

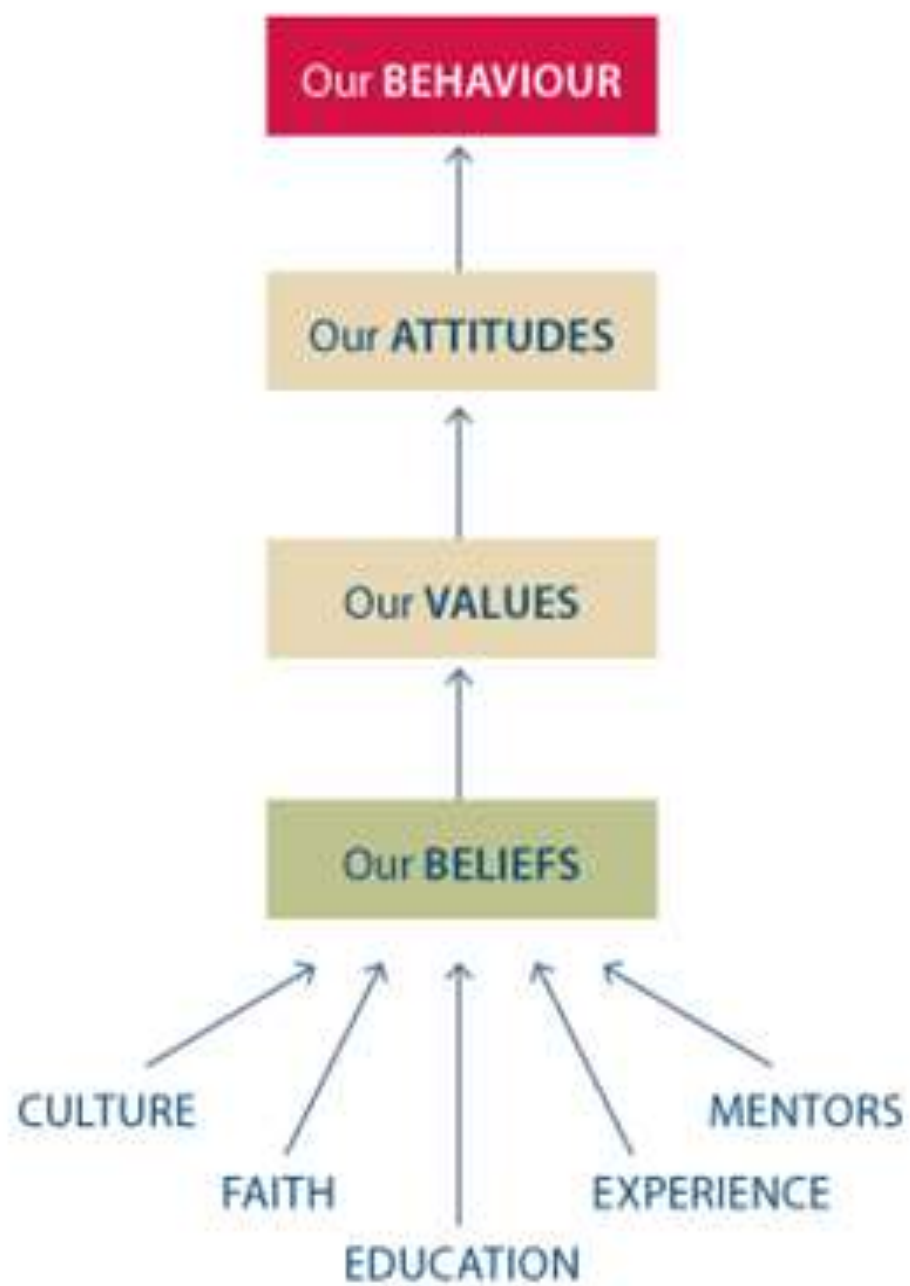
# attitude

## Adoption and Change

Col Zulfiquer Ahmed Amin

M Phil, MPH, PGD (Health Economics), MBBS

Armed Forces Medical Institute (AFMI)



Behavior is the observable component of **what** we do; while attitude is the non-observable component of **why** we do.

Attitude is the psychological characteristics that define who we are.

# Attitude & Behavior



**KNOWN  
TO OTHERS**

**BEHAVIOR**

SEA LEVEL

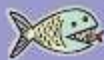
**UNKNOWN  
TO OTHERS**

**IMPACT**

VALUES – STANDARDS – JUDGMENTS

**ATTITUDE**

MOTIVES – ETHICS - BELIEFS



'Attitude is a settled way of thinking or feeling about someone or something'.

## ATTITUDE DEFINED

### Attitude is

- A state of mind or feeling with regard to some matter
- A mental position with regard to a fact or situation
- A feeling or emotion toward a fact or situation
- the way we react or respond to people, objects and institutions on issues, facts or state.

**Attitude is a mirror of the mind.**

# COMPONENTS OF ATTITUDE

*Attitude has A B C Components*

- Feelings or emotions that something evokes.

Affect



- Tendency or disposition to act in certain ways towards something.

Behaviour



- Our thoughts, beliefs, and ideas about something.

Cognitive



- **Cognitive component**

The opinion or belief segment of an attitude.

The cognitive component is an **evaluation of the entity** that constitutes an individual's opinion (**belief/disbelief**) about the object.

- **Affective Component**

The emotional or feeling segment of an attitude.

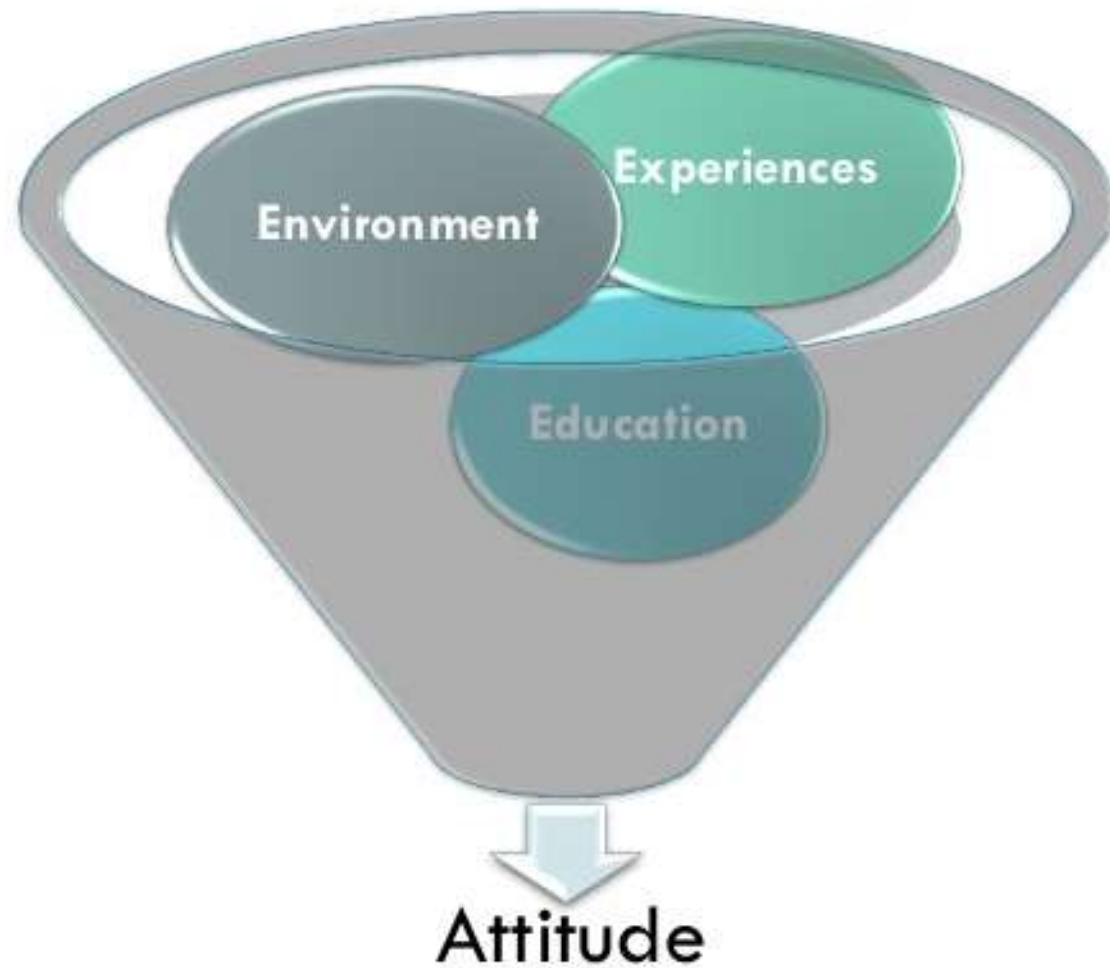
The affective component is the **emotional** response (**liking/disliking**) towards an attitude object.

- **Behavioral Component**

An intention to behave in a certain way toward someone or something.

The behavioral component of attitudes refer to **past experiences** regarding an attitude object.

## FACTORS THAT DETERMINE OUR ATTITUDE





# ENVIRONMENT

## Home

- Parental/Siblings Influences

## School

- Peer Pressure

## Work

- Supportive Or Critical Bosses/Colleagues

## Media

- Television, Newspapers, Magazines, Movies

## Cultural Background

- Traditions & Beliefs

## Social Environment

- Norms & Values

## Religious Background

# EXPERIENCES & EDUCATION

## Experiences

- Our behaviour changes according to our experiences with various people

## Education

- Education broadens our horizon and influences our thinking, actions, behaviours and attitude.

Based on these factors, we can either develop a positive attitude or a negative attitude.

People with a positive attitude are usually

- Optimistic
- Confident
- Caring
- Assertive
- Patient
- Humble

People with a negative attitude are normally

- Unhappy
- Pessimistic
- Unpleasant
- Defensive
- Argumentative
- Confrontational
- Disruptive

Never say sorry even  
when they know  
they're guilty



Apologize for any  
inconvenience  
caused



## Benefits of a positive attitude

Increases Confidence

Reduces stress

Career success

High productivity

Improves interpersonal relations

Is energizing

## Effects of a negative attitude

Self doubt

Poor self esteem

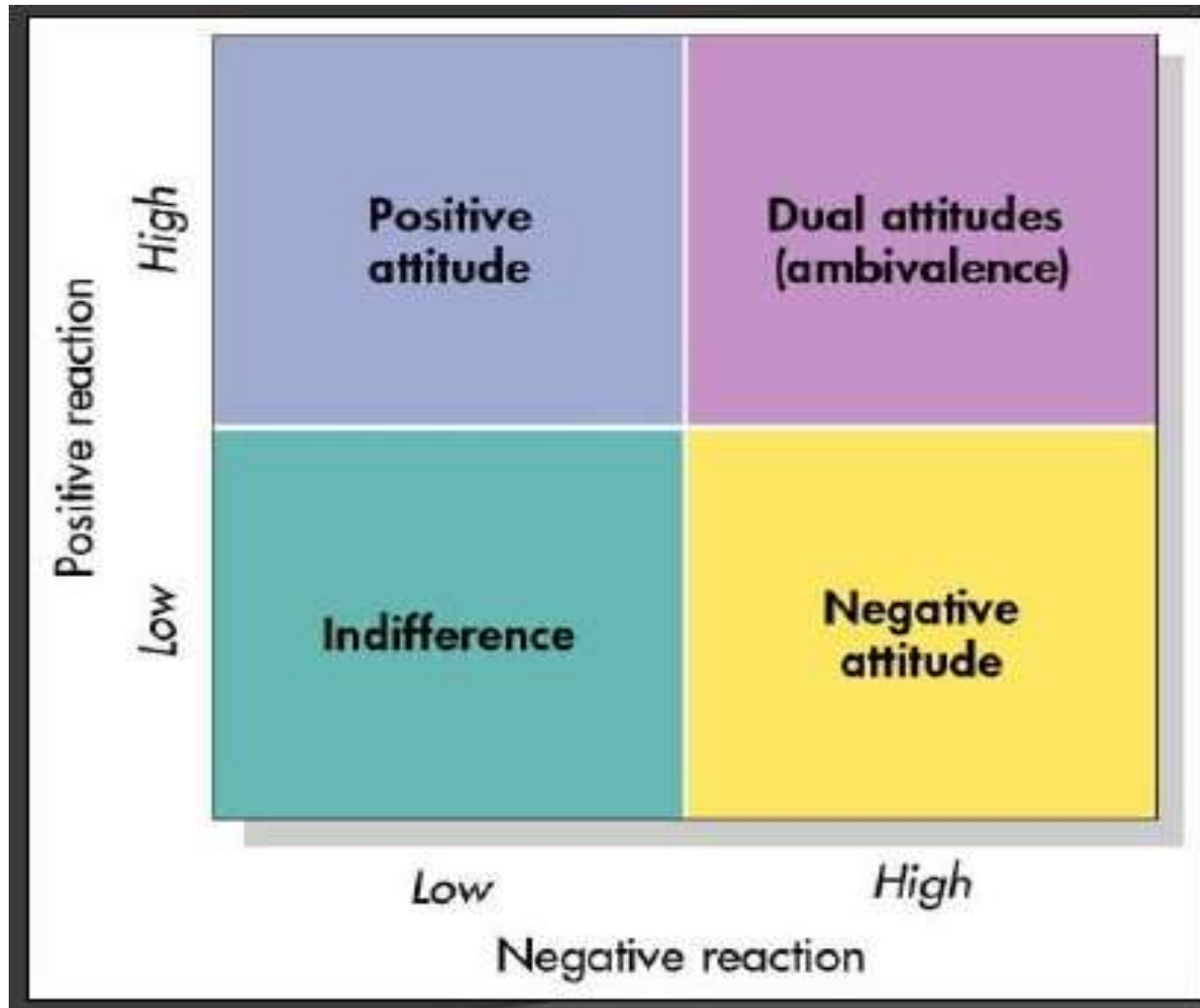
Increases stress

Bitterness

Resentment

Poor Health

# Four Possible Reactions to Attitude Objects



**Ambivalence** (“mixed beliefs”). An **example** would be when a person believes that a certain individual is **intelligent** (positive belief) but also **not very reliable** (negative belief).

# Attitude Formation

Four distinct ways in which attitudes can form towards some issue, event, person or thing.

In order of increasing psychological complexity:

- Mere exposure,
- Associative learning,
- Self-perception, and
- Functional reasons.

These four ways in which attitudes can be formed apply mostly when there is no prior or existing attitude or knowledge about the attitude object.

# Ways of Attitude Formation

## Mere Exposure

The **mere** exposure effect is the tendency to develop more positive feelings towards objects and individuals, the more we are exposed to them. The **mere-exposure effect** is a psychological phenomenon by which people tend to develop a preference for things **merely because they are familiar with them**. The effect has been demonstrated with many kinds of things, paintings, pictures of faces, geometric figures, and sounds.

**Mere Exposure Effect** - begin to like just by being constantly exposed to something or someone.



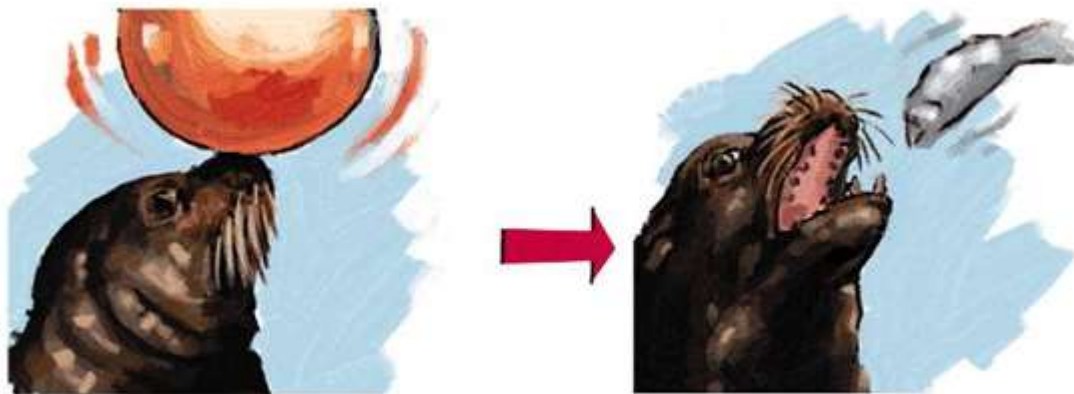


## Associative Learning

There are two ways in which we can **learn by association**, either implicitly through classical conditioning, or explicitly through operant conditioning.

-**Implicit** attitudes are **unconscious** but still have an effect on our beliefs and behaviors.

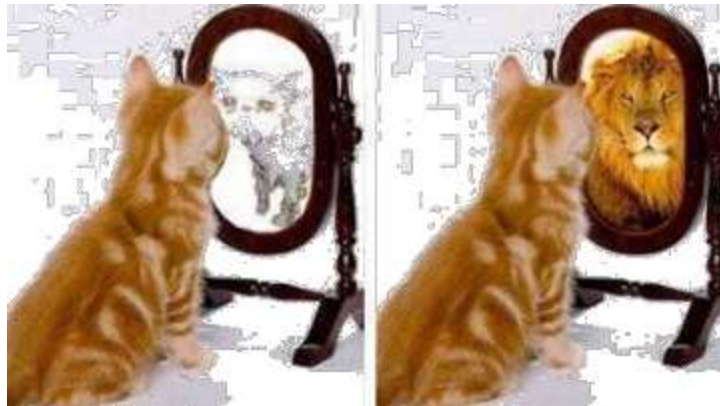
-**Explicit** attitudes are those that we are **consciously aware** of and that clearly influence our behaviors and beliefs.



Seal learns to expect a snack for its showy antics

## Self-Perception

According to self-perception theory, when people are unsure of their own attitudes, one way to infer them is by looking at their behaviors. The idea behind self-perception theory is that we form attitudes not due to exposure or associative learning, but from observations of our *own* behavior.



Most people would agree, for example, that a person who perceives himself or herself as interested in road biking may, as a result of that interest, buy bicycling equipment and go on long cycling rides. That is, the person's attitudes influence his or her behavior. **Daryl Bem**, however, reversed this relation by suggesting that it is also possible that people understand their attitudes and interests because they have made inferences based on their behavior. Thus, this person could infer that he or she is interested in road biking on the basis of frequent cycling trips and lavish spending on a nice bike.

## Functional approach

The three ways in which attitudes can form discussed so far – exposure, learning and self-perception – all operate apparently **outside of people's awareness**. Typically people are not aware of mere exposure effects, nor conditioning, nor the fact that their behaviors can sometimes influence their attitudes. All of these theories argue that attitude formation is a **passive process**.

According to the **functional approach** attitudes are sometimes formed based on the degree to which they **satisfy different psychological needs**, so this is an **active** rather than passive attitude theory.

# Psychological Needs for Attitude Formation (Functions of Attitude)

There are **four basic psychological needs** that manipulate our attitude:

- Utilitarian (Adaptive/Instrumental),
- Knowledge,
- Ego-defensive and
- Value-expression.

# Functional Theory of Attitudes

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**Attitudes exist because they serve some adaptive function**

## **UTILITARIAN FUNCTION:**

**Relates to rewards and  
punishments**

## **VALUE-EXPRESSIVE FUNCTION:**

**Expresses consumer's values  
or self-concept**

## **EGO-DEFENSIVE FUNCTION:**

**Protect ourselves from  
external threats or internal  
feelings**

## **KNOWLEDGE FUNCTION:**

**Need for order, structure, or  
meaning**

## **Adjustment/ Utilitarian Function:**

- The adjustment function directs people toward pleasurable or rewarding objects and away from unpleasant, undesirable ones. It serves the **utilitarian** concept of maximizing reward and minimizing punishment. We develop favorable attitudes towards things that aid or reward us.
- We favor political parties that will advance our economic lot - if we are in business, we favor the party that will keep our taxes low, if unemployed we favor one that will increase social welfare benefits.
- We are more likely to change our attitudes if doing so allows us to fulfill our goals or avoid undesirable consequences.

## Knowledge function

Some attitudes are useful because they help to make the **world more understanding**. Humans have a need for a structured and orderly world, and therefore they seek consistency, stability and understanding. Out of this need develops attitudes toward acquiring knowledge.



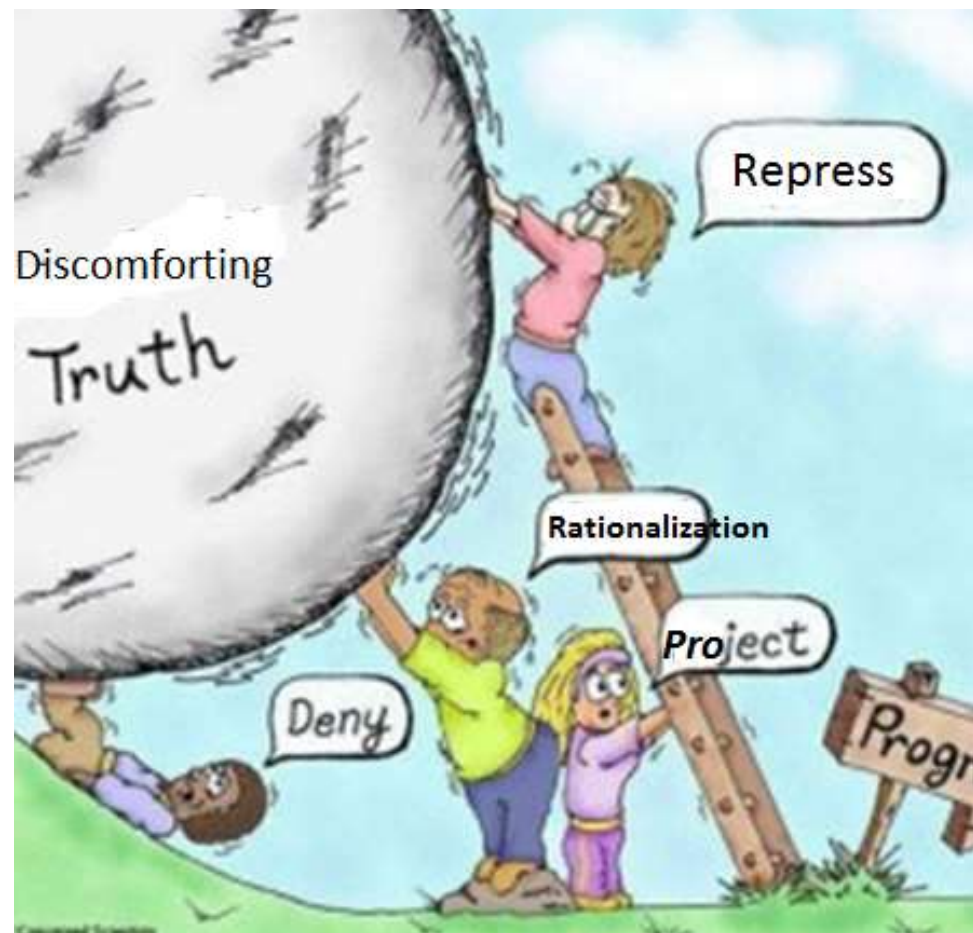
**Rooibos ad provides reassurance that product is organic and caffeine free**



The **ego-defensive function** refers to holding attitudes that **protect our self-esteem** or justify actions that make us feel guilty. A **Defence Mechanism** is an unconscious psychological mechanism that reduces anxiety arising from unacceptable or potentially harmful stimuli.

Mechanisms include:

- Denial
- Repression
- Projection
- Rationalization



**Repression:** Repression is an unconscious mechanism employed by the ego to keep **disturbing or threatening thoughts** from becoming conscious. Thoughts that are often repressed are those that would result in feelings of guilt from the superego.

**Denial:** If some situation is just too much to handle, the person just **refuses** to experience it. For example, smokers may refuse to admit to themselves that smoking is bad for their health.

**Rationalization:** Rationalization is the **cognitive distortion of "the facts"** to make an event or an impulse less threatening. We do it often enough on a fairly **conscious level** when we provide ourselves with excuses.

**Projection:** You might hate someone, but your super-ego tells you that such hatred is unacceptable. You can solve the problem, by believing that they hate you.

**Value expressive attitude** enable the expression of the person's centrally held values.

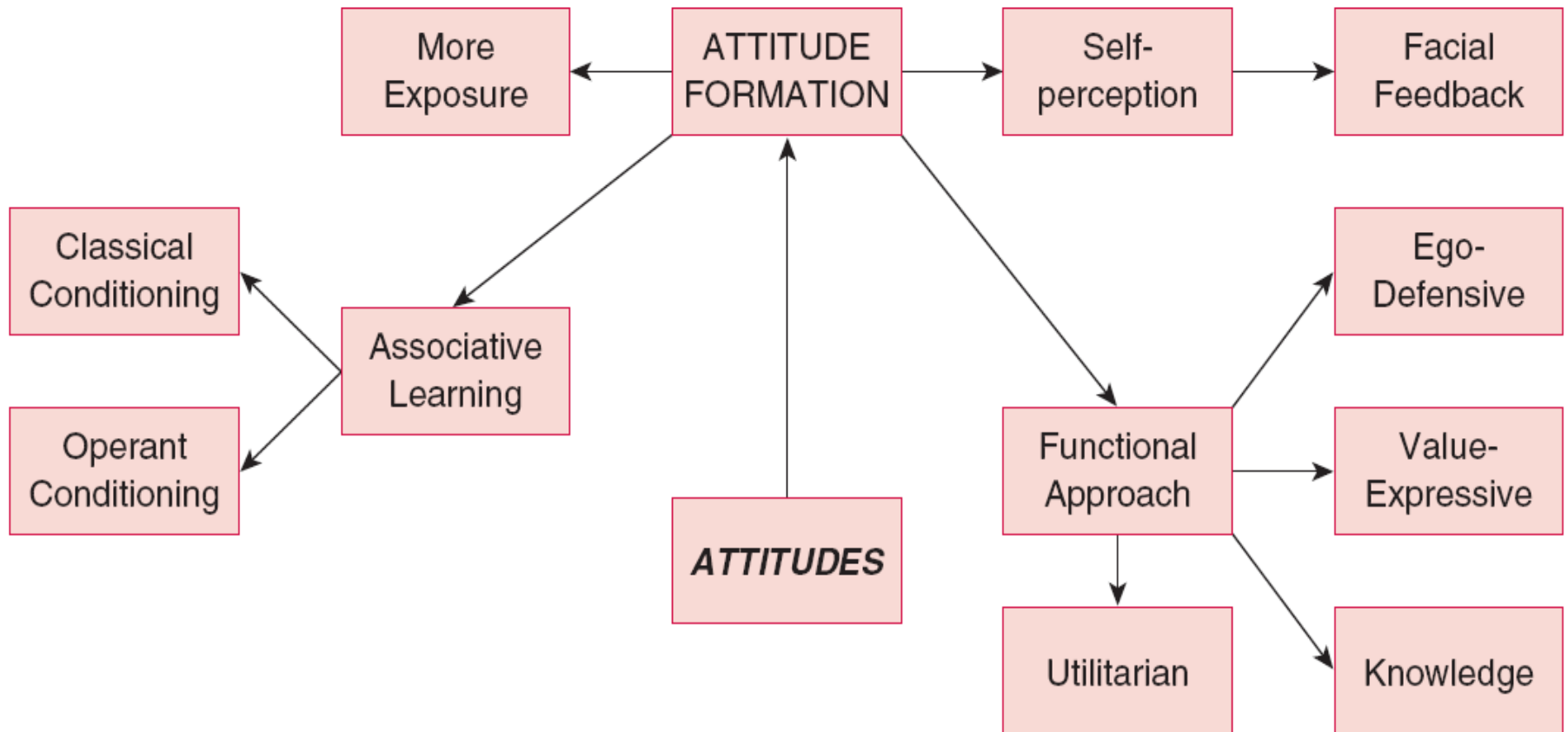
Some values are important to a person because they express values that are integral to that person's self-concept (Their ideas about who they are).

If we view ourselves as muslim, we can reinforce that image by adopting Islamic beliefs and values.

PSYCHOLOGICAL NEED	EXAMPLE
Utilitarian	Liking your psychology degree because it will help you get a job in the future
Knowledge	Liking your psychology degree because it provides you with useful information in dealing with people
Ego defensive	Liking your psychology degree because you really wanted to become a <b>doctor</b> but weren't good enough
Value-expressive	Liking your psychology degree because it illustrates your commitment to helping people

Four psychological needs that can influence attitude formation

# Attitude Formation



# Factors which Influence Attitude

## **Psychological**

The attitude of a person is determined by psychological factors like ideas, values, beliefs, perception, etc. All these have a complex role in determining a person's attitude.

## **Economic**

A person's attitude also depends on issues such as his salary, status, work, etc.

## **Family**

Family plays a significant role in the primary stage of attitudes held by individuals. Initially, a person develops certain attitudes from his parents, brothers, sister, and elders in the family.

## **Society**

Societies play an important role in formatting the attitudes of an individual. The culture, the tradition, the language, etc., influence a person's attitudes. Society, tradition, and the culture teach individuals what is and what is not acceptable.

## **Experience**

Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation.

## **Social Factors**

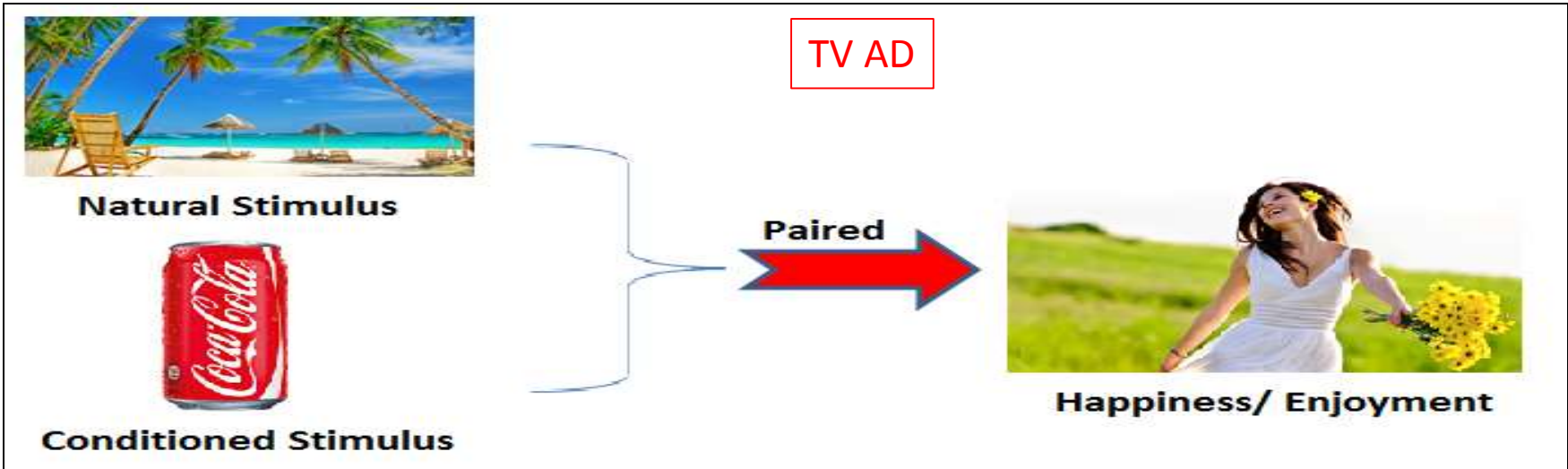
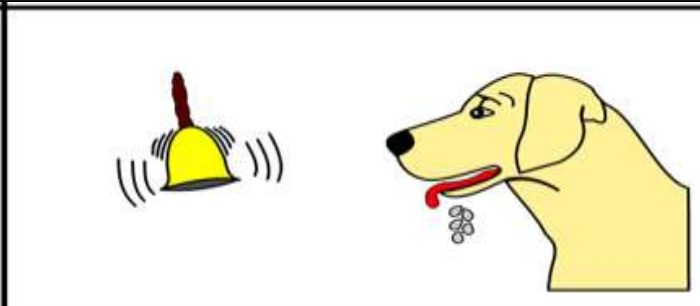
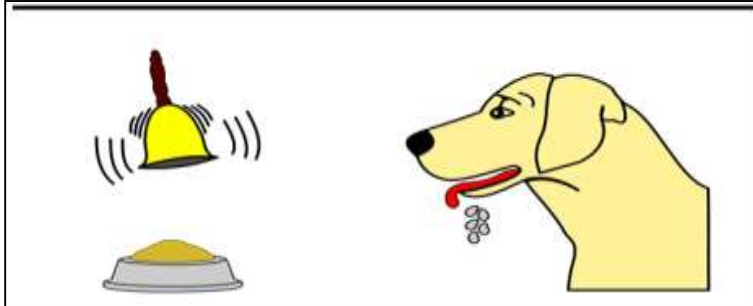
Social roles and social norms can have a strong influence on attitudes. Social roles relate to how people are expected to behave in a particular role or context. Social norms involve society's rules for what behaviors are considered appropriate.



## Learning

Attitudes can be learned in a variety of ways. Advertisers use [classical conditioning](#) to influence our attitude toward a particular product. In a television commercial, we find young, beautiful people having fun in on a tropical beach while enjoying a sports drink. This attractive and appealing imagery causes to develop a positive association with this particular beverage.

[Operant conditioning](#) can also be used to influence how attitudes develop. Imagine a young man who has just started smoking. Whenever he lights up a cigarette, people complain, chastise him, and ask him to leave their vicinity. This negative feedback from those around him eventually causes him to develop an unfavorable opinion of smoking and he decides to give up the habit.



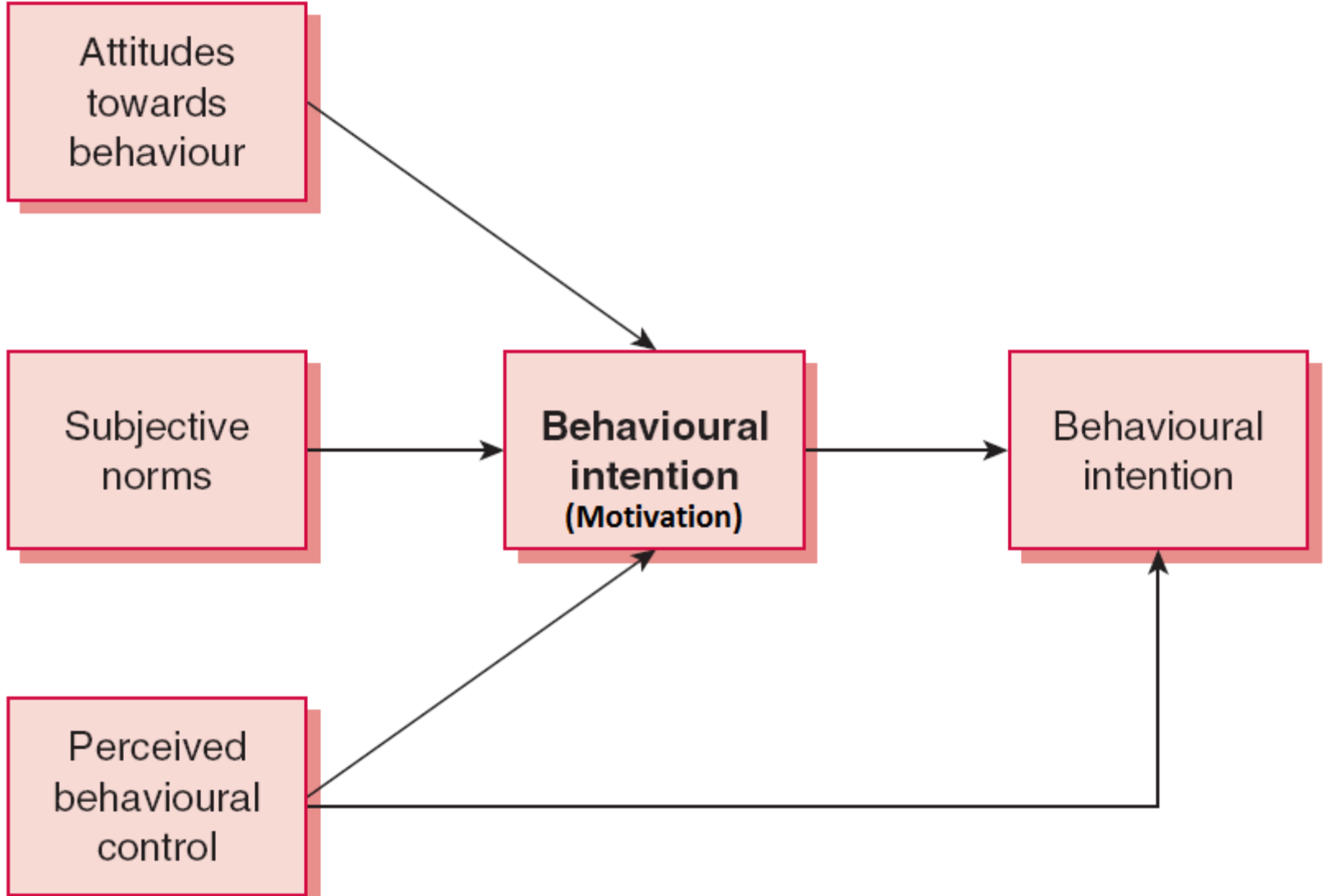
How Classical Conditioning works in **TV Ads**

# Model for Predicting Behavior

## The 'Theory of Planned Behavior':

The **theory of planned behavior** was developed to account for the processes by which people **consciously decide** to engage in specific actions. It states that **behavioral intentions** are the most proximal determinant of behavior, and that three factors (Attitude, norms and perceived behavioral control) converge to predict behavioral intentions.

It has been applied in various fields such as [advertising](#), [public relations](#), [advertising campaigns](#) and [healthcare](#).



### Attitude towards a behavior

Attitude toward a behavior is the degree to which performance of the behavior is positively or negatively valued.

### Subjective norms.

An individual's perception about the particular behavior, which is influenced by the judgment of significant others (e.g., parents, spouse, friends, teachers etc).

### Perceived control.

Perceived control is determined by one's perception of how easy or difficult it is to perform the behavior.

According to the model these three factors combine in an interactive way to determine behavioral intention, which in turn determines behavior. Theory of Planned Behavior suggests that more favorable attitudes toward specific act, more favorable subjective norms, and greater perceived behavioral control strengthen the intention to perform the behavior.

imagine someone who wants to try to quit smoking. The attitude may be positive (“I want to stop smoking”); the subjective norms may also be positive (“my family wants me to stop smoking”), but perceived control may be low (“I’m addicted and don’t know whether I can stop”). All three factors feed into behavioral intention, even perceived control. However, while there may be strong intention, ultimately the behavior may not be carried out because when the person comes to try to engage the behavior (stop smoking) they may find it too difficult because of low behavioral control (withdrawal effects) which feed directly into actual behavior.

# ATTITUDE CHANGE

Attitude changes can take place by following methods:

- Self-perception.
- Learning theory.
- Cognitive Dissonance.
- Persuasion.



**Self-perception theory** argues that when we have no (or a very weak) prior existing attitude on a particular issue we can infer our attitudes from observing our own behaviors.

If we return a lost wallet, we infer that we are honest. Often, our behavior is shaped by subtle pressures around us, but we fail to recognize those pressures. As a result, we mistakenly believe that our behavior emanated from some inner disposition. Perhaps we aren't particularly trustworthy and instead returned the wallet in order to impress the people around us. But, failing to realize that, we infer that we are clean honest.

By believing in our behavior, we infer that we are honest and that really makes a change in our previous un-trust-worthy attitude.



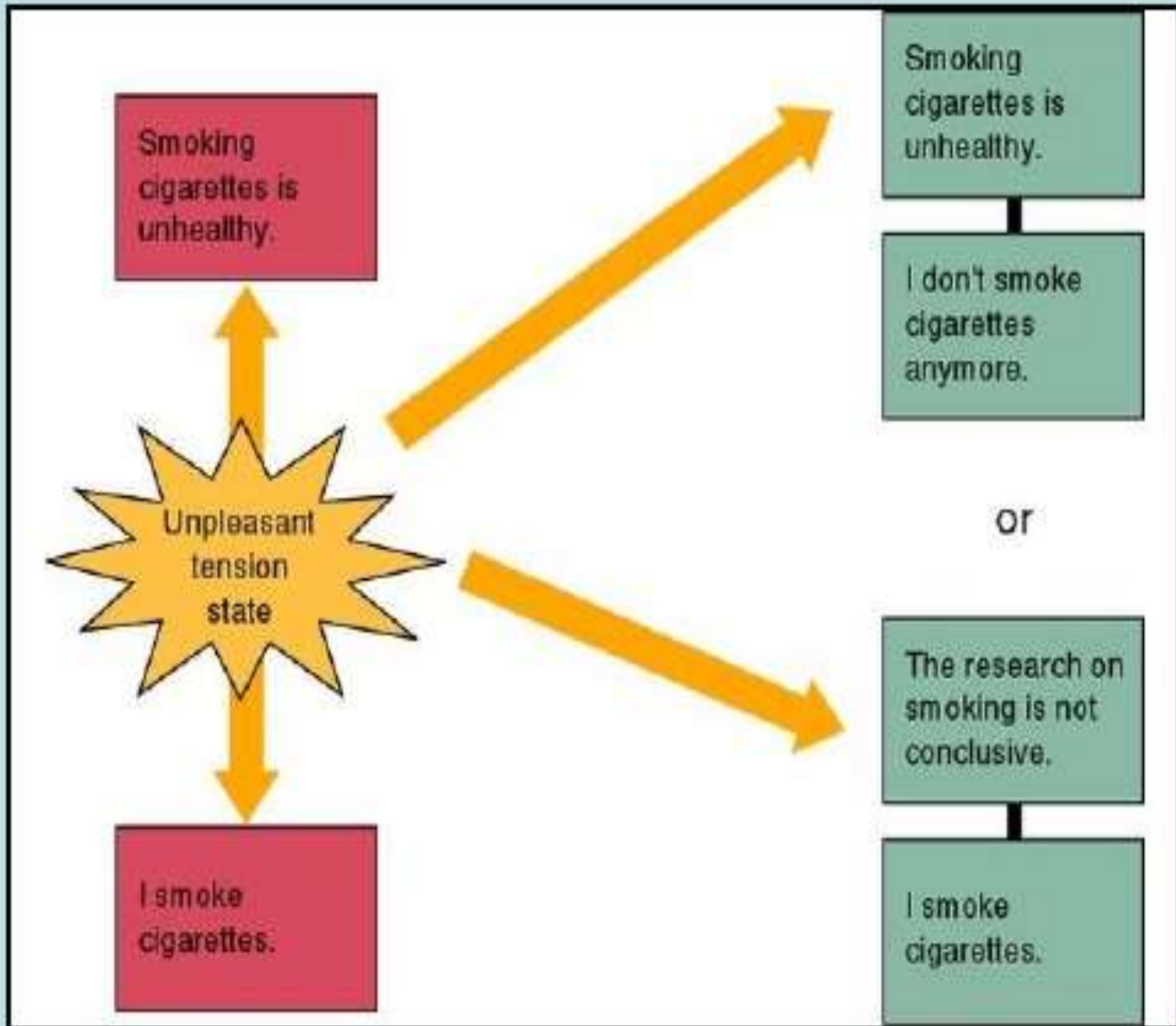
Self perception theory provides the most accepted explanation of the Foot-in-the-Door effect. Compliance to the initial request is posited to lead us to infer that we like to be 'helpful'. That makes a real change to be 'helpful' in our attitude.

Now, newly formed attitude resulting from the initial compliance make us more receptive to the second , larger request. This technique is commonly used by the salespeople, and it is also employed to increase compliance with requests made by charitable organizations, like Red Cross. More generally, the 'foot-in-the-door' effect suggests that each small commitment people make to a personal, organizational or career goal will lead to a larger commitment to that goal.

**Cognitive dissonance theory** argues that behaving in a way that contradicts existing attitudes creates a feeling of discomfort.

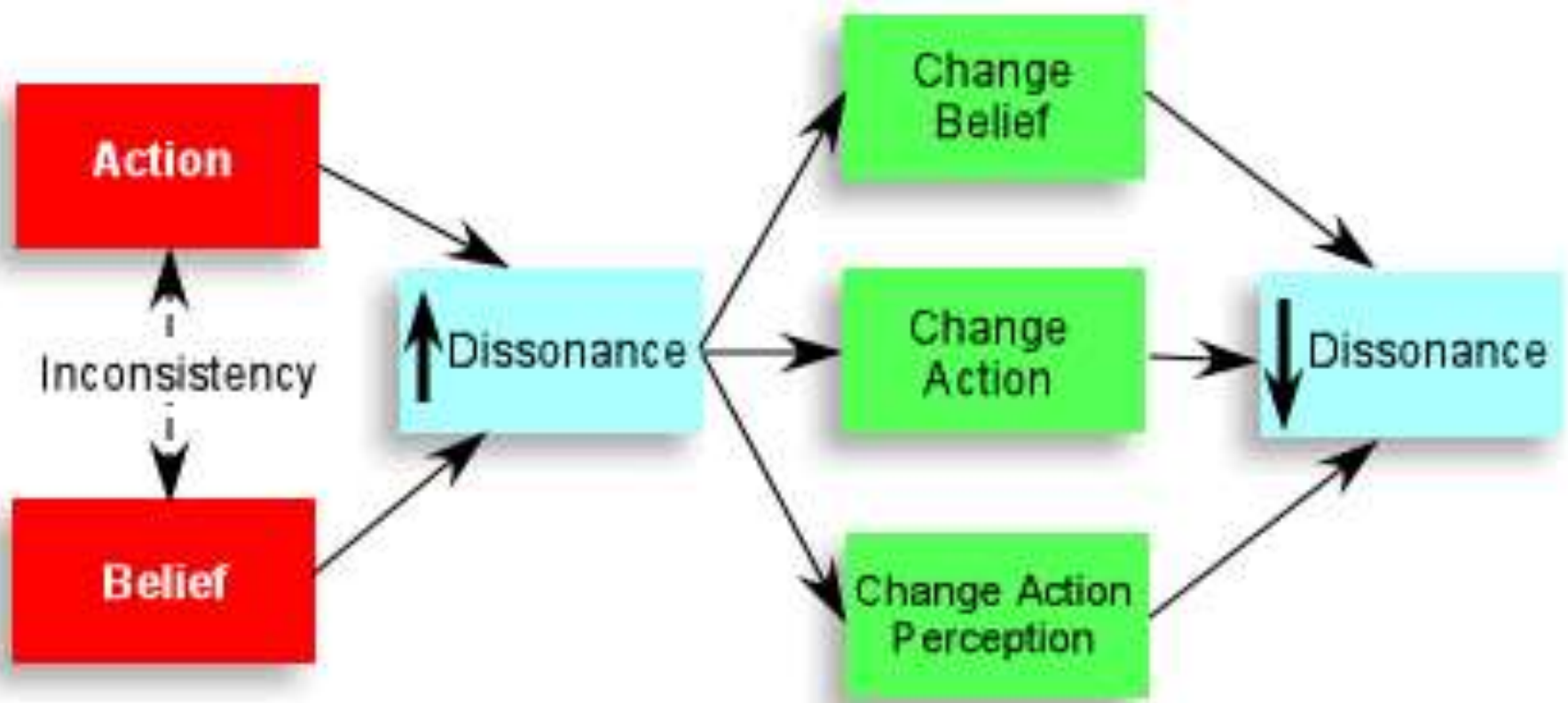
For example, an animal lover may feel upset if he accidentally run over a cat.

So that, people will be motivated to try to resolve this dissonance. People will look for ways to try to explain it and, if none are apparent, they will resort to resolve the discrepancy: they will **change their attitude** so that it matches the behavior they have performed.



**Heavy smoker**

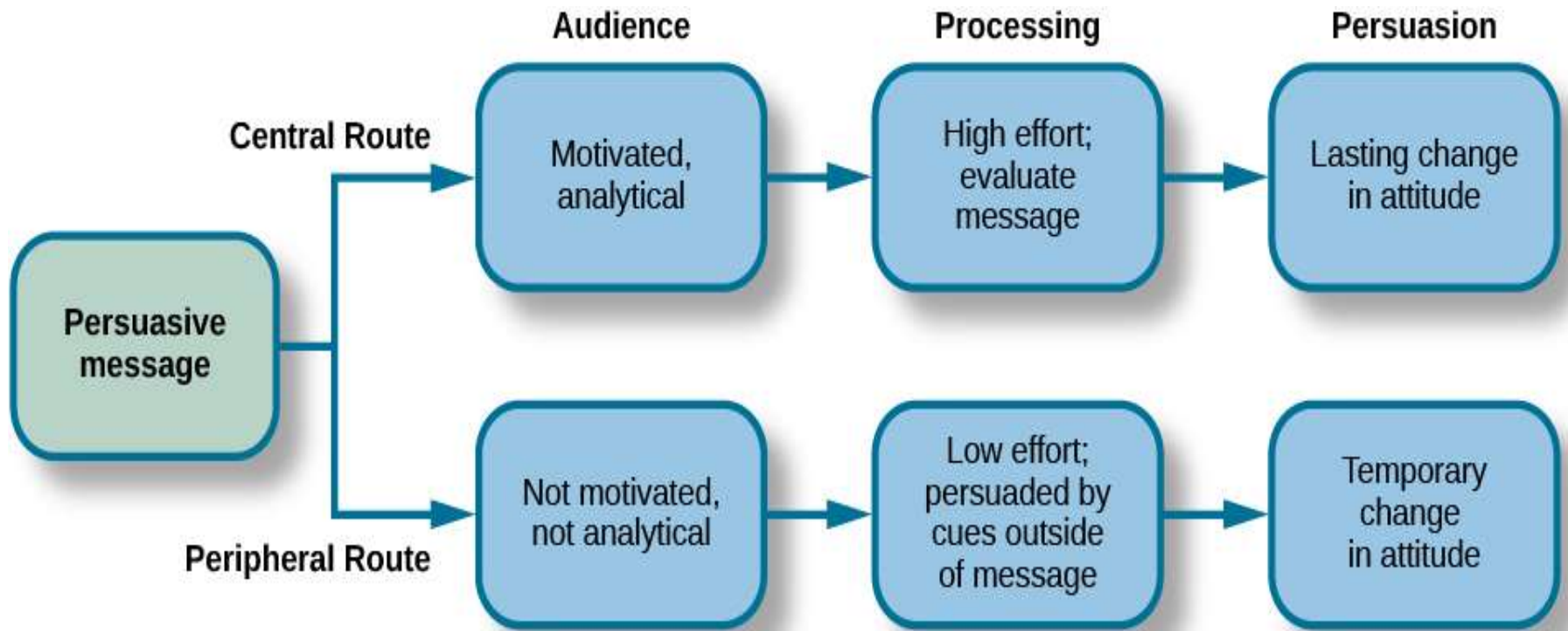
**Cognitive Dissonance examples**



## Persuasion

While cognitive dissonance is attitude change via an *internal* discrepancy, **persuasion** refers to attitude change via an *external* message. How do people think about, and incorporate information they receive in TV that is counter to their current point of view?

This theory of persuasion suggests that people can alter their attitudes in two ways. First, they can be motivated to listen and think about the message, thus leading to an attitude shift. Or, they might be influenced by characteristics of the speaker, leading to a temporary or surface shift in attitude. Messages that are thought-provoking and that appeal to logic are more likely to lead to permanent changes in attitudes.



**Central Route:** Message interpretation is characterized by thoughtful consideration of the **content** of the message.

**Peripheral Route:** Message interpretation is characterized by consideration of source and related general information rather than of the message itself (How the message is provided)

**Learning Theory:** Classical conditioning, operant conditioning, and observational learning can be used to bring about attitude change. Classical conditioning can be used to create **positive emotional reactions** to an object, person, or event by associating positive feelings with the target object. Operant conditioning can be used to **strengthen desirable attitudes** and weaken undesirable ones. People can also change their attitudes after observing the behavior of others.



"Attitude is a little thing that makes  
a big difference."

- *Winston Churchill*

