exposure to information that encourages prejudice.
- 14** Rohit is a 7 years old boy. Which factors play a significant role in shaping his attitude formation?
- Ans** In the early years of life of Rohit his parents and other family members play a significant role in shaping attitude formation. Later the school environment becomes an important background for attitude formation. Learning of attitudes within the family and school usually takes place by association, through rewards and punishments and through modelling.
- 15** Explain any two factors that influence attitude formation. CBSE SQP Term II, 2021
- Ans** The factors that influence attitude formation are as follows
- Reference Groups** It indicates to an individual the norms regarding acceptable behaviour and ways of thinking. Thus, they reflect learning of cultural norms.
 - Personal Experiences** Many attitudes are formed through direct personal experiences which bring about a drastic change in our attitude towards people and our own life.
- 16** Explain any two components of attitudes. CBSE SQP Term II, 2021
- Ans** There are three components of attitudes as referred to A-B-C components i.e. Affective-Behavioural and Cognitive.
- 'A' Component** You feel sad and angry when you see tree being cut down. These aspects reflect the affective (emotional) or 'A' component.
- 'B' Component** Suppose you participate in the tree plantation campaign. These aspects shows the behavioural or 'B' component towards a 'green environment'.

G CASE BASED OBJECTIVE TYPE QUESTIONS

1. Read the case and answer the questions that follow.

Mr. Anshul has a positive attitude towards dowry. He is planning to get his son married to the daughter of Mr. Hemant who has a negative attitude towards dowry. If Mr. Hemant has a positive attitude towards Mr. Anshul, the situation is considered as unbalanced.

- (i) Identify the concept of social attitude and cognition that operates in this case.
- (a) Balance
(b) Cognitive dissonance
(c) Two-step concept (d) Incongruent

Ans (a) Balance

- (ii) The 'P-O-X' triangles in attitude change was proposed by
- (a) S.M. Mohsin (b) Leon Festinger
(c) Richard LaPiere (d) Fritz Heider

Ans (d) Fritz Heider

- (iii) Identify the possible outcome in the given case.
- (a) Mr. Anshul will start disliking dowry
(b) Mr. Hemant will start liking dowry
(c) Mr. Hemant will start disliking Mr. Anshul
(d) All of the above

Ans (d) All of the above

2. Read the case and answer the questions that follow.

Ankita reads in the newspapers that a particular soft drink that she enjoys is extremely harmful. But Ankita sees that her favourite sportsperson has been advertising the same soft drink. She has identified herself with the sportsperson, and would like to imitate him. Now, suppose the sportsperson wishes to change people's attitude towards this soft drink from positive to negative. The sportsperson must first show positive feelings for his fans, and then actually change his own habit of consuming that soft drink perhaps by substituting it with a health drink. If the

- (i) Identify the type of change occurring in the given case.
- (a) Concept of Balance
(b) Concept of Cognitive Dissonance
(c) Two-Step Concept
(d) Concept of Valence

Ans (c) Two-Step Concept

- (ii) Identify the 'source' in the given case.
- (a) Ankita (b) The actor
(c) Soft drink (d) Health drink

Ans (b) The actor

- (iii) Which of the following statement is first step in the attitude change?
- (a) The sportsperson must first show positive feelings for his fans, and then actually change his own habit of consuming that soft drink perhaps by substituting it with a health drink.
(b) If the sportsperson actually changes his behaviour, it is very likely that now Ankita will also change her attitude and behaviour, and stop consuming the harmful soft drink.
(c) Ankita reads in the newspapers that a particular soft drink that she enjoys is extremely harmful.
(d) She has identified herself with the sportsperson, and would like to imitate him.

Ans (a) The sportsperson must first show positive feelings for his fans, and then actually change his own habit of consuming that soft drink perhaps by substituting it with a health drink.

- (iv) What does 'identification' mean in this case?
- (a) Ankita has liking and regard for the actor.
(b) The actor advertises for soft drink.
(c) The actor substitutes the soft drink with a health drink.
(d) Ankita stops the consuming of the harmful soft drink.

Ans (a) Ankita has liking and regard for the actor.

3. Read the case and answer the questions that follow.

Adults who are planning to buy a laptop are more convinced by a computer engineer who points out the special features of a particular brand of laptop.

In the case of some products such as cars, sales may increase if they are publicised, not necessarily by experts, but by popular public figures.

- (i) In the given case, the advertisements are a tool to bring.
- Attitude change
 - Congruent behaviour
 - Incongruent behaviour
 - All of the above

Ans (a) Attitude change

- (ii) Attitudes are more likely to change when the message comes from a
- Low credible source
 - High credible source
 - Actor
 - Source does not matter

Ans (b) High credible source

- (iii) In this case, which of the following is not a source for delivering the message?
- Buyer
 - Advertiser
 - Public figure
 - None of the above

Ans (a) Buyer

- (iv) Adults who are planning to buy a laptop are more convinced by a computer engineer because it is a
- Low credible source
 - High credible source
 - Credibility does not matter
 - Both (b) and (c)

Ans (b) High credible source

C SHORT ANSWER TYPE QUESTIONS-I

- 1** Elaborate the ABC component of attitude.

All India 2014

Ans An attitude is a state of the mind, a set of views, or thoughts, regarding some topic (called the 'attitude object'), which have an evaluative feature (positive, negative or neutral quality).

It is accompanied by an emotional component, and a tendency to act in a particular way with regard to the attitude object. If our primary con-

The thought component is referred to as the cognitive aspect, the emotional component is known as the affective aspect, and the tendency to act is called the behavioural (or conative) aspect. These three aspects have been referred to as the A-B-C components (Affective-Behavioural Cognitive components) of attitude.

- 2** Discuss the two step concept for attitude change.

Ans It was proposed by SM Mohsin, an Indian psychologist. According to him, attitude change takes place in the form of two steps:

- (i) In the first step, the target of change identifies with the source. The target is the person whose attitude is to be changed. The source is the person through whose influence the change is to take place. Identification means that the target has liking and regard for the source.

The source must also have a positive attitude towards the target, and the regard and attraction becomes mutual.

- (ii) In the second step, the source herself/himself shows an attitude change, by actually changing her/his behaviour towards the attitude object. Observing the source's changed attitude and behaviour, the target also shows an attitude change through behaviour. This is a kind of imitation or observational learning.

- 3** Distinguish between belief and values.

Ans Attitudes have to be distinguished from two other closely related concepts, namely, beliefs and values. Beliefs refer to the cognitive component of attitudes and form the ground on which attitudes stand, such as belief in God or belief in democracy as a political ideology.

Values are attitudes or beliefs that contain a 'should' or 'ought' aspect, such as moral or ethical values. Values are formed when a particular belief or attitude becomes an inseparable part of the person's outlook on life. Consequently, values are difficult to change.

- 4** Rakesh regularly takes pan masala. He knows that it causes mouth cancer which is fatal. Explain the process Rakesh wants to take for changing his attitude towards pan masala.

Cognition II He eats pan masala.

These two ideas or cognitions make Rakesh feels that something is 'out of tune' or dissonant in the attitude towards pan masala.

Cognitive dissonance is the state of an attitude system in which two cognitive elements are logically contradictory or inconsistent.

Thus, one of these ideas will have to be changed, so that consonance (opposite of dissonance) can be attained. In order to remove or reduce the dissonance, Rakesh will stop eating pan masala. This would be the healthy, logical and sensible way of reducing dissonance.

5 "Advertisers benefit most from such people." Explain which type of people are prone to attitude change.

Ans People with strong prejudices are less prone to any attitude change than those who do not hold strong prejudices. Persons who have a low self-esteem, and do not have sufficient confidence in themselves, change their attitudes more easily than those who are high on self-esteem.

More intelligent people may change their attitudes less easily than those with lower intelligence. However, sometimes more intelligent persons change their attitudes more willingly than less intelligent ones, because they base their attitude on more information and thinking.

6 Discuss how media can influence the attitude change.

Ans Technological advances in recent times have made audio-visual media and the internet very powerful sources of information that lead to attitude formation and change. In addition, school level textbooks also influence attitude formation.

These sources first strengthen the cognitive and affective components of attitudes, and subsequently may also affect the behavioural component. The media can exert both good and bad influences on attitudes. On one hand, the media and internet make people better informed than other modes of communication. On the other hand, there may be no check on the nature of information being provided.

Ans Attitudes are formed as we interact with others. However, there are specific conditions that lead to the formation of specific attitudes. In general, attitudes are learned through one's own experiences, and through interaction with others.

There are a few research studies that show some sort of inborn aspect of attitudes, but such genetic factors influence attitudes only indirectly, along with learning. Therefore, most social psychologists have focused on the conditions which lead to the learning of attitudes.

8 You have been given the responsibility of changing the attitude of your school mates towards food wastages. Identify any three factors that you need to keep in mind while bringing in this attitude change and explain it with the help of an example.

Ans For the change of attitude of my school mates towards food wastage I must identify the following factors:

- (i) I must observe how much food is being wasted by them daily.
- (ii) I need to identify the preference of the foods of my school mates, i.e. whether they prefer regular meal like Rajma-Chawal or junk foods like burger, pasta etc.
- (iii) With the help of teacher I will arrange a seminar on why food is not to be wasted and nutritious food should be taken. The message of "Nutritious food only can give health and energy" can bring a significant changes in the attitude of my school mates. In this way I can change the attitude of my school mates towards food wastages.

9 A person eats pan masala. However, he reads on the packet of pan masala that it causes mouth cancer which is fatal. What do you think how does it will affect his attitude change?

Ans Holding the two ideas or cognitions i.e., eating pan masala and it causes mouth cancer will make the person feel that something is 'out of tune', or dissonant, in the attitude towards pan masala. Therefore, one of these ideas will have to be changed, so that consonance can be attained. In the example given above, in order

- 10** Anshu feels that assertive and successful women might become too powerful and neglect their family responsibilities. Explain the factors that will help in changing Anshu's attitude towards assertive and successful women. CBSE SQP Term II, 2021

Ans The major factors that help in changing Anshu's attitude towards assertive and successful women are as follows

(i) Characteristics of the Existing Attitude

All four features (valence, extremeness, simplicity and centrality) of attitudes determine attitude change. In general, positive attitudes are easier to change than negative attitudes.

Simple attitudes are easier to change than multiple attitudes. An attitude change may be congruent (favourable) or incongruent (not favourable).

- (ii) Source Characteristics** Source credibility and attractiveness are two features that affect attitude change. Attitudes are more likely to change when the message comes from a highly credible source rather than from a low-credible source.
- (iii) Message Characteristics** The message is the information that is presented in order to bring about an attitude change. Attitudes will change when the amount of information that is given about the topic is just enough, neither too much nor too little.

The message contains emotional appeal, motives and moods of it also play significant role. Face-to-face transmission of the message is usually more effective than indirect transmission i.e. through letters and pamphlets or even through mass media.

- (iv) Target Characteristics** Qualities of the target, such as persuasibility, strong prejudices, self-esteem and intelligence influence the likelihood and extent of attitude change.

People who have a more open and flexible personality, change more easily. People with strong preconceptions are less prone or inclined to any attitude change.

More intelligent people may change their

C SHORT ANSWER TYPE QUESTIONS-II

- 1** Discuss the four significant features of attitude.

Ans Four significant features of attitudes are:

- (i) Valence (Positivity or Negativity)** The valence of an attitude tells us whether an attitude is positive or negative towards the attitude object. A neutral attitude would have neither positive nor negative valence.
- (ii) Extremeness** The extremeness of an attitude indicates how positive or negative an attitude is. They are only in the opposite directions (valence). A neutral attitude is lowest on extremeness.
- (iii) Simplicity or Complexity (Multiplicity)** This feature refers to how many attitudes are there within a broader attitude. In case of various topics, such as health and world peace, people hold many attitudes instead of single attitude. An attitude system is said to be simple if it contains only one or a few attitudes, and complex if it is made up of many attitudes.
- (iv) Centrality** This refers to the role of a particular attitude in the attitude system. An attitude with greater centrality would influence the other attitudes in the system much more than non-central (or peripheral) attitudes.

- 2** Discuss the factors that influence attitude formation.

Ans For answer refer to text under the heading 'Factors that Influence Attitude Formation' on page no. 164.

- 3** Discuss the concept of balance in attitude change.

Ans Concept of balance was proposed by Fritz Heider. It is also described in the form of the 'P-O-X' triangle, which represents the relationships between three aspects or components of the attitude.

P is the person whose attitude is being studied, O is another person and X is the topic towards which the attitude is being studied (attitude object). It is also possible that all three are

An attitude changes if there is a state of imbalance between the P-O attitude, O-X attitude, and P-X attitude because imbalance is logically uncomfortable.

Therefore, the attitude changes in the direction of balance. Imbalance is found when all three sides of the P-O-X triangle are negative, or two sides are positive, and one side is negative.

Balance is found when all three sides are positive, or two sides are negative, and one side is positive.

4 Discuss cognitive dissonance component in attitude change process.

CBSE 2014, All India 2014

Ans Cognitive dissonance was proposed by Leon Festinger. It emphasises that the cognitive components of an attitude must be 'consonant' (opposite of dissonant) i.e. they should be logically in line with each other.

Festinger and Carlsmith, two social psychologists, conducted an experiment that showed the working of cognitive dissonance. Both balance and cognitive dissonance are examples of cognitive consistency.

Cognitive consistency means that two components, aspects or elements of the attitude, or attitude system, must be in the same direction. Each element should logically fall in line with other elements.

If this does not happen, then the person experiences a kind of mental discomfort. In such a state, some aspect in the attitude system changes in the direction of consistency, because our cognitive system requires logical consistency.

5 State the factors that influence attitude change. All India 2011, 2013, 2017

Ans The major factors that influence attitude change are:

- (i) **Characteristics of the Existing Attitude** All four features (valence, extremeness, simplicity and centrality) of attitudes determine attitude change. In general, positive attitudes are easier to change than negative attitudes. Extreme attitudes and central attitudes are more difficult to change than the less extreme

An attitude change may be congruent (favourable) or incongruent (not favourable).

- (ii) **Source Characteristics** Source credibility and attractiveness are two features that affect attitude change. Attitudes are more likely to change when the message comes from a highly credible source rather than from a low-credible source.

- (iii) **Message Characteristics** The message is the information that is presented in order to bring about an attitude change. Attitudes will change when the amount of information that is given about the topic is just enough, neither too much nor too little.

The message contains emotional appeal, motives and moods of it also play significant role. Face-to-face transmission of the message is usually more effective than indirect transmission i.e. through letters and pamphlets or even through mass media

- (iv) **Target Characteristics** Qualities of the target, such as persuasibility, strong prejudices, self-esteem and intelligence influence the likelihood and extent of attitude change.

People who have a more open and flexible personality, change more easily. People with strong preconceptions are less prone or inclined to any attitude change.

Persons who have a low self-esteem and do not have sufficient confidence in themselves, change their attitudes more easily than those who are high on self-esteem.

More intelligent people may change their attitudes less easily than those with lower intelligence.

6 Discuss the attitude-behaviour relationship.

Ans An individual's attitudes may not always be exhibited through behaviour. One's actual behaviour may be contrary to one's attitude towards a particular topic.

Attitudes may not always predict actual pattern of one's behaviour. Sometimes, it is behaviour that decides the attitude. Psychologists have found that there would be consistency between attitudes and behaviour when:

- The attitude is strong, and occupies a central place in the attitude system.
- The person is aware of her/his attitude.

- The person thinks that the behaviour would have a positive consequence, and therefore, intends to engage in that behaviour.

7 State the strategies for overcoming prejudice. Delhi 2010, 2014, All India 2012, 2014

Ans The first step in handling prejudice is to know about its causes or sources. Thus, the strategies for handling prejudice would be effective if they aim at:

- Minimising opportunities for learning prejudices.
- Changing such attitudes.
- De-emphasising a narrow social identity based on the ingroup.
- Discouraging the tendency towards self-fulfilling prophecy among the victims of prejudice.

These goals can be accomplished through:

- Education and information dissemination, for correcting stereotypes related to specific target groups, and tackling the problem of a strong ingroup bias.
- Increasing intergroup contact allows for direct communication, removal of mistrust between the groups, and even discovery of positive qualities in the outgroup. These strategies are successful only if:
 - (a) The two groups meet in a cooperative rather than competitive context.
 - (b) Close interactions between the groups helps them to know each other better.
 - (c) The two groups are not different in power or status.
- Highlighting individual identity rather than group identity, which weakens the importance of group (both ingroup and outgroup) as a basis of evaluating the other person.

8 How do you explain prejudice and discrimination in the genocide committed by the Nazis in Germany against the Jewish People?

Ans Prejudices are examples of attitudes towards a particular group. These are usually negative in nature. Sometimes these are based on stereotypes. Stereotype is an overgeneralised and unverified prototype about a particular group. It is a cluster of ideas regarding the

In Nazi Germany Jews remained the worst sufferers. Jews had been stereotyped as killers of Christ and money lenders. Jews lived in separately marked areas called 'ghettos'. They were persecuted through periodic organised violence and expulsion from the land. In Nazism the Jews were terrorised, pauperised and segregated. Large scale genocide was committed by the Nazis against the Jews.

This is an extreme example of how prejudice can lead to hatred, discrimination and mass killing of innocent people. The cognitive component of prejudice is accompanied by dislike or hatred generally. Thus, prejudice may transform into discrimination. Here, people behave in a less positive way toward a particular group than others. Exactly this was happened in Nazi Germany where prejudice and discrimination led to mass killings of innocent Jewish people.

9 Describe the relationship between attitude and behaviour with the help of suitable examples.

Ans An individual's attitudes may not always be exhibited through behaviour. One's actual behaviour may be contrary to one's attitude towards a particular topic. Psychologists suggest that the relationship between attitude and behaviour on the consistency between them found when

- The attitude is strong and occupies a central place in the attitude system.
- The person is aware of his attitude.
- There is very little or no external pressure for the person to behave in a particular way.
- The person's behaviour is not being watched or evaluated by others.
- The person thinks that the behaviour would have a positive consequence and therefore, intends to engage in that behaviour.

An American social psychologist Richard Lapiere conducted a survey in the different hotels of America about the accommodation given by the hotels to Chinese travellers.

The response was a very large percentage of negative response by the hotels for giving accommodation to Chinese people. But the response was inconsistent with the positive behaviour that was actually shown to Chinese

C LONG ANSWER TYPE QUESTIONS

1 What is attitude? Explain how attitudes are formed.

Ans An attitude is a state of the mind, a set of views or thoughts, regarding some topic (called the 'attitude object'), which have an evaluative feature (positive, negative or neutral quality).

The processes and conditions of learning may be different, resulting in varying attitudes among people.

- **Learning Attitudes by Association** A positive attitude towards the subject is learned through the positive association between a teacher and a student.
- **Learning Attitudes by Being Rewarded or Punished** If an individual is praised for showing a particular attitude, chances are high that she/he will develop that attitude further.
- **Learning Attitudes through Modelling (observing others)** We learn attitudes by observing others being rewarded or punished for expressing thoughts or showing behaviour of a particular kind towards the attitude object.
- **Learning Attitudes through Group or Cultural Norms** We learn attitudes through the norms of our group or culture. Norms are unwritten rules about behaviour that everyone is supposed to show under specific circumstances. Over time, these norms may become part of our social cognition in the form of attitudes.
- **Learning through Exposure to Information** Many attitudes are learned in a social context but not necessarily in the physical presence of others. Today, with the huge amount of information that is being provided through various media, both positive and negative attitudes are being formed.

2 State the factors that lead to the formation of attitudes. Explain the process of attitude change by giving examples from daily life.

3 Explain prejudice and discrimination with examples also. Discuss any two sources of Prejudices.

Ans For answer refer to text under the heading 'Prejudice and Discrimination' on page no. 166.

4 A driver in the army went through a certain experience that transformed his life. On one mission, he narrowly escaped death although all his companions got killed. Wondering about the purpose of his own life, he gave up his job in the army, returned to his native village in Maharashtra, and worked actively as a community leader. Identify the factor that affected the attitude formation in army driver. Also, give a brief about other factors that shapes the attitude formation.

Ans In the given case study, army driver transformed his life through a purely personal experience when he narrowly escaped death. This individual evolved a strong positive attitude towards community upliftment and evolved as a community leader. As a community leader, his efforts completely changed the face of his village. Many attitudes are formed, not in the family environment or through reference groups, but through direct personal experiences which bring about a drastic change in our attitude towards people and our own life as it happened in this case.

Other factors that shape the attitude formation are as follows:

- **Family and School Environment** In the early years of life, parents and other family members play a significant role in shaping attitude formation. Later, the school environment becomes an important background for attitude formation. Learning of attitudes within the family and school usually takes place by association, through rewards and punishments, and through modelling.
- **Reference Groups** Reference groups indicate to an individual the norms regarding acceptable behaviour and ways of thinking. Thus, they reflect learning of attitudes through group or cultural norms.
- **Media-Related Influences** Technological

SELF ASSESSMENT

OBJECTIVE TYPE QUESTIONS

1 Multiple choice questions

- (i) The thought component is referred to as
- (a) The cognitive aspect (b) The affective aspect
(c) The behavioural aspect (d) None of these
- (ii) The tendency to act is known as
- (a) The cognitive aspect (b) The behavioural aspect
(c) The affective aspect (d) None of these
- (iii) Which is a significant feature of attitudes?
- (a) Valence (b) Extremeness
(c) Simplicity (d) All of these
- (iv) Which of the following indicates how positive or negative an attitude is
- (a) Centrality (b) valence
(c) Extremeness (d) All of these

2 Fill in the blanks

- (i) The two step concept is also called _____ .
- (ii) Helping behaviour is also called _____ .
- (iii) Drinking milk may be said to make a person healthy and good-looking, or more energetic and more successful at one's job. This is an example of _____ activated attitude change.

3 True or false

- (i) Positivity or negativity of attitude is also called valence.
- (ii) The concept of cognitive dissonance was proposed by Leon Festinger.

VERY SHORT ANSWER TYPE QUESTIONS

- 1 Why values are difficult to change?
- 2 Define discrimination.

SHORT ANSWER TYPE I & II QUESTIONS

- 1 Define the various types of attitude.
- 2 What are the causes of emergence of prejudice?
- 3 Briefly elaborate the process of impression formation.
- 4 State the sources of prejudice.
- 5 Explain P-O-X triangle in attitude change.

LONG ANSWER TYPE QUESTIONS