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ATTITUDE

"Sahil is a student of class 2nd. One day he heard his elder sister talking about the need for waste segregation to control environmental pollution. Unable to understand the issue, Sahil asked his father to explain what waste segregation is and why is it important? His father told him that dry waste may include wrappers, glass, metals etc which can be later recycled and used whereas wet waste refers to biodegradable kitchen waste like fruits and vegetable peels, seeds, used tea leaves, egg shells, paper bags etc that can be easily turned into rich manure for trees and plants. He told Sahil that waste segregation is important as it makes the process of recycling of waste into something useful easier. Waste segregation thus helps in controlling pollution by reducing the amount of waste that needs to be disposed off. His father also showed him several videos related to waste segregation and recycling. Sahil gets very inspired by all the information and pledges that he too would contribute towards waste segregation and protection of environment by informing his friends about it."

The above example clearly highlights how one evaluates and understands the social world around us in the form of attitudes.

In this chapter you will study the concept of attitude, its formation as well as changes in attitudes. The chapter also provides an insight into the concepts of stereotypes, prejudice and discrimination and how can these be reduced. Further the chapter aims to establish a link between how attitude and intergroup conflicts and also explores the ways of resolving such conflicts.

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LEARNING OUTCOMES

After studying this lesson, learner :

- understands the concept of attitude;
- lists the factors that contribute to attitude formation;
- analyzes the process of attitude change;
- understands the concept of stereotypes, prejudice and discrimination;
- explains factors causing prejudice and discrimination; and
- specifies the nature of intergroup conflict and its resolution.

20.1 WHAT DO YOU UNDERSTAND BY ATTITUDE?

An attitude can be understood as an evaluation of certain aspects of the social world around us. It could be an evaluation of an event, an individual, an object or even any idea. It is an abstract construct that can only be inferred through the behaviour of the individual. Many of us think that attitudes are mere opinions about a person, a thing or an event. However, it's important to understand the difference between these two terms.

Just think about the number of times we use the phrase 'In my opinion....' Or 'I strongly feel that this needs to be handled like this...' or 'As per my understanding.....'. These examples indicate our 'opinion' or thoughts about a particular topic which may or may not be very important to us. Now when these thoughts or opinions that one holds are extremely important to them so much so that if someone opposes these, they react emotionally or when these opinions are not just simple ways of thinking but also start getting reflected in the behavioural patterns, then in such cases these are not simple views or opinions, these are called attitudes.

All definitions of attitudes agree that 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. 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. Taken together, these three aspects have been referred

to as the A-B-C components (Affective-Behavioural- Cognitive components) of attitude.

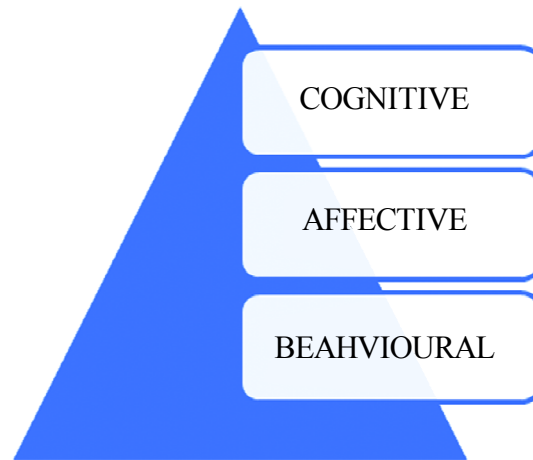


Figure 20.1: Three components of Attitudes

Example:

Neha, a college student has extremely negative views about the environmental hazard posed by use of plastic. She strongly feels that plastic use should be minimised as much as possible as its non-biodegradable nature has extremely harmful and long-term effect on our environment and ecosystem. Recently on her visit to market, she became extremely angry with a shopkeeper who was using a plastic bag for storage. Also she has been actively participating and organizing various awareness campaigns against plastic use in her locality as well as neighbouring societies.

What We Learn from the Example

Clearly, Neha has a negative attitude towards the use of plastic. The arguments that she shares with others clearly show that her attitude are acting at a cognitive level. Her attitude not only has an impact on her emotions (her anger with the shopkeeper) but also her behavior (participating in awareness campaigns).

LET'S DO

Case Study:

Rakhi has been greatly influenced by the "Swachh Bharat Abhiyan" initiative undertaken by the government to promote cleanliness. She often reads about the various cleanliness drive and awareness campaigns that have been organized in this regard. She keeps a track of the various community programs that have been organized through social media. Rakhi becomes angry when she sees people throwing garbage on streets. She

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has even launched a weekly cleanliness drive in her locality with the help of an NGO.

Keeping the above case in mind, identify the cognitive, affective and behavioural components of Rakhi's attitudes towards 'Swachh Bharat' mission.

Answer: (Cognitive: information gathered by Rakhi by reading about various cleanliness drives and awareness campaigns; Affective: Rakhi becomes angry when she sees people throwing garbage on streets; Behavioural: Rakhi has organised a weekly cleanliness drive in her locality.)

20.2 FORMATION OF ATTITUDE:

Attitudes can be learned or acquired through various sources. The primary sources being:

1. Attitude formation through classical conditioning
2. Attitude formation through operant condition
3. Attitude formation through modeling/observational learning
4. Attitude formation through social comparison
5. Attitude formation through group and cultural norms
6. Attitude formation through exposure to information

Let us consider these sources in detail:

● Attitude Formation through Classical Conditioning

Classical conditioning is a basic form of learning in which an initially neutral stimulus acquires the potential to evoke responses through repeated pairing with another stimulus. For example, a student may not show any emotional response to a fountain pen he/she has recently purchased. However, it so happened that each time the student wrote the exam with this pen, he/she scored very good marks. This may lead the student to associate happiness with that pen.

Having understood the concept of classical conditioning, let us now understand how it shapes attitude. For example: Amit likes spending time with his best friend Robin. Robin is very fond of playing football and goes to play in the local park every day. In order to spend time with Robin, Amit has also started accompanying him to park and has started playing football. Now Amit has also started developing liking for the sport. This is because Amit has started associating positive affect that he has for Robin with

his choice of sport i.e. football as well.

In other words, a positive attitude that Amit has for his friend Robin gets associated with the sport that was initially neutral for Amit.

- **Attitude Formation through Operant Conditioning**

Instrumental conditioning is another basic form of learning in which responses that lead to positive/rewarding outcomes or that is instrumental in avoiding negative outcomes are strengthened.

For example, a child observes that his/her mother feels happy when he/she finishes food. This makes the child regularly eat well and finish the food due to the positive reinforcement that the child receives. Taking another example, after returning from the school, the child used to eat food without washing hands. This habit of the child used to make his/her mother upset. The child realized that when he/she washes hands before eating, the mother is not upset anymore. Thus the child's behavior gets strengthened as it helps him/her to avoid negative reinforcement.

Let us now see how this principle of learning may lead to the formation of attitude. The role of instrumental conditioning in the formation of attitude can be easily seen particularly in case of children. A child may notice that when he/she switches off the lights and fans when nobody is in the room, the parents shower him/her with appreciation and praises for acting responsibly and saving electricity. This behavior eventually may get strengthened in the child in anticipation of positive outcomes and thus the child may develop positive attitude towards saving electricity.

- **Attitude Formation through Modelling: Example**

Formation of attitude is also possible through the process of observational learning/modelling. A number of behaviors are learned by watching the activities of others and the outcome of such activities. For example: A child may watch his/her grandparents being respected and taken care of by everyone in the family. The child may acquire the same behavioral patterns and develop a positive attitude towards aged people in general.

- **Attitude Formation through Social Comparison**

Attitude may also be formed through the process of social comparison according to which we are constantly comparing ourselves with others with the desire to hold 'right' view about the social reality. This comparison may lead us to acquire attitudes from people we admire or people who serve as frame of reference for us.



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For instance: Rajat admires an Olympic athlete, he follows the athlete on social media, reads articles and write-ups on him/her. Rajat is a big fan who idolizes the athlete. He gets to know that the athlete is committed to the social cause of 'Education of Street Children'. Rajat searches for NGOs working in this area and reads more about them. He may eventually develop a positive attitude towards the cause just like his idol.

- **Learning attitudes through group or cultural norms**

Very often, we learn attitudes through the norms of our group or culture. Norms are unwritten rules about behavior that people are expected to show under specific circumstances. Over time, these norms may get reflected in our attitudes.

- **Learning through exposure to information**

A person may acquire certain attitude on the basis of the information that he/she is exposed to. The sources of information can be many such as newspapers, books, internet, TV, movies and so on. For example: These days a lot of online campaigns regarding waste management are being circulated. This information is helpful in helping young children to adopt a positive attitude towards waste management by gaining information about its process of waste management as well as its benefits.



Figure 2: Sources of Attitude Formation



INTEXT QUESTIONS 20.1

1. List the various sources of attitude formation.

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2. State whether the following statements are True or False

- a. The 'affective' component of attitudes is related to the thoughts and mental process.
- b. Attitude formation through classical conditioning involves positive and negative reinforcements.
- c. Observational learning does not contribute to attitude formation.
- d. Attitudes comprise of true components.

20.3 ATTITUDE CHANGE

During and after the process of attitude formation, attitudes may get changed/ or modified through various influences. Some attitudes change more than others do. Attitudes that are still in the formative stage, and are more like opinions, 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/Persuasion

Persuasion is defined as the process of consciously attempting to change the other person's attitudes through the presentation of different types of information/messages.

There are various factors that are instrumental in attitude change. Broadly these can be understood in terms of the characteristics or features of the source that wants to bring about an attitude change. For example: A teacher who wants the children to study



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every day in routine instead of just studying during examination time. Here the source that wants to bring about the change in attitude is the teacher.

Another important factor is the characteristic or nature of the message used for persuasion. In the above example the teacher could be employing messages of different nature ranging from rational and logical appeal in terms of how it is not possible to cover the entire syllabus thoroughly within few days just before exams to emotion based appeals that would trigger certain emotions in the target i.e. the students in this case. For instance the teacher in this case could tell the students how if they don't study in routine, they could score very poorly in their exams and may even fail thus triggering fear.

Further it is important to note that it's not just the nature of source and message but also the characteristics of the target that can influence the process of attitude change. For instance in the above example how much the students are motivated and goal driven would be influencing the kind of impact they would be experiencing when subjected to a persuasive message from their teacher.

Now let us consider these three factors in more detail:

Source characteristics

Source credibility, expertise and attractiveness are three important 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 teenager who wants to buy a new dress would find a member of the peer group to be more convincing than other sources because they believe that their peers would be having a fair idea about what's in trend and what's not. Similarly expertise in an area also increases the likelihood of attitude change. For instance, a dentist telling about the importance of regular dental check-ups and cleaning of teeth will have more impact than parents telling their kids the same thing. Another factor related to the source is the attractiveness of the source. For instance, if a youngster idolises a celebrity and follows him/her very closely then chances would be very high that the youngster develops a favourable attitude towards the product/brand that the celebrity is endorsing. This change in attitude would not be influenced that much by the product/brand itself by virtue of its features rather the change would be facilitated by the sheer liking that the youngster has towards the celebrity which eventually gets transferred to the product he /she is endorsing.

Message characteristics

The message that is presented to bring about the change in attitude is a very crucial determinant of attitude change. Various characteristics of messages that can impact attitude change are: Number of messages: Research has supported the view that increasing the number of message enhances its persuasive impact because of increased amount of information favouring attitude change as now the target would be exposed to a lot of arguments suggesting a change in attitude will be appropriate.

Repetition of message: For the first several times is also considered to be conducive for attitude change as through repetition of messages the target's attention gets captured making the process of attitude change more likely.

Logical/Emotional Appeal of the message also has an impact on the process of attitude change. A message could be having a logical or rational appeal in terms of factual information or an emotional appeal in terms of being able to trigger various emotions in the target of that communication. For example, a campaign against open defecation may point out how open defecation may cause diseases and infections in a rational and logical appeal. While on the other hand the campaign may focus on how the women folk have to face a lot of humiliation and shame in going out in open for relieving themselves, triggering emotions in the target audience.

Channel of communication i.e. the mode in which message is presented also has the potential to impact attitude change. For instance, research has shown that face to face communication is more effective than mass media in bringing about an attitude change as face to face interaction makes the message more personal and attention grabbing. For example any attempt to persuade girls to maintain menstrual hygiene using huge mass media campaigns will not have that amount of impact compared to a face to face personalised interaction with them as face to face interaction would also create a space for two way communication and sharing of concerns and issues from their side.

Target characteristics

Qualities of the target, such as moods, personality traits like openness to experiences, as well as knowledge related to the area of concern etc. may influence the likelihood and extent of attitude change. Research has shown that people who are in good mood are more likely to change their attitudes compared to others as they tend to display greater flexibility and less rigorous processing of persuasive message. People who are not very rigid in their mind set and are willing to exercise flexibility and are open to new thoughts and opinions, change more easily. Advertisers benefit most from such people. More intelligent people may change their attitudes less easily than those with lower



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intelligence. The more an individual is equipped with knowledge related to the attitude object, it become more difficult to change their attitudes as the arguments need to be well researched and exhaustive unlike for people who have very little knowledge pertaining to that issue.

LET'S DO

Case Study: Vikas has been associated with a campaign called "Save Paper, Save Trees". He has been working really hard towards sensitizing people in his office regarding this cause and has been urging them to use less paper as much as possible. He has organised various workshops and talks around the issue specifically focussing on why using less and less paper is environment friendly and how if papers are being used then proper recycling must be done so that lesser number of trees are cut to make papers. He has been talking about how wasting paper is harming the environment as in order to make a single sheet of paper, hundreds of trees are cut. He pointed out that if we don't stop cutting trees then our children would not be able to breathe in this toxic environment. He has been often seen mentioning that if we can't do this to save our environment, then we should do this to save our children so that they lead a healthy and long life. Also, in one of the campaigns he even highlighted the amount of money that could be saved annually by going paperless and how by managing everything digitally the employees would be saved from the trouble of maintaining so many files manually.

Keeping the above case study in mind highlight the rational and emotional appeal used by Vikas.

Answer: Vikas has used a rational appeal by focussing on how wasting paper is harmful for environment as for making a single sheet of paper so many trees are cut thus making a logical argument. A logical argument is also made when he stresses how both the employers and the employees would benefit by going paperless. Whereas he makes an emotional appeal when points out that trees must be saved to ensure that our children do not live in a polluted and toxic environment and have a healthy and long life.



INTEXT QUESTIONS 20.2

1. Match the following:
 1. Source characteristic
 - i. logical argument

2. Target characteristic ii. Expertise.
 3. Message characteristic iii. openness to new ideas
2. List the three characteristics that influence the process of attitude change.
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-
-

20.4 STEREOTYPES, PREJUDICE AND DISCRIMINATION: A SPECIAL CASE OF ATTITUDES

Stereotypes

A stereotype is a belief about a particular ethnic, racial, social or religious group. These beliefs or opinions are by virtue of their group membership. These are category-based schemas or mental frameworks that are over generalized and are not directly verified. For example: a belief that women are emotional, caring, and nurturing; or a belief that men are not emotionally expressive. These are gender stereotypes that are often generalized to the entire category. We often draw inferences on the basis of these stereotypes without any first-hand experience or evidence. For instance: An employer may not consider a female candidate for a leadership position based on the stereotype that females are very emotional. The employer may feel that she may not be able to be assertive and take logical decisions and may get emotionally influenced. It is quite possible that the employer has never encountered any female who has not been able to do justice to the leadership role because of being emotional, yet the employer carries this firm belief. Hence the basis of these strong beliefs may/may not be firsthand experiences but are often stereotypes; like in this case it was the gender stereotype that had already drawn the employer's perception about the female candidate. The inferences that are being drawn in this example are not the result of logical thinking or direct experience but are based on pre-conceived ideas about a particular group. It is important to note that since stereotypes are belief systems, they indicate the cognitive aspect of attitude.

Prejudice and Discrimination

As mentioned above, stereotypes refer to the cognitive component of attitudes. Prejudice on the other hand indicate affective component of attitudes towards a particular group. It refers to the negative emotions towards another individual on the



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basis of that individual's membership of a particular group. Often, stereotypes consist of beliefs or cognitions about undesirable characteristics about the target group, and they lead to prejudice which are negative affect like hatred and dislike towards members of specific groups.

Prejudice may also get translated into discrimination, the behavioral component, whereby people behave in a less positive way towards a particular target group compared to another group which they favor. For example, the evil practice of untouchability was rooted in the principle of discrimination on the basis of caste system.

Often these cognitive, affective and behavioral manifestations of attitude in the form of stereotypes, prejudice and discrimination occur together. The preconceived notions or beliefs about a particular social group (stereotypes) often leads to experience of certain affective state (prejudice) as a consequence. This is often reflected in behavioral reaction (discrimination) eventually.

Sources of Stereotypes and Prejudice

Social psychologists have shown that stereotypes and prejudice can be acquired from one or more of the following sources:

1. **Learning:** Like other attitudes, stereotypes and prejudices can also be learned through association, reinforcement, observing others, group or cultural norms and exposure to information that encourages such preconceived notions and negative affect as already discussed in the above sections on sources of attitude formation. For instance stereotypes about a particular religion or caste may be acquired by a child quite early in life through observational learning i.e. if the child witnesses that his/her parents react very strongly against a caste/religion or hold negative opinion towards them then the child would also tend to acquire similar beliefs and affect and later on engage in similar behaviour too. The same effect can be seen based on the principles of operant conditioning as well. For instance if the parents scold the child or express strong disapproval towards the child's friendship with another child belonging to a specific caste/religion then due to a consistent negative reinforcement the child may also start maintaining distance from that child and over time this may get generalised to the other members of that caste of religion.
2. **A strong social identity and tendency towards in-group bias:** Individuals who have a strong sense of social identity and have a very positive attitude towards their own group often hold negative attitudes towards other groups. Thus they often engage in prejudice and discrimination as these negative evaluation

about other groups help them to enhance their positive feelings towards their own group. Their own group becomes the in-group and the other group becomes the out-group for them.

Strategies for Reducing Stereotypes and Prejudice

Prejudice and stereotypes can be reduced by employing various strategies.

Firstly it's important to note that since these attitudes are acquired through learning and exposure to various sources of information such as books, newspapers, advertisements, movies etc. Therefore controlling these sources would be the first step in handling stereotypes and prejudice. Certain strategies that can be employed are:

1. Ensuring that any form of biased and negative beliefs and behavior is not positively reinforced in any form. We have already learnt that attitudes are acquired through instrumental conditioning wherein the behavior and beliefs that are followed by a positive reinforcement get strengthened. Along these lines if children are discouraged the very first time they express stereotyped and prejudiced beliefs, then their tendency to engage in similar behavior in future will get weakened.
2. Ensuring that children as well as adults are exposed to role models that do not encourage any form of stereotypical thoughts and prejudice. If children are exposed to positive role models that display inclusive and non-discriminatory attitude towards members of different social groups then similar attitude gets instilled in them. Also exposure to instances where an individual has been reprimanded or penalized for engaging in prejudiced behavior can also discourage children to follow their footsteps.
3. Narrow social identity on the basis of any form of group affiliation should not be encouraged.
4. De-emphasize in-group-out-group categorization. Individuals should be discouraged to exaggerate boundaries between their social group and other social groups. It is important to emphasize on the similarities that people share across different social groups or categories rather than focusing on the differences.
5. Developing an inclusive and encompassing attitude so that individuals can appreciate and respect the diversity and heterogeneity of various types of social groups.

Also it is very important to note that beyond controlling the sources of attitude formation, already established patterns of thinking and behavior can also be altered



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through the following strategies:

- Imparting knowledge and information regarding different social groups or categories to clarify and correct preconceived notions and dysfunctional beliefs about specific target groups.
- Increasing intergroup contact allows for direct communication between the groups thus providing opportunities to develop mutual trust and clarify misconceptions. Moreover, since stereotypes and prejudices are often not based on firsthand/direct experience hence direct contact helps the members of different social groups to discover the qualities of the specific target groups



INTEXT QUESTIONS 20.3

1. Match the following

- | | |
|-------------------|----------------|
| 1. Prejudice | i. Behaviour |
| 2. Discrimination | ii. cognitions |
| 3. Stereotypes | iii. affect |

2. List various ways of reducing stereotypes.

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20.5 INTERGROUP CONFLICT

At times, these stereotypes, prejudices and discrimination trigger an intergroup conflict between different social groups. Often the two main sources of intergroup conflict have been identified as "competition for valued material resources" and "competition for social rewards like respect and esteem". A social group that feels disadvantaged and has witnessed prejudice and discriminatory behavior against its members is likely to be driven by both the sources i.e. the members would want to compete for material

gains in order to compensate for the discrimination and subjugation they have experienced and along similar lines would also strive hard to gain respect and status in the society. On the other hand, the other group members who have engaged in prejudiced behavior in the past would strive hard to maintain their status and control and would not like to get the power dynamics change. This power tussle often leads to intergroup conflict.

Factors affecting intergroup conflict

- a. **Distrust and a sense of injustice:** At times due to certain existing stereotypes, members of a particular group develop distrust towards the other group members. They start believing that the other group is deliberately trying to harm them and put them at disadvantage, at times clearly ignoring the situational factors that might have contributed to the not so favorable events. For instance: Due to prevalence of gender stereotypes, a female candidate may feel that she wasn't hired for the job because of the general bias against women candidates clearly ignoring the fact that the candidate who was hired had better credentials than her. Such negative and faulty thought processes discussed in the above example often lead to mistrust and conflict.
- b. **Faulty Communication related issues:** Lapses in communication create an environment of mistrust leading to conflict like situation. Also, if harsh statements and angry exchanges are made, a tendency to retaliate gets triggered in the receiver which could lead to conflicts.
- c. **Egocentrism/Tendency to perceive one's group as perfect:** Trusting and having faith in the group's abilities and decision-making skills is important for group members to be able to continue with their association with the group. However, if this leads to a closed mind set wherein a group develops a tendency to consider only its actions as logical and appropriate while degrading other group's actions and belief systems then a conflict like situation may emerge. Example: Religious or cultural fundamentalism may lead to intergroup conflict as every group has a staunch belief of their religion's superiority over other religions. For instance -History has witnessed that Hitler's belief in the Aryans being the 'master race' had led to severe consequences.
- d. **Vulnerability:** At the group level a belief that they are susceptible to some kind of damage or harm evokes a sense of vulnerability, which gets manifested in the form of uncertainty or fear about the future and can lead to intergroup conflict. For example: If a particular social group is being subjected to prejudice and



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discrimination then it may trigger a sense of vulnerability and insecurity in the members, paving way for intergroup conflict as a preemptive measure in order to safeguard their interests.

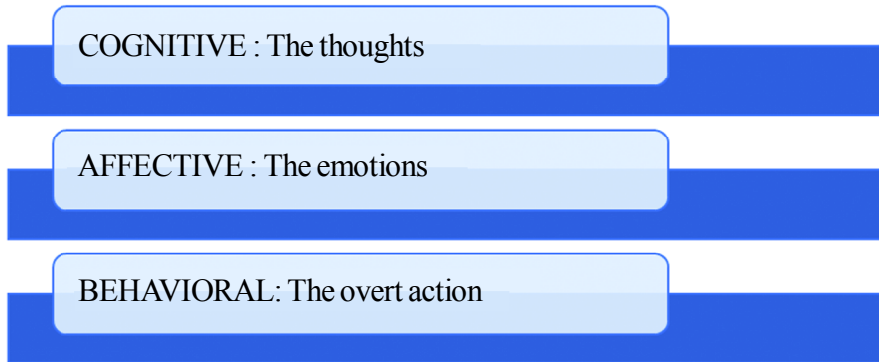
Ways Of Reducing Intergroup Conflict

- a. **Increasing inter group contact:** Studies have suggested that increase in the interactions between members belonging to different social groups can help in reducing intergroup conflict and tensions. These interactions have a very significant impact on tension reduction and conflict management particularly when during these exchanges equal status among members is highlighted and opportunities are provided to establish more personalised one to one interaction. Due to these interactions, members of different groups interact with each other and get acquainted with each other's characteristics and patterns of behaviour on the basis of firsthand experience instead of banking on stereotypes and biased thoughts
- b. **Decategorization:** One of the major sources of inter group conflict is erecting boundaries between different members by virtue of their group membership. If this boundary gets blurred, then the intensity of conflict can be reduced. This can be achieved by ensuring that the members of different groups engage in intergroup contact involving cooperation and interdependence so that the salience of intergroup boundaries gets reduced.
- c. **Recategorization:** Another alternative method is to recategorize the group structures so that the boundaries get redefined and reset. By broadening the scope and highlighting diversity in opinion and unity in the same context, intergroup collaboration can be triggered thus reducing conflict.
- d. **Creating Superordinate Goals:** Conflict can also be reduced between competing groups by creating overarching superordinate goals that can tie their interests together rather than driving them apart. Such goals can help in establishing WIN-WIN perspective for both the parties rather than the WIN-LOSE one ensuring that the members of both the groups cooperate and work together for the larger goal and get over their differences and conflict.

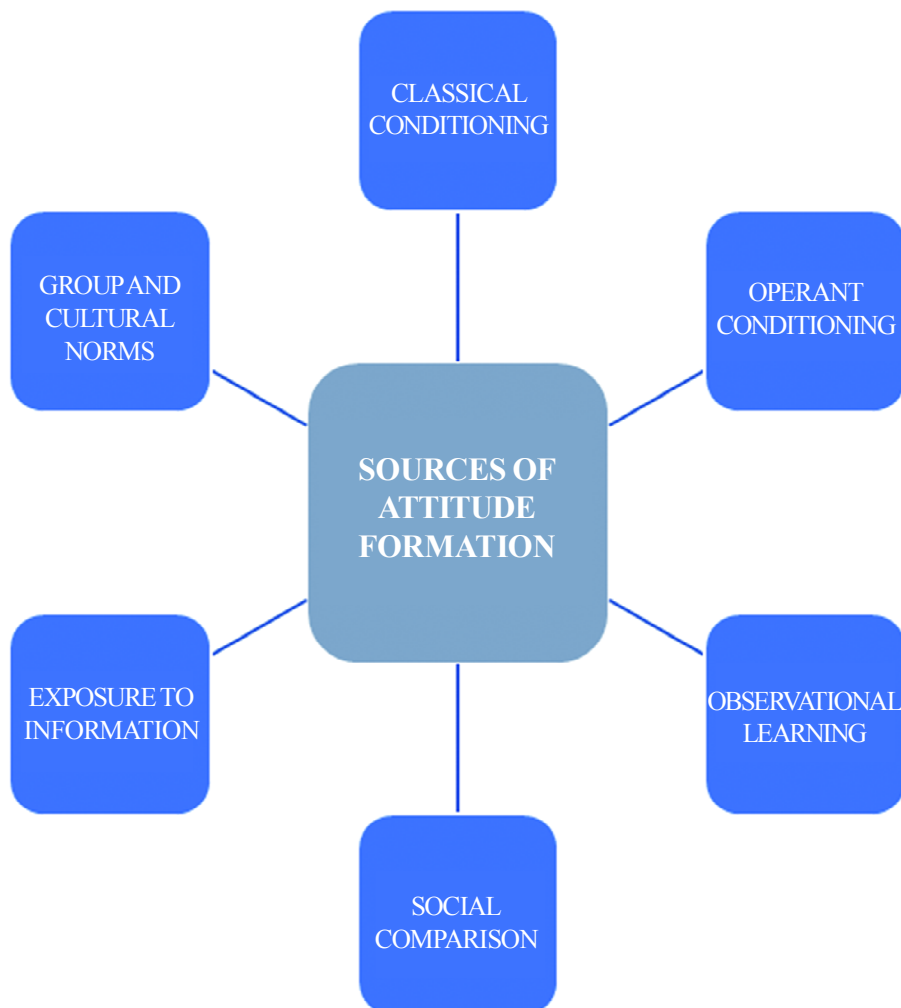


WHAT YOU HAVE LEARNT

- Components of attitudes



- Sources of attitude formation



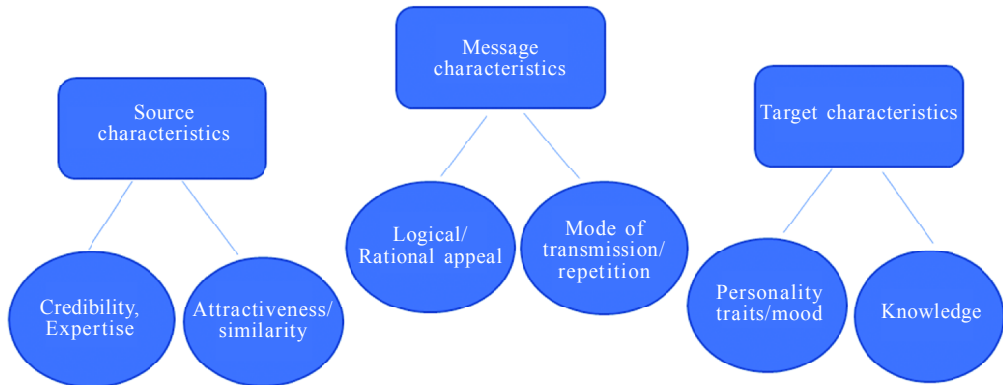
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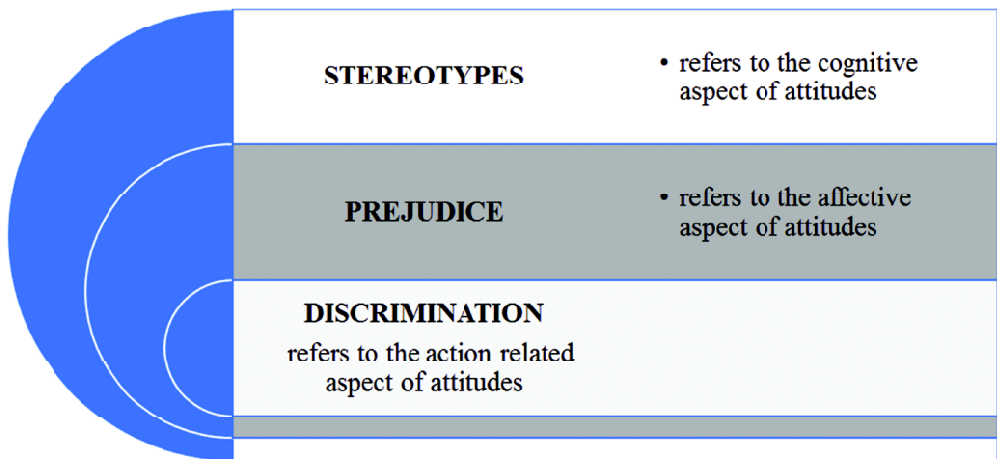


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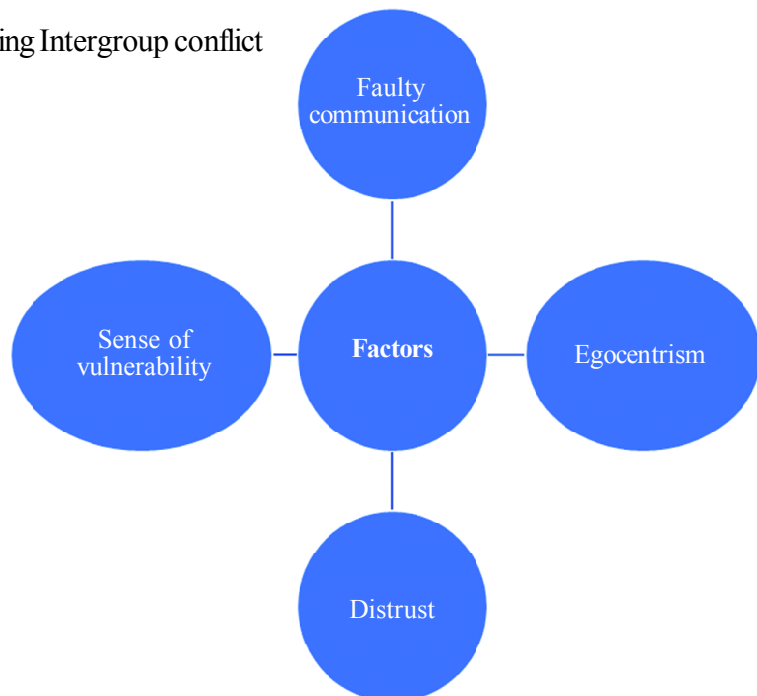
● Factors influencing attitude change



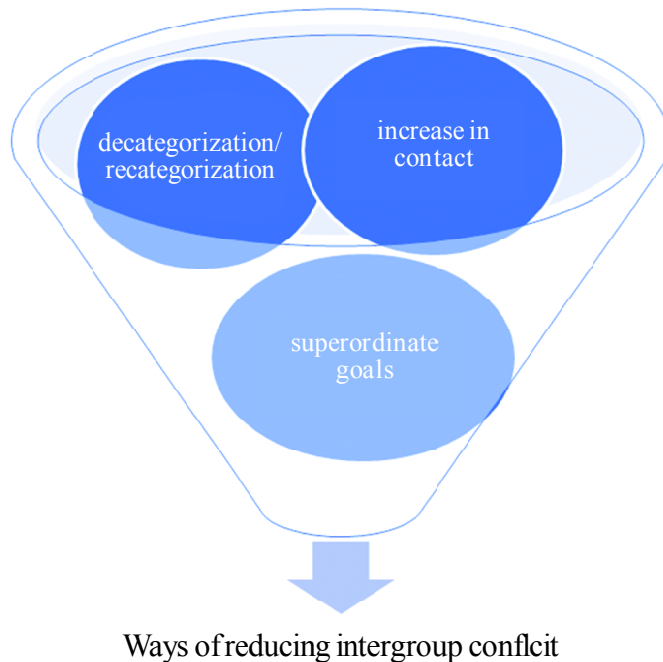
● Stereotypes, Prejudice and Discrimination -A special case of attitudes



● Factors affecting Intergroup conflict



- Ways of reducing intergroup conflict



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TERMINAL QUESTIONS

1. What are the sources of attitude formation?
2. Explain the characteristics of source that can impact the process of attitude change?
3. How is the nature of message and the target important for attitude change?
4. How are stereotypes, prejudice and discrimination related with one another.
5. Discuss the ways of resolving intergroup conflict?
6. What are some factors that can contribute to intergroup conflict, and how do they impact the dynamics between different social groups?
7. What are some strategies that can be used to reduce prejudice and stereotypes, both in terms of controlling the sources of attitude formation and altering established patterns of thinking and behaviour?
8. What is the relationship between strong social identity and prejudice, and how does it lead to ingroup bias?
9. What are the three components of an attitude, as described in the A-B-C model?

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10. How can attitude be learned or acquired through classical conditioning, operant conditioning, modelling social comparison, group and cultural norms, and exposure to information?



ANSWERS TO INTEXT QUESTIONS

20.1

1. Various sources of attitude formation are:
 - a. Classical conditioning
 - b. Instrumental conditioning
 - c. Observational learning
 - d. Social comparison
 - e. Reference group
2. True and False
 - a. False
 - b. False
 - c. False
 - d. True

20.2

1. Match the following
 1. ii.
 2. iii.
 3. i.
2. The three characteristics that influence attitude change are:
 - Source characteristics
 - Message characteristics
 - Target characteristics

20.3

1. Match the following
 1. iii.
 2. ii.
 3. i.