

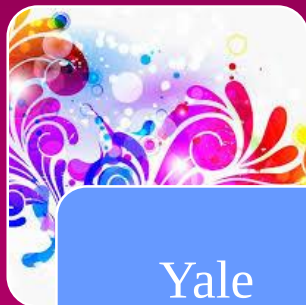
Lecture 7: Attitudes, Persuasion and advertising.



Attitudes and persuasion.

How can media influence our minds?

We will be looking at attitudes, particularly how they are formed and changed via models of persuasion. The study of advertising has been considered as assisting Social Psychology in the development of these models, as early as 1908!



Yale
Hovland
Model



Elaboration
Likelihood
Model



The
Perceptual
Approach

Attitudes

- An attitude is a cognitive representation that summarizes evaluation of an attitude object
- Attitude objects may be the self, other people, things, actions, events, or ideas
- Attitudes have
 - *direction*
 - *intensity*

Attitude Functions

- People evaluate almost everything they encounter almost instantly
- Attitudes help people master the environment
 - object appraisal/knowledge function
 - instrumental/utilitarian function
- Attitudes help people connect to others
 - social identity/value expressive function
 - impression management function

Attitude Formation: The Informational Bases of Attitudes

- People build up information about an attitude object, including:
 - Cognitive information: Facts and beliefs about the object
 - Affective information: Feelings and emotions about the object
 - Behavioral information: Information about past, present, or future interactions with the object

Putting it all Together

- People form attitudes consistent with the information they have about the attitude object
- Negative information is weighted more heavily in forming the attitude than is positive information
- Attitudes reflect those parts of the information that are currently accessible

Your presentation task:

- You will need to conduct a small scale investigation in order to measure peoples attitudes to an electronic advert of a product or service.
- You will not need to analyse the data in depth, but rather provide an overview of your findings as part of your individual 10 minute presentation (you can use SPSS if you like).
- Please refer to the specific guidelines within the pro-forma, uploaded onto moodle.

Measuring attitudes

- For ease of data collection, I would suggest that you use the self-report Likert style questionnaires that are available.
- There are many examples of attitude scales that you can adapt for use.
- Your presentation will follow the report format:
 - Introduction/brief overview of literature
 - Method
 - Results
 - Discussion
 - Conclusion

The development of attitude research

- From a Historical Perspective
- The Two Component Model
- The Tripartite Model
- The APE Model
- The MODE Model
- Embodied Social Cognition
- Elaboration Likelihood Model
- Heuristic-Systematic Model

Historical perspective on the attitude concept

- One-component models (e.g. Edwards, 1957; Fazio et al., 1986; Thurstone, 1931, Likert 1928, 1932).
- La Piere (1934).
- However, Allport (1935) is generally considered the founder of attitude research.

Two-component models (e.g. Allport, 1935) Attitudes are...

- *readiness (predisposition) to act...*
- *stable influence or judgemental responses.*
- E.g. “ *a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related*” (Allport, 1935, p.810)

Historical perspective on the attitude concept

- Three-component models (or multi-component model of attitude) e.g. Zanna & Remperl, 1988)
 - cognition
 - affect
 - behavioural tendencies
- Social psychologists generally agree that attitudes incorporate:
 - belief structures
 - evaluative (or feeling) structures

Historical components continued...

- Adorno (1950): The Authoritarian personality as an attitude
- More recently, Altemeyer (1996)
- This prompted research into **social cognition**, which remains the dominant framework for attitude research.
- As a result, there are several theories such as the `Theory of Reasoned Action (Ajzen & Fishbein 1977, 1980) and the Elaboration Likelihood Model (Petty & Cacioppo 1981, 1986).
- You also have the MODE Model (Fazio, 1990) and the Composite Attitude – Behaviour Model based on habits (Eagly & Chailken, 1993)

Tripartite model of attitudes

- Until the 1990s, it was assumed that attitudes have three components (e.g., Breckler, 1984)
 - Cognitive – we can think about positive and negative aspects of an attitude object
 - Affective – we can feel positive or negative emotions towards it
 - Behavioural – we can behave favourably or unfavourably towards it

HOWEVER, this model has fallen out of favour because it cannot readily explain the huge variations in attitudes and resultant behaviours.

We now focus on attitude **formation and function**.

Implicit and explicit attitudes

- Implicit attitudes are unconscious and explicit are conscious
- Direct measures of attitudes
 - Attitude scales – a series of questions to gauge someone's attitudes – quick and inexpensive, but rely on honesty
 - Observational studies
 - e.g. in organisational psychology to observe workers' attitudes to co-workers

Relationship between implicit and explicit attitudes

TABLE 4.1 Differences between implicit and explicit attitudes

	Implicit attitudes	Explicit attitudes
How do they change?	Classical or associative conditioning (also known as evaluative conditioning)	As well as conditioning, explicit attitudes are affected by logic and evidence
How quickly do they change?	Implicit attitudes change slowly, but very different implicit attitudes can be temporarily activated by situations	Explicit attitudes can change quickly, but are somewhat less prone to strong temporary changes in a given situation
How much knowledge do they require?	Implicit attitudes can be almost instantly formed with little or no knowledge of an attitude object	Explicit attitudes are typically moderate or weak until people learn salient facts about an attitude object
How much do they conform to society's standards or norms?	Implicit attitudes do not necessarily respect society's standards or norms. However, if people internalize society's standards, they can condition their own implicit attitudes over time	Explicit attitudes are often strongly shaped by society's standards or norms. People are typically reluctant to express socially undesirable social attitudes, especially when they are accountable
What kind of behaviour do they primarily affect?	Spontaneous, unplanned behaviour such as body language	Planned decision making
What mental processes underlie them?	Associative processes	Propositional processes

- Associative-propositional evaluation (APE) model (2006)
- [APE Model](#)

What are attitudes for?

FUNCTION

- The rapid and automatic evaluation of rewarding or harmful objects confers a substantial survival advantage (Fazio, 1989).
- *How is this so?*
 - Attitudes form rapidly and easily...

Zajonc (1980) argues that attitudes are primitive (in an evolutionary sense).
 - *How would this work?*
 - Favourable attitude => approach/purchase!
 - Unfavourable attitude => avoid/ do not buy!

Katz (1960) Four functions:

Table 7.3 Functions of attitudes

Function	Definition	Explanation	Example
Instrumental function	The individual uses the attitude to obtain satisfaction from the object	The individual thus aims to maximise external reward while minimising external punishment	An individual might develop an attitude towards a particular pub because his friends go there and the beer's good
Ego-defensive function	Protects against internal conflicts and external dangers	Here the attitude shields the individual from his/her own failings	Someone who is unable to understand how to use the product might have the attitude that manufacturers make products too complex
Value-expressive function	Opposite of ego-defensive; the drive for self-expression	The attitudes expressed often go against the flow of opinion	Most radical political viewpoints are examples of the value-expressive attitude in action
Knowledge function	The drive to seek clarity and order	Related to the need to understand what the object is all about. Comes from the belief that if you know what you like and dislike, decision-making is easy	Somebody who has an interest in hi-fi systems is likely to read magazines about them, to visit exhibitions, and to discuss them with friends so as to know what the latest products are

How stable and strong are attitudes?

- Attitude content, structure and function are best considered together, as they enable us to look at stability over time as well as its strength.
- Strong attitudes differ from weak ones in a number of ways. Krosnick & Petty (1995).
- Strong attitudes are persistent, more resistant, more likely to influence information processing and more likely to guide behaviour.

Attitude complexity

- Attitudes towards dogs can be simple (based on only a small number of aspects or dimensions of dogs), or complex (many dimensions such as the way they smell, look and the mess they can make)
- Attitudes may be evaluatively inconsistent
 - e.g. 'I hate the smell of dogs' and 'dogs are cute'
- Attitudes become stronger if they are both complex and evaluatively consistent (Judd & Lusk, 1984)

Attitude consistency

- Attitude consistency and balance
 - When attitudes are consistent with each other they are in a state of balance and form a coherent whole or unit
 - If we have a positive attitude to an object we will form positive attitudes to objects positively related to it
 - Attitudes are more likely to change if they are unbalanced

Can attitudes predict behaviour?

- Change attitudes > change behaviour?
- Social scientists have questioned this assumption (see Gregson & Stacey, 1981; LaPiere, 1934; Wicker, 1969)
- Conditions can promote or disrupt attitude-behaviour consistency. Can depend on whether:
 - an attitude is more, rather than less, accessible
 - an attitude is expressed publicly or privately
 - an individual identifies strongly or weakly with a group for which the attitude is normative

Can attitudes predict behaviour?

- Change attitudes > change behaviour?
- Social scientists have questioned this assumption (see Gregson & Stacey, 1981; LaPiere, 1934; Wicker, 1969)
- Conditions can promote or disrupt attitude-behaviour consistency. Can depend on whether:
 - an attitude is more, rather than less, accessible
 - an attitude is expressed publicly or privately
 - an individual identifies strongly or weakly with a group for which the attitude is normative

When do attitudes predict behaviour?

- Domain/topic under investigation (Kraus, 1995)- direct experience and being fully informed (e.g. buying a car).
- Strength (Norman, 1975)- readily accessible and confident attitudes.
- Individual (Syder & Kendzierski, 1982): low or high self monitors. Aware of media influence or not... sense of media reality...
- Situation (Jamieson & Zanna, 1989) time/pressure. Automatic activation or not...

Where do our attitudes come from?

1. Cognitive information- the facts we know and our resultant beliefs.
2. Experience- related to events stored in our memory and ties in with accessibility.
3. Conditioning- the role of others in shaping our attitudes.
4. Behavioural information- knowledge about how we usually behave in a situation will guide our attitude.
5. Affective influences- how we feel when in a given scenario/situation.

1. Attitudes arising from cognitive information

- evaluation of what we know about an object determines our attitude

Theory of Reasoned Action (TRA: Fishbein & Ajzen, 1975)

Identifies how knowledge and evaluation combine to determine attitudes

- What we know about an object is encompassed as *beliefs*
- Attitudes are a product of a series of beliefs and associated evaluations

Note that this model is concerned with behaviour

Leading on from this model is the Theory of Planned Behaviour (TPB, Ajzen, 1985).

2. The role of direct experience

- Makes an attitude become more accessible as direct experience with the attitude object increases. The more you shop somewhere, the more you will internalise this behaviour.
- Attitudes formed through direct experience are more consistently related to behaviour (Doll & Ajzen, 1992; Regan & Fazio, 1977)

Behavioural approaches to attitude formation

2. Attitudes arising from direct experience and affect

Mere exposure

Zajonc (1968)

Mere exposure to a novel object repeatedly can affect our evaluations of it. Familiar things make you feel good because they are safe.

Zajonc (1980)

Examined subliminal presentation of stimuli and subsequent preference choices

- Participants presented with subliminal melodies or images
- Participants make preference judgements from choice of melodies/images which are embedded in those subliminally presented
- Participants show preference for those previously presented

Think about your shopping habits; how stable are they?

- Mere exposure works by dual processing (Bornstein 1989).
- Conscious processing allows for recognition of the stimulus, which reduces uncertainty.
- Non conscious habituation occurs via subliminal exposure (perceptual fluency) which has an automatic positive effect due to ease of processing.
- In other words, perceptual fluency elicits positive effect because if you think you know it via prior experience, you will like it!
- BUT...
- Can mere exposure have the opposite effect? Yes, due to boredom.

3. Conditioning

- ▶ Attitudes can be influenced by classical and operant conditioning (pairing).

Classical Conditioning: Griffit & Veitch (1971)

Groups of subjects did several tasks in comfortable or unpleasant room conditions and then provided an evaluation of an anonymous stranger

Participants in unpleasant room condition provided more negative evaluations of stranger than those in comfortable conditions

Conclude: negative feelings caused by the room conditions were paired with the stranger

Have you ever had a negative shopping experience?

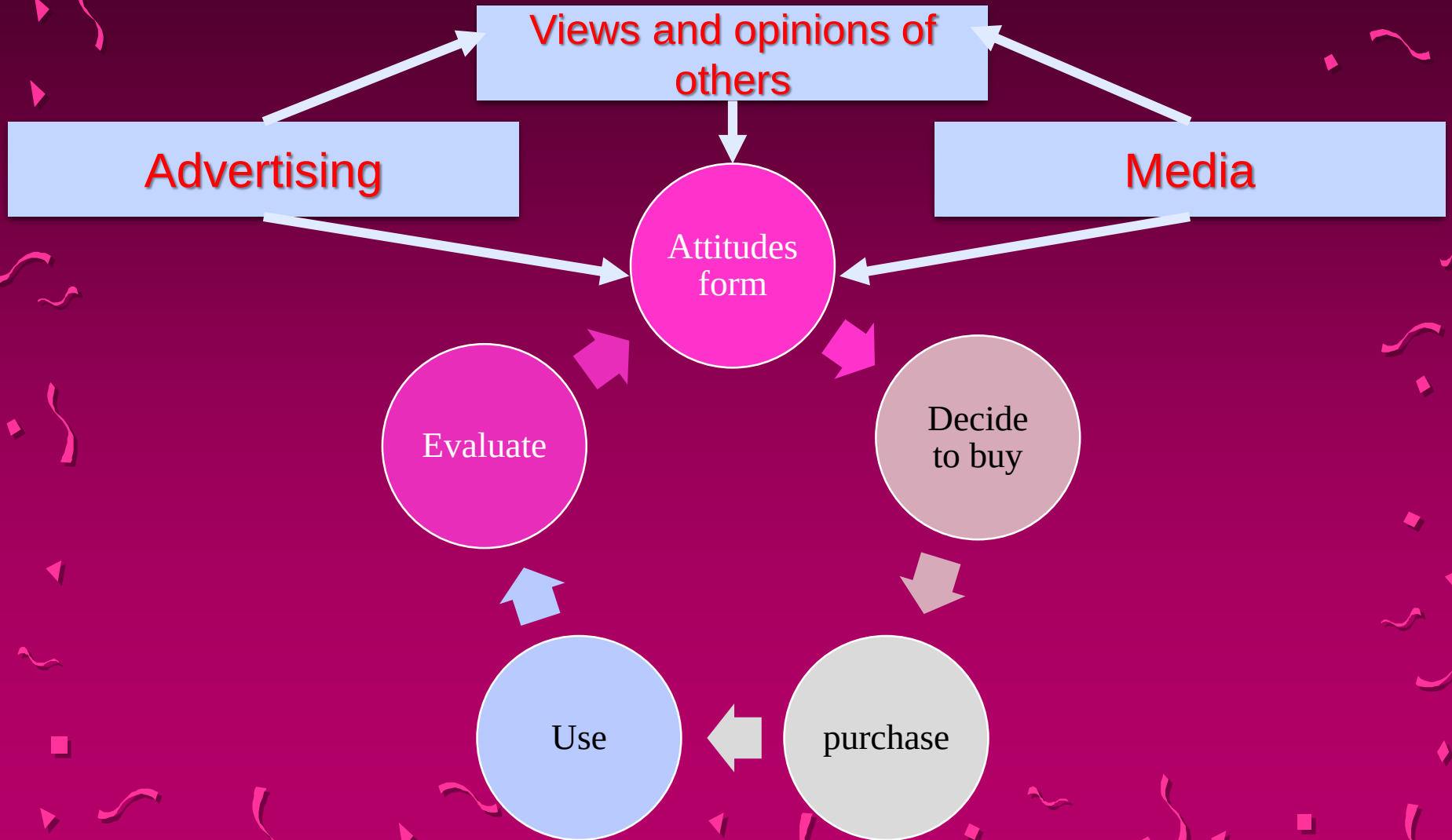
Social representations: the social formation of attitudes

- Theory that beliefs about the social world are formed through processes of social interaction (Moscovici, 1963)
- Attitudes are formed by our group and cultural memberships and are built up by social and cultural practices
- Attracted criticisms
 - Provides a theory but not a account of how this works (Potter & Litton, 1985)



© Bananastock

So... the feedback cycle of attitudes and behaviour



What about conflicts in attitudes?

- Private vs. Public attitudes
- Attitudes vs. Situation
- Attitude towards the adverts vs. Attitudes towards the brand
 - Two different concepts because the brand is more influential due to cognitive element. People with NFC will be less swayed by ad.
- General vs. Specific attitudes
 - Specific attitudes more likely to predict behaviour; e.g. loving wine, expect for Liebfraumilch!

Attitude change and persuasion

- The ingredients to persuasion:
- The source
- The message itself
- The target/audience



The source...

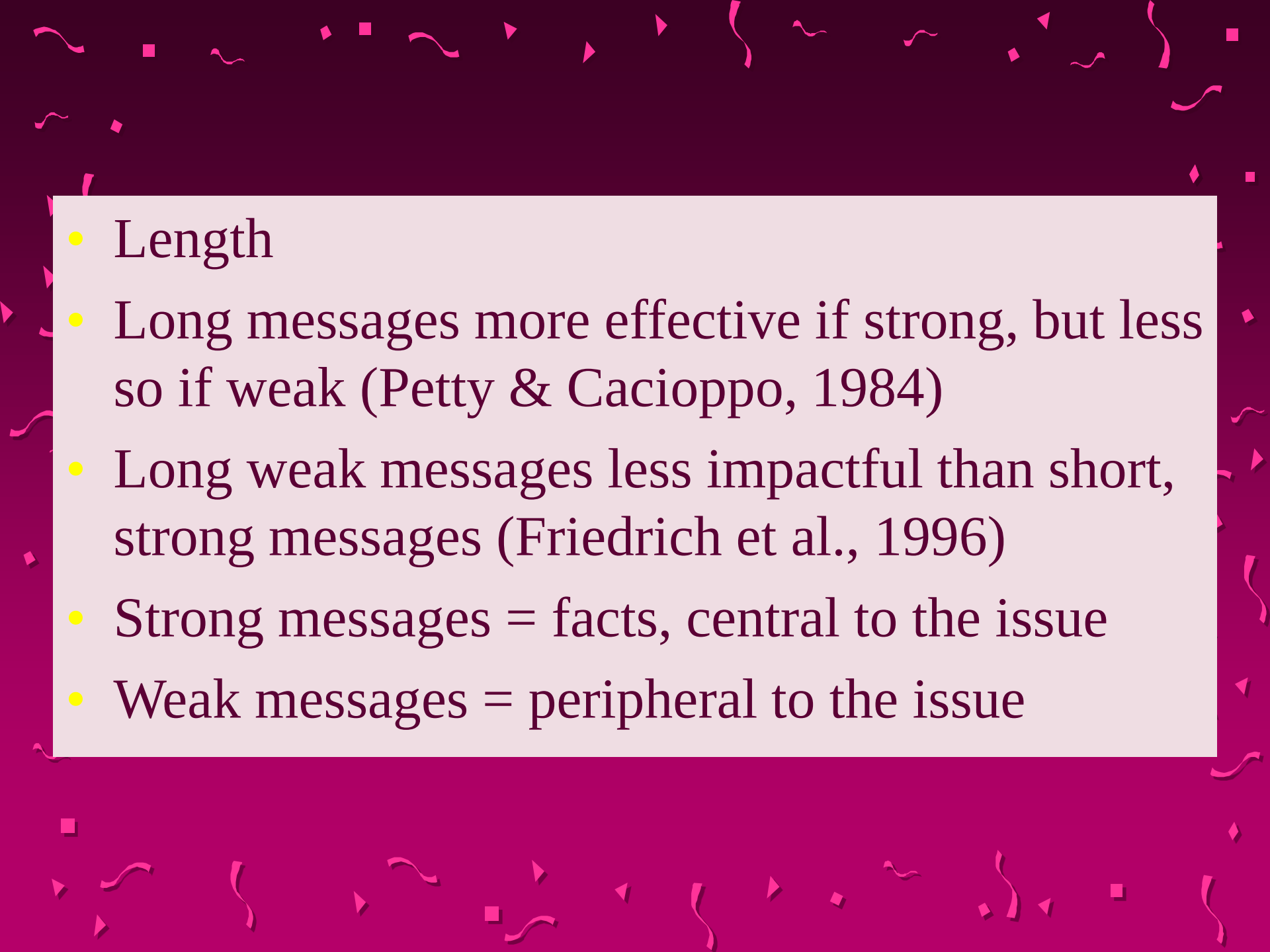
- Attractiveness, likeability and similarity
- The more attractive a person, the more successful the persuasive attempt
- The more likeable they seem, the more successful the attempt
- No effect in written persuasion but significant in audio or visual (distracts us from the message and towards the characteristics of the source; Chaiken and Eagly, 1983)
- The more similar to us they seem, the more successful
- They appear more likeable and we are more influenced by members of our own group (e.g., Haslam et al., 1996)

- Similarity (cont.)
- ...But people do not accept just any message from the in-group (Mackie, Worth & Asuncion, 1990)
- People who act in a similar way (e.g., gestures) are more persuasive (e.g., van Baaren et al., 2003)
- Mimicry is often used in the sales industry
- Perceived credibility, expertise and trustworthiness
- Those perceived to be expert/competent are more persuasive than those who lack credibility (e.g. sportspeople advertising sports equipment; Chaiken & Maheswaran, 1994)
- We are more persuaded by those who appear to be trustworthy, (e.g. those acting against their own interests; Eagly et al., 1978)

The message...

- The length...
- The consistency...
- The repetition...
- The level of fear arousal...
- Factual vs emotional appeal...
- Primacy vs recency effect...
- The medium itself...



- 
- The background of the slide is a solid pink color, decorated with various shapes of confetti in a slightly darker shade of pink. These shapes include small squares, triangles, and wavy lines, scattered across the entire surface.
- Length
 - Long messages more effective if strong, but less so if weak (Petty & Cacioppo, 1984)
 - Long weak messages less impactful than short, strong messages (Friedrich et al., 1996)
 - Strong messages = facts, central to the issue
 - Weak messages = peripheral to the issue

The message (cont.)

- Fear arousal
 - Frequently used in health campaigns but doesn't always work as people engage in denial if problem seems unsolvable (Aronson, 1997)
 - See also the scarcity technique - 'While stocks last' (Worchel et al., 1975)

The method

- Two-sided messages
 - When persuasive attempts acknowledge counterarguments they are more successful, such as when a defense lawyer pre-empts an argument from the prosecution (Jones & Brehm, 1970)
- Framing
 - A message which emphasises gain rather than something negative (e.g. well-being from exercise rather than losing weight) is more persuasive (Bosveld et al., 1997)

The method (cont.)

- Primacy effect
 - Information presented first is the most persuasive (Asch, 1946)
 - People favour arguments presented first and choose the first option they see in relation to everyday product choices
- Recency effect
 - Information presented last sometimes most persuasive as people forget what they were presented with first, especially if there is a delay between the two sets of information

The target...

- Gender
- Age
- Personality (NFCC)
- Mood



The target or audience

- Gender
 - Women more susceptible to persuasive attempts, especially face to face attempts, than men
 - More co-operation focused and ‘socially sensitive’? (Eagly & Carli, 1981)
 - ...But depends on topic of persuasion (Sistrunk & McDavid, 1971)
 - Important to consider the gender fairness of research tasks

The target or audience (cont.)

- Age
 - Late adolescents & young adults most susceptible, probably because have less stable attitudes and show less resistance to authority (Krosnick & Alwin, 1989)
 - People generally open to attitude change across lifespan but core attitudes & values resistant to change throughout (Visser & Krosnick, 1998)

The target or audience (cont.)

- Personality and individual differences determine persuasion
 - Need for cognition (NFC; Cacioppo & Petty, 1982) – The extent to which someone derives fulfillment & enjoyment from thinking about things
 - Need for cognitive closure (NFCC; Kruglanski et al., 1993) – the extent to which a person is close-minded, desiring quick and/or certain answers to questions and resistant to ambiguity or disconfirmation

The target or audience (cont.)

- Mood
 - Good feelings enhance positive thinking which can lead to impulsive decision-making, so messages which promote these can be persuasive (Bodenhausen, 1993)
 - Also, when people are already in a good mood they can associate this with the message (Janis et al., 1965)

Cognitive dissonance

- An unpleasant psychological state which occurs when people notice that their attitudes and behaviours (or different attitudes) are inconsistent with each other (Festinger, 1957)

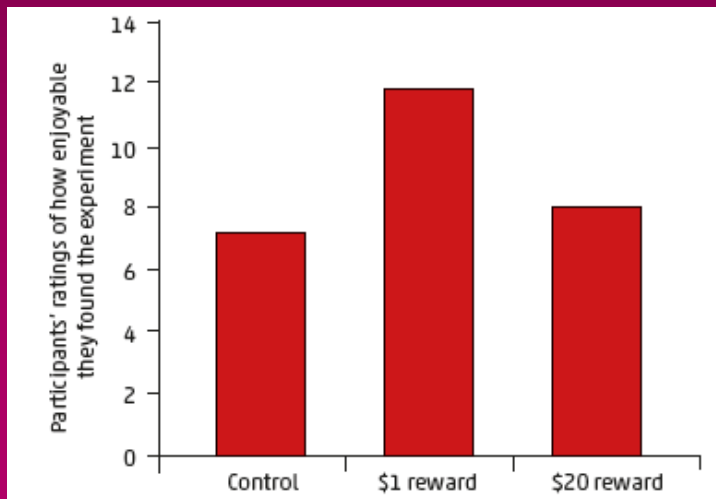


FIGURE 4.13 The phenomenon of cognitive dissonance. Participants in a boring experiment rated the experiment as less boring when they were paid a measly \$1 to tell the next participant they enjoyed the experiment. To deal with the attitude-behaviour inconsistency, they changed their attitudes about the boring experiment.

Source: Data from Festinger and Carlsmith, 1959

Cognitive dissonance (cont.)

- To deal with dissonance, people change the way they think rather than behave (i.e., change their attitudes; Festinger, 1957)
- Cooper and Fazio (1984) argued that four conditions need to be satisfied for dissonance to produce these types of effects
 - The individual has to realise the inconsistency has negative effects
 - The individual has to take responsibility for the action
 - The individual has to experience physiological arousal
 - The individual has to attribute the above feeling to the action itself

Embodied social cognition

- People become aware of their own attitudes by looking at what they do (Bem, 1967; 1972)
- Attitudes, social perception and emotion can be influenced by bodily states
- Engaging in positive behaviours that typically accompany positive attitudes → more positive evaluations
- Engaging in negative behaviours that typically accompany negative attitudes → negative evaluations
- Ability to perceive our bodily position (proprioception) plays a fundamental role in our thoughts, feelings and actions

Embodied social cognition (cont.)

FIGURE 4.16 Investigating embodied social cognition
Strack et al. (1988) asked people to view funny cartoons while holding a pen between their lips or teeth. Participants in the 'teeth' condition rated the cartoons as funny, arguably because this facial expression facilitates smiling compared to the 'lips' condition that inhibits smiling. This is an example of embodied social cognition.



Embodied social cognition

- Mimicry & imitation
 - When people embody the behaviours of others in their presence by imitating or mimicking their actions
 - Facilitates cooperation and empathy (e.g., Hatfield et al., 1994)
- Embodiment of emotions
 - Emotions are brief, specific psychological and physical responses to an object or event, e.g. displaying expressions of disgust
 - Imitation of others' emotions often seems automatic/unconscious – helps process emotional expressions (Niedenthal et al., 2001)

Persuasion

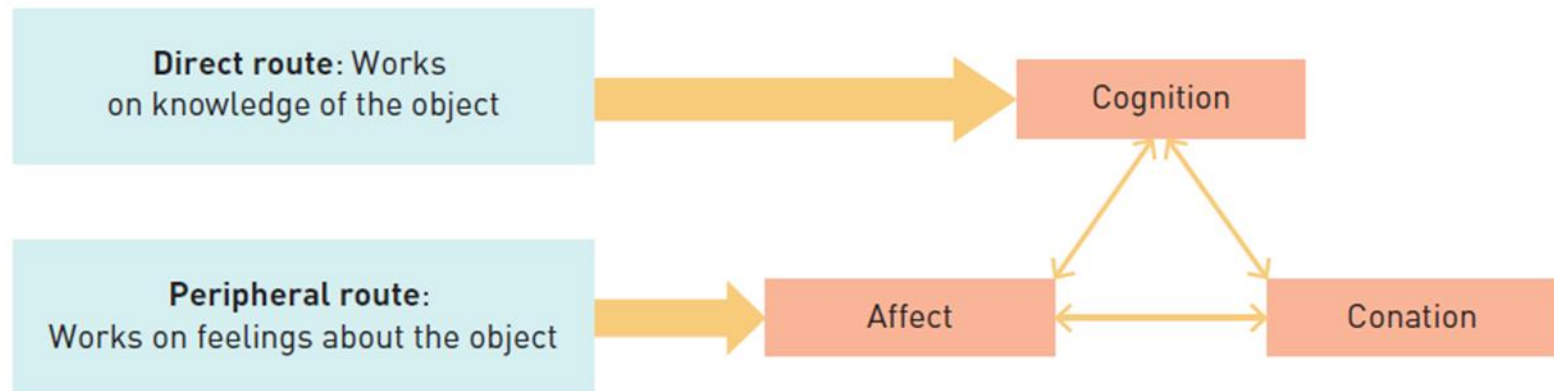


Figure 7.12 Peripheral and direct routes to attitude change

We haven't really
looked at
processing yet...

Superficial Processing: Persuasion Shortcuts

- Persuasion is the process of forming, strengthening, or changing attitudes by communication

- *Rational messages* provide cognitive information about an attitude object



- *Emotional appeals* associate affective information with the attitude object



Systematic and Superficial Routes to Persuasion

- **Superficial processing:** Focusing on **accessible** or salient information to make simple evaluative inferences about the attitude object
- **Systematic processing:** Considering the validity and importance of attitude-relevant information about the attitude object

How does persuasion work? (cont.)

- The persuasive target's motivation to process
 - As involvement in a topic increases, motivation to engage in central/systematic processing increases
 - This can be affected by an individual's NFC (Maheswaran & Chaiken, 1991)
 - Being in a good mood can enhance elaboration (Bruner, 1990)
- Generally, persuasion via the central/systematic route is more effective and peripheral route persuasion often results in temporary or superficial attitude change

Superficial Processing: Persuasion Heuristics

- Persuasion heuristic: An association of superficial cues with positive or negative evaluations
- Heuristic processing: Relying on persuasion heuristics to evaluate an attitude object quickly and without much thought
- Superficial processing can lead us astray!

Persuasion Heuristics

- Evaluative conditioning
- Familiarity heuristic
- Attractiveness heuristic
- Expertise heuristic
- Message-length heuristic
- Moods as heuristic cues

Evaluative Conditioning

- Events/Celebrities are repeatedly associated with an attitude object
- The attitude object soon comes to elicit the positive or negative feelings associated with those events/celebrities



Familiarity Heuristic

- People prefer things to which they have been exposed more frequently
 - The mere exposure effect (Zajonc, 1968)
- People are more likely to accept
 - familiar information
 - information from familiar sources

Attractiveness Heuristic

- Attractive sources are better liked
- Attractive sources are more persuasive
- Example: Celebrities or models used in advertisements



Expertise



- Because experts typically have compelling arguments, people are more persuaded by experts
 - Competence
 - Trustworthiness
- Attributional processing about why the source is making particular claims can undermine the expertise heuristic



Systematic Processing: Thinking Persuasion Through

- Systematic processing involves careful processing of arguments or information provided
 - Attending to the information
 - Comprehending the information
 - Reacting to information with elaboration -
 - The generation of favorable or unfavorable reactions to information

Elaboration Likelihood Model (Petty & Cacioppo (1983).

- We are motivated to hold correct attitudes.
- The amount of relevant information can vary.
- Variables affect attitudes by determining the amount of elaboration.
- The motivation to process a message elicits scrutiny.
- Biased processing leads to biased thoughts.
- Elaboration of an argument produces new strong arguments.

Elaboration Likelihood Model

- This model is based on the degree of product involvement with the customer, if you are motivated, you will pay more attention to the ad and elaborate the meanings. Both motivation and ability will impact on this.

However, Heath & Feldwick have criticised these so called IP approaches and argues that they are flawed in a number of ways:

1. Modern day advertising relates very much to the peripheral route. E.g. Andrex toilet tissue.
2. The IP approach relies on the consumer to identify a coherent unambiguous message, think about the 3 mobile ad...

<https://www.youtube.com/watch?v=U3JEORDUEqc>

3. A model based on these principles would find these adverts confusing and irrelevant!

- The information processing approaches have been criticised as not considering emotion and perceptual processes. If Heath & Feldwick (2007) are correct then we must consider the perceptual processes underlying our interpretation of the

messages.

As a result there is a whole debate surrounding subliminal processing, unconscious processing and the role of iconic memory.

Courbet et al., (2008) inserted 3 second pop up ads within a TV viewing. 8 days later pp`s denied ever seeing the adverts for mineral water, but rated it significantly more positively than a control group!

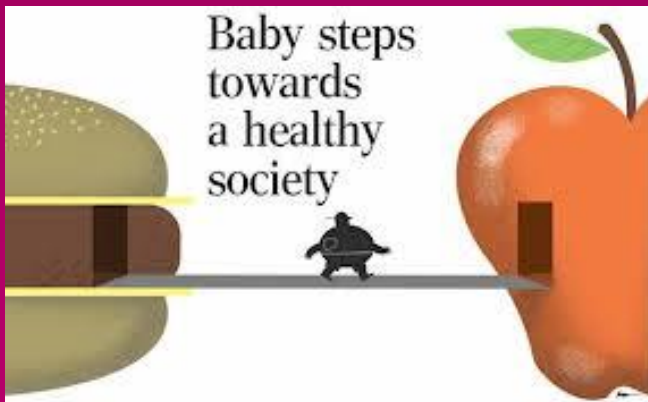
We know that brand awareness develops like this: think mere exposure. This has led to product placement, for example Reese`s nuts in E.T. !!! 65% increase in one month.



Superficial and Systematic Processing: Which Strategy and When?

How does motivation influence systematic processing?

- **Mastery motivation** increases systematic processing
 - importance of accuracy and accountability
 - Influenced by need for cognition



Superficial and Systematic Processing: Which Strategy and When?

- **Connectedness** and **valuing me-and-mine** motivation increases systematic processing
 - influence of self-monitoring
 - importance of self relevance

Connectedness Motivation

- Self-monitoring: The extent to which people care about self-expression versus self- presentation
 - High self-monitors process image-focused information more systematically
 - Low self-monitors process value-expressive information more systematically



What can people do to persuade others?

- Ingratiation
 - Making the target like you in order to persuade them
- Reciprocity principle
 - ‘Doing a favour’ for a person before asking them to do something for you
- Door-in-the-face technique
 - making a large, unrealistic request before making a smaller, more realistic request that is likely to be successful

What can people do to persuade others? (cont.)

- That's-not-all technique
 - Making a request, but afterwards throwing in some 'added extras' to pressure the target to reciprocate
- Foot-in-the-door technique
 - Making a small and unobtrusive request before making the larger request
- Lowball tactic
 - Changing the terms of the agreement during the interaction by introducing hidden costs – the target has already committed to the action

How Capacity Influences Systematic Processing

- Systematic processing increased by

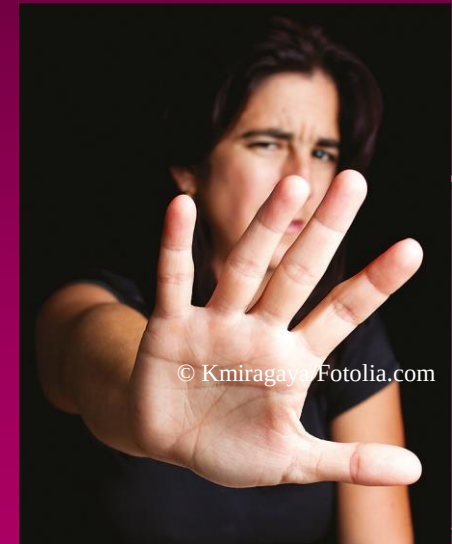
- Ability to understand information
- Time to process
- Freedom from distraction
- Relevant knowledge



- Children are often unaware that advertisements are trying to persuade them

When persuasion does not work

- In general, people are highly resistant to persuasion. Why is this?
 - Reactance/Negative attitude change – When people react strongly against blatant or persistent influence attempts because such they are direct threats to personal freedom (Brehm, 1966)
 - Forewarning – Prior knowledge of a persuasion attempt that often renders the attempt less effective (Cialdini & Petty, 1979)



When persuasion does not work (cont.)

- Attitude inoculation
 - Presenting people with weak, attitude-inconsistent attacks prior to a stronger persuasive attempt helps them to resist the message (McGuire, 1961)
- Selective avoidance
 - People's tendency to filter out information which is inconsistent with their pre-existing attitudes (Martin et al., 2003)

When persuasion does not work (cont.)

- Attitude polarization
 - People's tendency to evaluate mixed information in a way that strengthens their pre-existing attitudes (Pomerantz et al., 1995)
- Biased assimilation
 - People's tendency to evaluate counterattitudinal information as biased or unreliable (Lord et al., 1979)
- Hostile media bias
 - People's tendency to view counterattitudinal media as biased & untrustworthy (Vallone et al., 1985)
 - Towards a conclusion...

To conclude...

- Attitudes can predict behaviour depending on:
 - The domain/importance of the behaviour
 - The function of the attitude
 - The attitude strength
 - The person
 - The situation
- Attitudes are influenced by cognitive, emotional, behavioural, biological, motivational and social factors.