



VALUE ADDED NOTES

ILP-2020

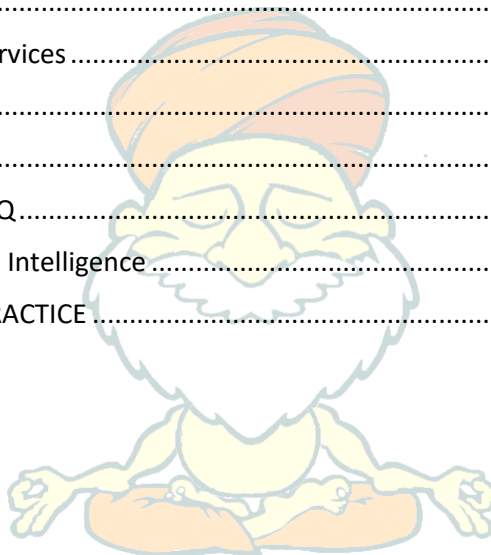


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ATTITUDE

Hello Friends,

It is quite obvious that most of you are aware of the meaning and context of the word "ATTITUDE". Isn't it? ☺

Before you conclude let us look into the kind of questions that can be asked or have been asked:

- *Explain with examples the different components of attitude and how they affect the overall behaviour of a person.*
- *"Beliefs, values and attitudes are different but are related to each other." Explain*
- *The problem with our country is that too many are looking for the right person instead of being the right person. How far do you agree? Substantiate*
- *Society and social influence shape our moral and political attitude. In the Indian context however, both have more of a distorting effect than a constructive one. Critically examine.*
- *Write short notes on – a) Implicit attitudes b) Propaganda c) Brain washing*
- *Persuasion involves a manipulation of a person which in itself can be regarded as an unethical conduct.' Discuss.*
- *In public service, persuasion plays a critical role. Where in your opinion, persuasive communication can play an important role? Which tools will you adopt for effective persuasion? Discuss by taking an example.*
- *It is easy to perform a good action, but not easy to acquire a settled habit of performing such actions. Do you agree? Substantiate by taking suitable examples.*
- *Do you think Indians are suffering from a distorted political attitude wherein they can't rise above caste and identity based politics? Analyse.*
- *What is non- partisanship? How is it different from objectivity? Clarify by giving suitable examples.*
- *Attitude shapes our thoughts and behaviour. Do you agree? Substantiate with the help of at least two examples from your personal experiences.*
- *How does attitude influence one's behaviour? Discuss. Can right attitude be inculcated? How? Discuss.*
- *Examine the functionality of right attitude in discharging duties by a civil servant. How does lack of requisite attitude affect performance of a civil servant? Discuss.*
- *What hard power can't achieve, persuasion can. Do you agree? Illustrate.*
- *Why do you think there is an asymmetry of perception and attitude with regards to almost everything in the society? Why some people appreciate art while others vandalize art exhibitions? Why the young generation seeks independence but the older generation wants restraints in behaviour and conduct? Give a reasoned response.*

MIND MAPS TO REFER

Download 1: <https://iasbaba.com/wp-content/uploads/2015/05/Attitude.png>

Download 2: <https://iasbaba.com/wp-content/uploads/2015/05/Attitude-Social-Influence.png>

Download 3: <https://iasbaba.com/wp-content/uploads/2015/07/Moral-and-Political-Attitude-1024x325.png>

WHAT IS ATTITUDE

Attitude represents the positive or negative mental and neural readiness towards a person, place, thing or event

OR

Attitude refers to a psychological tendency that is expressed by evaluating an object with some degree of favour or disfavour. "Object" includes people, things, events, and issues.

OR

The term attitude refers to certain regularities of an individual's feeling, thoughts and predispositions to act toward some aspect of one's environment.

- Attitudes are learned, enduring predispositions to respond consistently either in favourable or unfavourable manner towards objects, persons, events or a class of objects, events or persons.
- It can be +ve or -ve.
- Attitude = Belief + Emotion

Examples



This glass is half-full or half-empty? Answer defines your attitude 😊

Case 1: We can be grateful for being able to walk, or choose the food we eat, for being able to see, and for our desire to learn and to grow and to help others. It's a privilege, we can be grateful for being able to do what we want to do, and to be who we want to be: **Positive Attitude towards life.**

Case 2: Other way round, we complain a lot despite having a decent life without realizing about people below our social and economic lines (Think about poor, orphan, impoverished people): **Negative Attitude towards life.**

Positive Attitude	Negative Attitude
Individuals who have a positive attitude will pay attention to the good, rather than bad in people, situations, events, etc.	People with a negative attitude ignore the good and pay attention to the bad in people, situations, events, etc.
Positive attitudes are rewarded. It means the individual is encouraged to do the same thing in future.	Negative attitudes are punished in order to discourage the same action in future.
If we think positive thoughts we will surely experience such emotions as joy, love, gratitude, peace, and hope.	If we think negative thoughts we will definitely have negative feelings such as anger, disappointment, irritation, envy, etc.
Having a “positive attitude” means a person believes everything happens for the best in the end.	A person with a “negative attitude” tends to believe their best days are in the past. There is nothing to “look forward to” and considers it a waste of time and energy.
It is an optimistic approach for a person to achieve good results.	It is a pessimistic mind-set of a person who is not capable of handling critical issues.
It can achieve long-term goals easily and in time	It can achieve some initial goals but not the long-term goals
It is a process of solving problems.	It is a process of looking for problems.
A person with a positive attitude pays attention to the virtues of others.	A person with a negative attitude pays attention to other people’s shortcomings.
These persons always see opportunities.	These persons see only limitations.

Your mental attitude to life is one of the key elements of your personality makeup. It is your default way of viewing reality, the seven options being:

- **Realism:** *the attitude or practice of accepting a situation as it is and being prepared to deal with it accordingly.*
- **Spiritualism:** *a system of belief or religious practice based on supposed communication with the spirits of the dead, especially through mediums.*
- **Idealism:** *the unrealistic belief in or pursuit of perfection.*

- **Pragmatism:** *an approach that evaluates theories or beliefs in terms of the success of their practical application.*
- **Cynicism:** *an inclination to believe that people are motivated purely by self-interest*
- **Skepticism:** *doubt as to the truth of something.*
- **Stoicism:** *the endurance of pain or hardship without the display of feelings and without complaint.*

Every Attitude is, in effect, a 'bias' in how we interpret our life experiences. For example: Realism is biased towards paying attention to the solid facts and their consequences. Cynicism is biased against non-facts. Let's take some examples

RAJU has the Attitude of Idealism. He tends to look at life in terms of how perfect it could be. He looks for ways in which life is good or better than it seems, or could be made better than it is. His mental framework automatically reconstructs everyday life events so that they fit some perfect, ideal pattern. **So his sense of life is biased to a framing it in terms of some nice idea that makes perfect sense to him.**

SUSHMITA, in contrast, is very sensitive to ideas that don't make sense. **She has the attitude of Skepticism.** Her basic mental orientation is to ask, **"I don't think this idea will work?"**

These options will help you answer many questions given a circumstance, be as a Civil Servant or any individual:

Realists like to turn their experiences into **"actionable knowledge"**. They look at all the facts to assess the most plausible explanations and reasonable predictions. "The more facts we know, the better we can understand the past and predict the future."

- Positive = perceptiveness (making justifiable assessments, based on evidence).
- Negative = supposition (making assessments unjustifiably, without evidence).

Cynics challenge non-facts; they refuse to be misled by bogus assertions. **"Anything you say that isn't a proven fact is nonsense."**

- Positive = contradiction (criticising unlikely claims, with reason).
- Negative = denigration (criticising unfairly, without reason).

Idealists conceive of reality in terms of ideas that express a sense of great perfection or inherent possibilities. **"Truth is beauty, and beauty, truth." (Find a person around you and put under each options to relate with them 😊)**

- Positive = coalescence (generating ideas to make perfect sense of many things).
- Negative – naïveté (assuming things make perfect sense, without reason).

Skeptics refuse to accept false ideas, so they put dubious-sounding ideas to the test, or simply reject them outright. **"I'll believe it when I see it for myself."**

- Positive = investigation (checking the validity of doubtful ideas)
- Negative = suspicion (doubting unfairly, without checking)

Spiritualists make sense of life in whatever way brings greater comfort and joy – this usually means believing in something esoteric which gives life a higher meaning. **“I believe everything happens for a reason.”**

- Positive = verification (ensuring personal beliefs fit with personal experiences).
- Negative = credulity (willingness to believe anything esoteric, regardless of actual experience).

Stoics refuse to allow any experience of life to disturb their inner peace and calm. **“There’s no need to get excited.”**

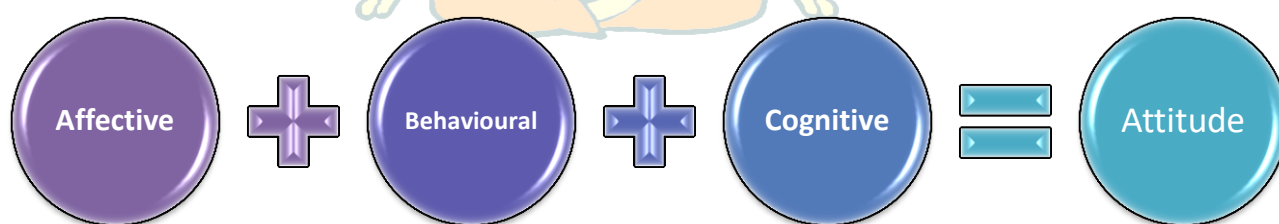
- Positive = tranquillity (regarding life experiences in a way that maintains inner peace and calm).
- Negative = resignation (assuming suffering is inevitable, regardless of actual experience).

Pragmatists just take in whatever information is useful right now and then move on. **“That’s all I need to know.”**

- Positive = practicality (finding what works in each new situation).
- Negative = dogmatism (assuming, without reason, that whatever worked in the past will work now).

COMPONENTS OF ATTITUDES

It can be described in terms of three components



Affective	Behavioural	Cognitive
It is the emotional response (liking/disliking) towards an attitude object. Ex: I am scared of snakes.	It is a verbal or overt (nonverbal) behavioural tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. Ex: I will avoid	It is an evaluation of the entity that constitutes an individual’s opinion (belief/disbelief) about the object. Ex: I believe snakes are dangerous.

	snakes and scream if I see one.	
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This model is known as the ABC model of attitudes. The three components are usually linked. However, there is evidence that the cognitive and affective components of behaviour do not always match with behaviour. This is shown in a study by LaPiere (1934).

In addition to the affective, cognitive and behavioural components, attitudes also have other properties. **Four significant features of attitudes are: Valence (positivity or negativity), Extremeness, Simplicity or Complexity (multiplexity), and Centrality.**

Valence (Positivity or Negativity): The valence of an attitude tells us whether an attitude is positive or negative towards the attitude object. Suppose an attitude (say, 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), and 4 (Good), to 5 (Very good). If an individual rates her/his view towards sending Space missions as 4 or 5, this is clearly a positive attitude. This means that the person likes the idea of Space missions and thinks it is something good. On the other hand, if the rating is 1 or 2, the attitude is negative. This means that the person dislikes the idea of sending space missions, and thinks it is wastage of money. We also allow for neutral attitudes. In this example, a neutral attitude towards Space mission would be shown by a rating of 3 on the same scale. A neutral attitude would have neither positive nor negative valence.

Extremeness: The extremeness of an attitude indicates how positive or negative an attitude is. Taking the same example given above (i.e. sending space missions), a rating of 1 is as extreme as a rating of 5: they are only in the opposite directions (valence). Ratings of 2 and 4 are less extreme. A neutral attitude, of course, is lowest on extremeness.

Simplicity or Complexity (Multiplexity): This feature refers to how many attitudes there are within a broader attitude. Think of an attitude as a family containing several 'member' attitudes. 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.

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

CHARACTERISTICS OF ATTITUDE

- Enduring: Integral component of personality
- Acquired: Developed through socialisation.

- Subject-Object relationship: Objectification of values -> attitude. It can never be object free. E.g. I have (subject) a +ve attitude towards you (object).
- They help in evaluation.
- It can be expressed both verbally and non-verbally.
- We get to know and understand others through their attitudes only.
- Attitudes are subjective experience. Each individual's attitude differs from others.
- It conforms to the principle of consistency. We generally don't have A1, A2 attitudes towards a thing at different point of time. Inconsistency in attitudes leads to mental dissonance.

Attitudes are the complex **combination of things we tend to call personality, beliefs, values, behaviours, and motivations**. It can fall anywhere along a continuum from very favourable to very unfavourable. All people, irrespective of their status or intelligence, hold attitudes.

An attitude exists in every person's mind. It helps to define our identity, guide our actions, and influence how we judge people.

Although the feeling and belief components of attitude are internal to a person, we can view a person's attitude from his or her resulting behaviour.

Attitude helps us define how we see situations, as well as define how we behave toward the situation or object.

- It provides us with internal cognitions or beliefs and thoughts about people and objects.
- It can also be explicit and implicit. Explicit attitude is those that we are consciously aware of an implicit attitude is unconscious, but still, have an effect on our behaviours.
- Attitudes cause us to behave in a particular way toward an object or person.
- An attitude is a summary of a person's past experience; thus, an attitude is grounded in direct experience predicts future behaviour more accurately.
- It includes certain aspects of personality as interests, appreciation and social conduct.
- It indicates the sum total of a man's inclinations and feelings.
- An attitude is a point of view, substantiated or otherwise, true or false which one holds towards an idea, object or person.
- It has aspects such as direction, intensity, generality or specificity.
- It refers to one's readiness for doing Work.
- It may be positive or negative and may be affected by age, position, and education.

Attitude may be defined as a feeling or disposition to favour or to be against objects, persons, and situations.

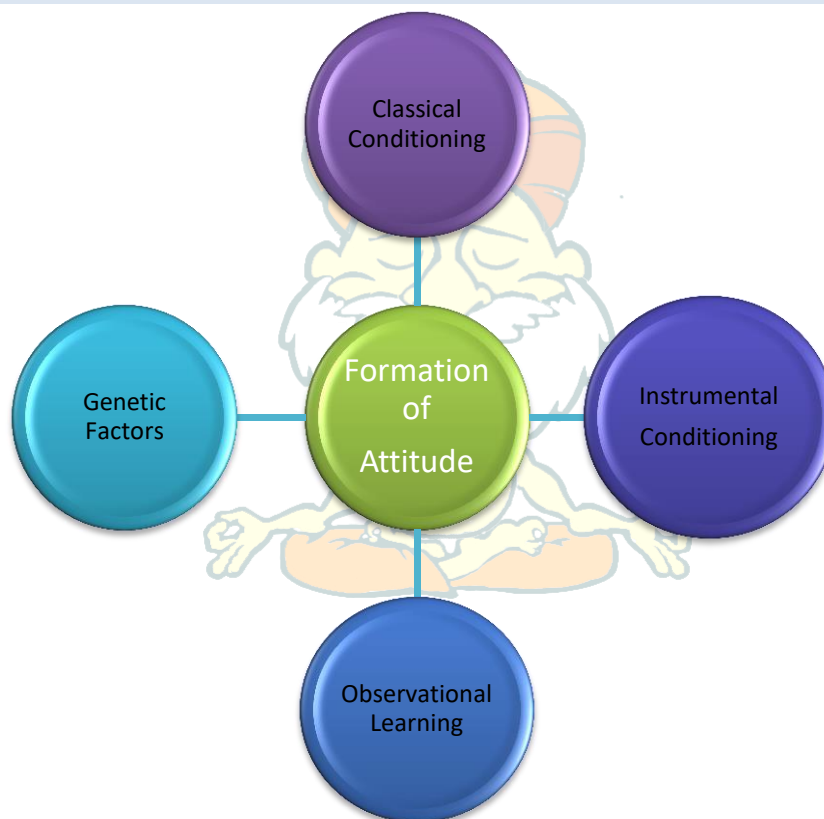
It is a well-defined object of reference. It may be defined as 'an enduring predisposition or readiness to react or behave in a particular manner to a given object or situation, idea, material or person'.

It describes and evaluates the action with respect to an object or a situation, with each belief having a cognitive effect and behavioural components.

Each of these beliefs is a predisposition that results in some preferential response towards the object or the situation.

Actually, it is frequently used in describing people and explaining their behaviour. For example- **"I like her attitude", "He has a good attitude" etc.** Actually, it is characterized by the tendency to feel and behave in a particular way toward some object.

FORMATION OF ATTITUDE



Classical conditioning or Pavlovian conditioning

Classical conditioning is a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus.

Conditioning is usually done by pairing the two stimuli, as in Pavlov's classic experiments. Pavlov presented dogs with a ringing bell followed by food. The food elicited salivation (unconditioned stimulus), and after repeated bell-food pairings the bell also caused the dogs to salivate. In this experiment, the unconditioned stimulus is the dog food as it produces an

unconditioned response, saliva. The conditioned stimulus is the ringing bell and it produces a conditioned response of the dogs producing saliva.

Classical conditioning could play a role in establishing some of the emotional components of attitudes and prejudice further, through classical conditioning; people may come to have powerful attitudinal reactions to social objects even in the absence of first-hand experience. Hence, children who hear repeated pairings of words in their parents' conversations (such as say, Muslims' Aggressive, Muslims-Fundamentalists) throughout their early years of development may come to adopt such negative attitudes themselves— without even meeting them.

Instrumental Conditioning

Instrumental conditioning is another term for operant conditioning, a learning process first described by B. F. Skinner. This form of learning is based on the "Law of Effect". For instance, behaviours including verbal behaviours and even thoughts tend to be repeated if they are reinforced. Conversely, behaviours tend to be stopped when they are punished. The reinforcement can be as subtle as a smile or as obvious as a raise in salary. Operant conditioning is especially involved with the behavioural component of attitudes.

Ex: For example, early in your life, if your parents and teachers praised you for doing well in studies, you may have doubled your efforts and developed a positive attitude towards studies. However, if your friend's parents did not acknowledge her achievements in studies, she would have probably developed a negative attitude toward studies.

Social media trolls and fake news: Sharing of misinformation multiple times conditions one's mind to believe in falsehood.

Social (Observational learning)

This is based on modelling. We observe others showing a certain attitude towards certain group or persons belonging to a community etc. As we observe others getting also admired for their attitude we too follow them and develop those attitudes. Thus, attitudes are formed through modelling.

Ex: volunteering work by one person or a group attract many to join them.

Genetic factors

Genetic factors also play a role in shaping attitudes of an individual, however, they play stronger role in shaping some attitudes than others. For example, attitudes involving gut-level preferences (say a preference for a certain kind of food) may be more strongly influenced by genetic factors than attitudes that are more cognitive in nature (say attitudes towards environment conservation)

FUNCTION OF ATTITUDE

Knowledge Function

It helps to organise and interpret diverse set of information. It provides consistency and clarity in our explanation and understanding of events. This is also known as understanding function. It provides a frame of reference. It may not provide us with factually correct information. **Economists who oppose liberalisation (attitude) would always see a liberal budget as poor budget.**

Ego-defensive Function

It protects the loss of self-esteem and promotion of self-esteem. More ego-defensive means less agreeable and not open. Free from ego defensive means aware and awake. Prejudiced attitudes are often used as a crutch to bolster self-esteem of the holder. They are more used by the individuals who are insecure and anxious. It helps us maintain our self-esteem in the moments of embarrassment. Such person is not likely to accept mistake in case of debacle. This can be done away with by providing an enriching and facilitating environment that encourages him to discuss his innermost feelings. Non-judgmental and non-evaluative environment helps. The moment he departs from ego-defensiveness we reward him. This strengthens fight against ego-defensiveness.

Value Experience

It helps to establish a person's self-identity which portrays to the individual as well as to others the kind of person he is. This can be changed by disturbing the homeostasis -> Create identity crisis. Example: Lord Buddha. Change is difficult but can be brought about if the person is seriously dissatisfied with their existing self-concept. Another option could be making people aware that their attitudes and behaviour patterns do not match with their existing values. For example, our freedom fighters realized the value of freedom and opposed British Rule in India. They could do so because Freedom as value was recognized by all of them.

Utilitarian/ Instrumental Function

This function is very close to the concept of instrumental conditioning. Katz says we develop positive attitudes towards those objects that are associated with rewards and develop negative attitudes toward those that are associated with punishment.

Need Satisfaction Function

Change in need will change the attitude. India, now being looked upon as one of the leading/important nations of the World because of India's economic growth rate and opportunity for other countries. Many attitudes are formed as a result of our past rewards and punishments for saying and doing things. Once formed, these attitudes usually continue to be useful in helping us satisfy our needs or reach our goals. These attitudes help us adjust

to life situations. These attitudes are likely to change if attitude holder gets convinced that new attitudes suggested to him are likely to meet his needs in a more effective manner. These attitudes also change if the attitude holder's underlying needs have changed.

Impression Motivation Function

Subordinates started coming on time just to have impression on superior. Attitudes can allow us to manage how others perceive us. We generally use our attitudes to lead others to have a positive view of ourselves. When we are motivated to impress others many times we shift our attitudes accordingly. It may happen that continuing with time these attitudes may become an integral part of our self.

- Birth of a child unites parents.
- When whites in S. Africa realised that development would not take place without blacks -> apartheid abolished.
- National development is still not common goal.
- Self > Family > Caste > Religion > Nation

How to Change Attitude?

- Attitudes can be changed if a person consistently receives the information that invalidates their existing belief structure. In such situations, these individuals are likely to correct their existing belief system and establish a more logical, cognitive structure.
- It can't be changed overnight as it is the product of socialisation and consists of deep seated values and emotions. A sudden attempt to reverse the attitude may be met by resistance as a change in attitude leads to mental dissonance.
- Example: Earth is round; the sex of a child is determined by men and not women.
- New information will help to change attitudes.
- Negative attitudes are mainly formed owing to insufficient information.
- Attitudes may change through direct experience.
- Another way in which attitudes can be changed is by resolving discrepancies between attitudes and behaviour.

FACTORS CAUSING ATTITUDINAL CHANGE

1. **Consistency:** An inconsistent attitudinal system, which is unstable, is easily changeable than consistent attitudinal system, which is restively stable.
2. **Interconnectedness:** Interconnected attitude are resistant to incongruent change.
3. **Consonance of attitude cluster:** Dissonant attitude cluster is more susceptible to incongruent change than consonance attitudes are less prone to incongruent change.
4. **Strength and No. of Want Satisfaction:** Functionally Significant attitudes are less prone to incongruent change.
5. **Structure of attitude:** Less structural to change than structural attitudes.

ROLE OF PERSONALITY IN ATTITUDINAL CHANGE

Intelligence

- Less I.Q. persons are easily influenced by propaganda and more confirming to group pressures.
- Abnormal persons are less susceptible as they live in their own.
- Persons with high self-esteem cannot be so easily susceptible to change of attitude as a person with low self- esteem.

OTHER FACTORS IN ATTITUDINAL CHANGE

- (a) **Cognitive need and style:** Cognitive need to incongruent change, while cognitive need simplifiers are prone to congruent change.
- (b) **Aggressiveness:** The more aggressive a person less susceptible to change of attitude.
- (c) **Neuroticism:** Higher the neuroticism the greater the change in attitude.
- (d) **Extroversion— Introversion:** Highly extroverted persons are more difficult to change their attitude as compared to introvert persons.
- (e) **Manifest anxiety:** Persons with high manifest anxiety are more susceptible to attitude change.
- (f) **Authoritarianism:** Authoritarians are resistant to attitudinal change.
- (g) **Suspiciousness:** Highly Suspicious person are resistant to change of attitude.

Situational Factors

- (a) **Discussion:** Group discussion is more effective for incongruent change, while solitary listening is more effective for congruent change.
- (b) **Commitment:** Public commitment has great influence than private commitment.
- (c) **Decision:** Group decisions are more likely to bring attitude change rather self- decision.