

Self-Handicapping: *How we use attributions to protect ourselves... in a bad way.*

- Fear failure?
- Unsure of prior success?
- Self-handicap; that way, no one will think you aren't intelligent or untalented.



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Behavior & Attitudes

**Psy 240; Fall 2006
Purdue University
Dr. Kipling Williams**

Attitudes

- An evaluative reaction to something or someone (called, an attitude-object) that is exhibited in one's beliefs, feelings, or intended behavior.
- Three components
 - Affect (Feelings)
 - Behavior (Intentions)
 - Cognition (Beliefs)
- Changing attitudes: Persuasion (Chapter 7)

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Do Attitudes Predict Behavior?

- LaPierre (1934): The attitude-behavior problem.
 - In a classic study, LaPierre (1934) drove through the U.S. with a Chinese couple. They stopped at over 250 restaurants and hotels and were refused service only once. Several months later, the owners were surveyed on whether they would serve Chinese people. The response was overwhelmingly negative, 92 percent of those surveyed said that they would not. In this case, **clearly**, their behavior gave less evidence of racial bias than their expressed attitudes did.
 - Different time...about six months later.
 - Different people
 - Chinese couple spoke flawless English; accompanied by Stanford professor.
- Nevertheless, subsequent research did show that in some cases, attitudes did not predict behaviors.
 - Example: Busing
- Self-erasing predictions: Do you intend to vote?

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When Do Attitudes Predict Behavior?

- When you ask for specific attitudes rather than general ones.
 - Wicker: Yosemite Park and littering
- When you sample across many behaviors.
- When you ask a low-self-monitor
- When situational forces are not so strong.
- When you aren't asked to explain your attitude.

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Does Behavior Determine Attitudes?

- Role playing
 - Zimbardo's Prison Study (1971)
- Wells & Petty (1980):
 - Testing headphones
- The foot-in-the-door effect
- Evil acts and attitudes
 - Treatment of inmates
 - Ostracism confederates



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Why Do Actions Affect Attitudes?

- Self-presentation theory
 - Inconsistency looks bad to others.
 - We express attitudes that make us appear consistent with our behavior.
- Cognitive dissonance theory
 - Inconsistency feels bad to us.
 - We justify our actions by changing our attitudes to fit what we did/said.
- Self-perception theory
 - Our actions are self-revealing



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Why Do Actions Affect Attitudes?

- Cognitive dissonance theory
 - Insufficient justification
 - \$1 vs. \$20
 - Effort justification
 - Post-decisional dissonance
 - Over-justification



Leon Festinger

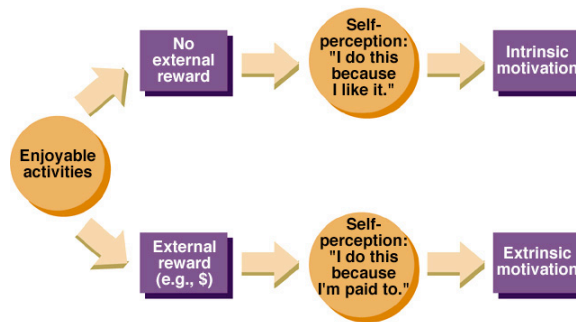
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Attitudes & Motivation

David G. Myers, *Social Psychology*, 6ed. Copyright © 1999. The McGraw-Hill Companies, Inc. All Rights Reserved.

Intrinsic/Extrinsic Motivation



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Example Exam Questions

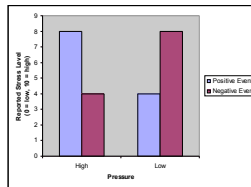
1. An experiment looking at the effects of violent television on memory for TV ads has three conditions: no violence, low violence, and high violence. Tom is randomly assigned to the high violence condition. What kind of design is this experiment?
A. Within-subjects design
B. Random-subjects design
C. Between-subjects design
D. Single-subjects design
2. Suppose that Bob is interested in testing the effect of argument strength (strong vs. weak arguments) on persuasion. He discovers that people high in "need for cognition" (people who enjoy thinking hard) find strong arguments more persuasive than weak arguments. However, he also learns that people low in "need for cognition" (people who prefer not to think hard) find strong and weak arguments equally persuasive. Which of the following best summarizes the results of this experiment?
A. A main effect for argument strength
B. A main effect for "need for cognition"
C. An interaction between argument strength and "need for cognition"
D. A main effect for both argument strength and "need for cognition"
3. What is the purpose of random assignment?
A. To increase the extent to which experiment findings can be generalized to other populations
B. To create experimental groups that are approximately equal
C. To keep the experimenter blind to the condition that a particular participant is in
D. To prevent participants from being influenced by demand characteristics
4. In an experimental design, what is the relationship between the dependent and independent variable?
A. The dependent variable is manipulated and influences the independent variable
B. The dependent variable attempts to measure the independent variable's effect
C. The dependent variable causes differences in the independent variable between conditions
D. A cause-effect relationship cannot be made
5. Which of the following is a possible correlation which would indicate the STRONGEST relationship between the two variables?
A. 1.57
B. -.89
C. .709
D. -.3

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Example Exam Questions

Use this graph to answer questions 9-12:



9. Assuming each participant is randomly assigned to a High or Low Self-Esteem condition and then experience only a Positive or Negative Event, how would we describe this study?
- Experimental Study, between-subjects design
 - Correlational Study, within-subjects design
 - Correlational Study, between-subjects design
 - Experimental Study, within-subjects design
10. Does the graph suggest that there is a main effect or an interaction?
- Main effect only for Pressure
 - No main effect and no interaction effects
 - An interaction effect
 - Main effect only for Event type
11. Which of the responses is a correct interpretation of this graph?
- Participants in High Pressure conditions report higher levels of stress than those in Low Pressure conditions.
 - Participants in Positive Event conditions report lower levels of stress than those in Negative Event conditions.
 - Participants who are in a Low Pressure condition report higher levels of stress when experiencing a Negative Event than those who are in a High Pressure condition.
 - All of the above are correct interpretations.
12. Which of the responses is a correct interpretation of this graph?
- Participants in High Pressure conditions report higher levels of stress than those in Low Pressure conditions.
 - Participants in Positive Event conditions report lower levels of stress than those in Negative Event conditions.
 - Participants who are in a Low Pressure condition report higher levels of stress when experiencing a Negative Event than those who are in a High Pressure condition.
 - All of the above are correct interpretations.

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