

Understanding The Impact of Cognitive Bias, Attitude and Social Influence

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Abstract—In order to progress as an advanced society, this research work has an objective to foster the wellbeing of our cognitive health and to be able to understand the importance of social influence and how it can impact us constructively and how it can impair our growth.

The research work has been initiated to generate an understanding of the various Cognitive Biases that lead to impact our ATTITUDE and how SOCIAL INFLUENCE impacts our DECISION-MAKING ABILITIES through Group Polarisation and Herd Mentality.

This research work illustrates that COHESIVENESS which is considered to be a strong and defining adjective behind the success of any group can equally be the reason behind their failure when it invites lack of vision due to no-inclusion of novel ideas in group decisions.

I. INTRODUCTION

COGNITIVE BIAS (DETAILS DESCRIPTION)

Before we learn what Cognitive Biases are, we must understand, first, what Cognition is.

COGNITION - The process of our brain that is connected with the thoughts, understanding, inferring and learning.

For example, Memory, Attention, Problem Solving, Decision Making, processing of language.

In short all processes of knowing, learning, understanding.

It is reflected in our day to day planning, interpersonal interaction, behaviour, recognizing a task or a friend, paying attention in the classroom, listening and understanding what the teacher is teaching etc.

Cognition is an everyday interaction with the world. Deciding what to wear to

Reading and understanding mathematical problems.

Finding the solution to resolve the conflict with a friend.

Understanding and learning the script of the play.

And many more

II. COGNITIVE BIAS

A result of an error in thinking and understanding about the information in the world around us while we are processing that information.

It occurs as the result of our brain's attempt to simplify information processing.

To understand it better, let's first understand the factors that cause COGNITIVE BIAS.

CAUSES OF COGNITIVE BIAS.

1. VERY LIMITED MEMORY AND ATTENTION

2. SOCIAL INFLUENCE

GROUP POLARISATION, BANDWAGON EFFECT.

3. AVOIDING ANALYTICAL THINKING AND OPTING FOR INTUITIVE THINKING.

4. BASIC NEED OF EFFICIENCY. Using mental shortcuts to process information.

Heuristic = mental shortcuts.

5. INFORMATION OVERLOAD - The brain is not able to process the loads of information at once and thus missing crucial details.

COGNITIVE BIASES ARE DIFFERENT THAN IMPAIRED COGNITION.

TYPE OS COGNITIVE BIASES

1. AVAILABILITY BIAS.

When people reply more to the information easily available around them.

For example, When people heard about an aeroplane crash, they started thinking it's not safe to travel in planes.

2. CONFIRMATION BIAS

Our brains' tendency to accept information that agrees to what we already know and believe.

Strong cohesiveness in a group also leads to confirmation bias.

In-Group formations lead to confirmation bias.

For example, a student talks to only those who support their point of view.

A teacher forms an opinion about a student's ability and asks questions only as per their belief.

A teacher who believes that some students are not capable of solving mathematical problems will only focus on those who are making mistakes. However there are some of them who are not making mistakes too.

Being friends with only those who confirm your view point and refuse to listen to other's viewpoints.

RESULT

Leads to lack of informed decision making
Reduced critical thinking and use of novel ideas.

HOW CAN WE REDUCE CONFIRMATION BIAS?

Listen to new ideas.

Involve people and reduce extreme group cohesiveness in order to make informed decision making.

Allowing others to contribute who have different viewpoint

3. ANCHORING BIAS

When an individual relies heavily on the first piece of information. They tend to use the first piece of information as the reference for making decisions.

For example, When a student hears from a teacher and classmates that the final term exams are really hard, they reply on this first piece of information and stress out with the same.

RESULT

Impacts our decisions leading to poor choices sometime

Inhibits considering other factors which might also be useful or beneficial.

HOW CAN WE REDUCE ANCHORING BIAS?

Do not rely on first hand information.

Make a proper formulation of the subject matter.

Be a detective and find other aspects also.

4. THE ACTOR OBSERVER BIAS

When we are the actors in a situation, we are able to observe and reason our thoughts and behaviour but when it comes to others, we are not able to do the same rationally with them.

For example,

When you are talking about yourself, you will attribute it to the situations.

you explain that they got less marks in tests as they didn't sleep well.

But when others are more focused on attributing to their behaviour.

You explain that they did not score well in exams as they are dull and do not work hard.

5. THE STATUS QUO BIAS

When an individual chooses to stick to the information they have and does not accept any changes.

For example, in a school, a teacher chooses the normal lecture method of teaching instead of opting for experiential learning.

RESULT

It can cause people to overlook better options and novel solutions that might exist.

Disrupt the progress of an individual.

HOW CAN WE REDUCE STATUS QUO BIAS?

1. Increase awareness
2. Analyse gain and loss of new options and seek new experiences.
3. Adapt Critical thinking
4. Reduce high group cohesiveness
5. Attitude change towards the subject

III. ACTIVITY

1. "How could we rephrase this to avoid the status quo bias?".

(i) I had been doing this all my life. I always wear a blue and black colour dress. I don't want to try any other colour.

(ii) I am an average student. I don't think I can secure first position.

2. "When did you notice a stereotype influencing a decision?"

Give examples of incidents.

3. "Did any biases influence your thinking about today's classroom discourse?"

Explain and discuss.

IV. DISCUSSION

1. Open Talk Session to discuss Cognition and Cognitive biases. As students to explain what has been taught.

2. Discuss - "COGNITIVE BIASES ARE DIFFERENT THAN IMPAIRED COGNITION."

V. CLOSING - QUICK ASSESSMENT WITH A MCQ TEST PAPER

Analyse the situations and assess the cognitive bias associated

1. I always wear sports shoe as I had been wearing it since many years

2. She always get low marks in Mathematics, since she has very weak logical thinking.

3. My neighbour told me to skip the picnic as that place is not good for students. So I will skip going for a school picnic.

4. Jaya gels around with only a few students of her grade as they always support her view.

5. I was not able to win the debate as I had a fever for 1 week.

PROBLEM SOLVING

A resilient person whose cognition is balanced develops as a problem solver who is able to make informed decisions.

An individual who not only points out the problems but also solves it with critical thinking.

The impact of social influence and cohesiveness leads to impaired problem-solving skills as the person is not able to think out of the box and come out of the cohesiveness impact.

Cognitive biases lead to saturated decisions. Where we willingly are not allowed to invite or listen to new ideas or novel solutions to the problems where either solutions do not exist or they are not empowered.

An individual can be a problem solver with creative and critical thinking adapting novel ideas or can be a

problem solver living inside a box. When they are not trying to try new ideas or beat their status-quo, they learn to live with the already existing information.

Their problem-solving capabilities suffer when they involve the information / ideas which are easily available and do not make efforts to beat the social influence and cognitive bias.

For example: In an institute, the management is working on various scholastic or co-scholastic activities but they are not involving the ideas from the staff or teachers who are newly recruited. Or, they allow only those ideas who are in their immediate circle, whom they meet daily.

They are ignoring others who are either not micro meeting for small small stuff or busy all the time in their work. The management does not involve their ideas and elaborates an example of being a problem solver who stays inside the box and thus not leading with critical and creative ideas.

SOCIAL INFLUENCE

Few keywords to be familiar with are

GROUP POLARISATION

COHESIVENESS

SOCIAL FACILITATION

SOCIAL LOAFING

BANDWAGON EFFECT

How Bandwagon effect, group polarisation and social loafing can become a hindrance for the progress of a setup / institution / organisation.

Cohesiveness, being an extreme part of the societal system to reduce Social Loafing, sometimes can become hazardous in the form of In-Group decision-making-pattern.

This becomes a hindrance in critical thinking and adapting Novel Ideas to think out of the box. Which might bring in benefits as a subset of progressive mindset.

Social Loafing is usually reduced or corrected through building cohesiveness. But it also might lead to Polarisation of the group, resulting in the decisions which might not be correct as well being in Impaired Growth for the group setup.

The efforts should be to foster critical thinking, cohesiveness and at the same time inviting and accepting new / fresh / progressive / novel ideas which might not be part of the group ideas.

Generally, the group polarisation when exceeded with In-groups / Cohesiveness, gives rise to deterioration of the performance and hindrance in the growth of the group and related affairs.

Also, Social-Loafing can be extremely DISTRESSFUL for the top performers of the group due to lack of cohesiveness and lack of recognition

HERD MENTALITY

Where the group stops inviting novel ideas due to high cohesiveness and the group members are conditioned to follow the group rules as a HERD.

This might give short term success but lacks long term vision and leads to a wrong impact on the growth of the group as a whole.

The reason is that few members of the group are influencing the group decisions and neglecting anyone from out / in the group providing critical and new ideas.

They have the ability to influence the mentality and framework of the whole group as the other group members are not initiating new ideas, they are simply following the HERD MENTALITY.

INVOLVE TO EVOLVE

SOCIAL INFLUENCE - Group processes.

Societal and environmental situations and processes play a pivotal role in the development of an individual or a group.

We MUST NOT IGNORE the importance of -

Critical thinking

Novel ideas

Informed decision making

Problem Solving

Thinking out of the box

Respecting out of the group ideas

Avoiding over-cohesiveness

Managing Social Loafing

Social / Group Polarisation can be an existing cause of disturbance in the ecosystem and many times the reason for distress in the surroundings due to lack of informed decision-making abilities.

Sometimes and many times, it is important to agree and INVOLVE other's POV (point of view) in order to evolve. And only a LEADER is capable of doing so.

A leader should have the ability to evolve with COHESIVENESS and GROUP POLARISATION where a GROUP THINK is able to handle and tackle

the situation critically but at the same time must evolve, many times, out casting the overdoing of cohesiveness and involving out of group critical ideas.

It is very important to include and follow cohesiveness as a practice in a group for the group-strength.

However, sometimes the same cohesiveness, turns out to be detrimental and HAZARDEOUS for the growth of the group.

I had been studying and researching the solidarity and impact of GROUP POLARISATION and at the same time the adverse effect of it also, when cohesiveness becomes overly formed and shadows the involvements of novel ideas and starts discouraging the critical and novel thinking process which is out of group think.

STEREOTYPE, DISCRIMINATION & PREJUDICE

Our attitude towards others - people or groups is defined through learning and societal influences.

When there is a cognitive involvement, i.e., understanding and learning through social influence and observation, inculcating a cluster of ideas and thoughts impacting our feelings and behaviour, it leads to STEREOTYPE ATTITUDE.

When we learn and understand to behave in a particular way towards a particular group of people or a person. The behaviour here is termed as DISCRIMINATION and that can be favouring and ignoring both, towards a particular group.

Stereotype leads to DISCRIMINATION.

Here it showcases the cognitive influence on our thoughts and feelings resulting in a particular behaviour. Stereotype leading to discrimination gives rise to PREJUDICE.

PREJUDICE is a negative attitude towards a group of people which can be termed as a TARGET GROUP as compared to the FAVOURED GROUP.

Prejudice is developed through Social Influence, In-Groups, Group Polarisation or Cognitive Biases where there is a group influence behind any attitude.

Projecting a negative attitude towards a group leads to social imbalance. This results in the target group not being able to get the benefits of certain facilities such as medical or education leading to mistrust towards the favoured group and the government.

SELF FULFILLING PROPHECY

When a particular target group that has been prejudiced starts projecting the behaviour which they

actually do not inculcate. They start behaving in a certain way which has been defined as the reason for discrimination, however in the real world, that doesn't exist in the past.

This leads to societal imbalance, mistrust towards the law and order from the target group, impaired cognition and irrational behaviour of the target group and eventually leading to the imbalance in the attitude of that group of people towards others.

THERE ARE VARIOUS STRATEGIES TO BALANCE THE ATTITUDE OF PREJUDICE.

1. Defining the cause and the source of prejudice
2. Handling In-Group biases leading to cognitive biases and discrimination towards the target group.
3. Education and Information floating in the societal structure, against discrimination
4. Discouraging the tendency of Self-Fulfilling prophecy among the victims of prejudice
5. Increasing Direct communication, Inter Group interactions.
6. Handling Social Loafing.

SOCIAL LOAFING

A societal framework where a group is targeted or appreciated or rewarded ignoring the efforts of few people of the group (who played a big role as compared to others)

For example, a certain behaviour observed in a group can be due to few members of the group and the entire group is targeted and discriminated against.

SOCIAL INFLUENCE, IMPAIRED COGNITION AND GAMING ADDICTION - REASONS AND ESCAPE ROUTE

Fostering the understanding as the need of the hour.

Gaming addiction is not about only playing games, it's about how important the games are in an individual's life.

It is about how much time they spend playing games. And it's about what are the drawbacks and side effects of this addiction.

According to WHO ONE IN 8 adolescents develop addiction to gaming causing severe psychological distress.

DOPAMINE OVERDOSE LEADING TO SCHIZOPHRENIC SYMPTOMS.

Continuous and long hours exposure leads to delusions, hallucinations and brain fogging leading to

impaired cognitions where the child is not able to think clearly and analyse the situation with a resilient mind leading to poor decision-making patterns.

Rewards, level upgrades are the methods used in the games to keep the players engaged repeatedly triggering the dopamine levels leading to dopamine overdose.

Eventually impacting their sleep academic performance, social interactions and mental health, making them incapable of regulating their routine.

Eventually the child starts using gaming as an escape route for academic pressure, competitions, loneliness and emotional stress.

Just imagine an example of substance abuse disorder where a child gets into the habit of smoking whenever there is exam anxiety or the pressure from the teachers and parents to perform in academics.

Now the child is addicted to smoking whenever there is fire fighting, conflicts or any pressure in life leading to chain smoking addiction.

The same theory of addiction through rewards or token economy in the form of an escape route generates the addiction for gaming that keeps on multiplying with delusions and hallucinations as the neighbours.

ROLE OF SOCIAL INFLUENCE IN ADDICTION

group polarisation, InGroups formations Peer influence bandwagon effect leads to generate and multiply on the addiction.

Imagine the child being in a group where others too are addicted, the child feels emotionally weekend mentally vulnerable due to lack of nurturing or any other reason.

They would get a validation to be part of this group where they feel they have a boundary support and would get recognition when they achieve rewards and levels in the games.

This keeps multiplying leading to severe addiction.

WHAT ARE THE ESCAPE ROUTES FOR THIS ADDICTION?

Focus on the mental health of the child

Be an active listener

Don't be judgemental

Give importance to their pov

Help them adopt a healthy lifestyle with a focus on balanced meal healthy sleep cycle and regular activity and / or sports training

Regulate ur mental health in order to be a support for the child.

Be a guide and facilitator for the child - Collaborate with the child, get in their zone and support them in whatever their dreams are. Take experts' help

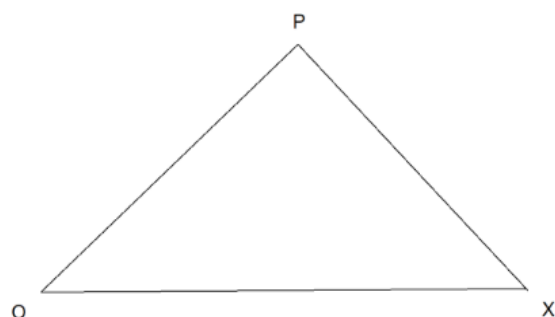
IS ATTITUDE CHANGE IMPORTANT?

YES!

ATTITUDE CHANGE is primarily important in order to balance our cognition and avoid mental distress.

We might be facing psychological issues due to conflict in our own cognitions or attitudes towards the attitude object and the people.

In order to understand this better, we must explore the POX Model of Attitude change.



POX MODEL OF ATTITUDE CHANGE

P - The person whose attitude needs to be changed

O = Attitude Object

X = The second person

Let's take one example :

Attitude Object O - Global Warming

The Person P has a positive attitude towards O

The Person X has a negative attitude towards O

The Person P has a positive attitude towards X

Now if you see the balance, P, who has a positive attitude towards O, cannot have a positive attitude towards X who has a negative attitude towards O.

Here the attitude of P shows imbalance.

Which further leads to confusions in their cognition and behavioural methods. Further leading to mental distress.

Therefore, in order to bring in a balance of attitude, P has to change their attitude either towards X or O.

THEORY OF COGNITIVE DISSONANCE

Importance of Belief, Behaviour and Consonant.

Leon Festinger was the Social Psychologist, who invented The Theory of Cognitive Dissonance in 1957.

Festinger believed in the cognitive component of an individual attitude. He emphasised the importance of BELIEFS AND BEHAVIOUR as part of Attitude. According to him when an inconsistency occurs between the BELIEFS and BEHAVIOUR, there is an imbalance caused leading to PSYCHOLOGICAL DISTRESS.

The inconsistency is the DISSONANCE and that leads to the change in beliefs and behaviour to maintain harmony due to the mental distress caused by Cognitive Dissonance leading to CONSONANT.

For example

Cognition 1 - An individual says (their beliefs) - We must eat healthy food at least 5 days a week, in order to stay healthy.

Cognition 2 - The Individual eats junk food every day in the week. (their behaviour)

Result - Cognitive Dissonance

Leading to Mental Distress

The above example demonstrates how an inconsistency in the beliefs and behaviour of an individual can cause COGNITIVE DISSONANCE.

This leads to uneasiness and leads to the initiation of change in beliefs or behaviour of an individual.

Therefore, in the above example, either the person changes their belief, or the behaviour, i.e., starts eating healthy food 5 days a week.

This would yield Consonant, i.e. a balance in the attitude leading to Mental Harmony.

This generates COGNITIVE CONSISTENCY

When cognition 1 is in line with Cognition 2.

The balance in our beliefs and actions brings in psychological harmony and cuts off the psychological distress.

ABC COMPONENT OF ATTITUDE

A = Affective / Emotions.

B = Behaviour

C = Cognition

When an individual gets into any situation or interacts with the environment, their first connection is through their Cognitive ability to understand and infer the information and situation.

After the establishment of the cognitive cluster, the individual is emotionally involved with the information that is the affective component of the attitude.

The cognitive and affective components do result in the action for the same resulting in a behavioural component of the attitude.

The case study of the ABC model has been explained in the last section of this research paper..

INTERPERSONAL SKILL MANAGEMENT

SOCIO-EMOTIONAL LEARNING WITH CONFLICT MANAGEMENT

AVOID | MANAGE | TACKLE | ADOPT / ADAPT

We as human beings perform

Interaction as part of our Socialisation and Social Skills.

Interpersonal Skill plays a pivotal role in managing our behaviour through cognitive involvement.

CONFLICT AS AN INTEGRAL PART OF SOCIALIZATION OR SOCIAL INTERACTIONS

When we interact we cooperate or compete with each other.

Cooperation leads to constructive results making us resilient and problem solvers.

Competition nurtures us with a spirit of doing better than others and winning. This also makes us resilient and nurtures us to make informed decisions.

When there is a mismanagement and disorganisation of cooperation and competition,

CONFLICT emerges.

Conflict can have consequences either positive or negative.

Can be non-verbal or verbal.

Can be constructive or destructive.

We must use our COGNITIVE SKILLS & WISDOM to analyse the nature of the conflict.

Based on the analysis, we MUST follow -

ADOPT / ADAPT

AVOID / TACKLE / MANAGE

THE IMPORTANCE OF OUR GESTURES

VERBAL OR NON-VERBAL

Our gestures are an important and integral part of interpersonal skill.

Our gestures are guided by our reflexes which are responsive as per our cognitive abilities (the method of analysing and dealing with the current situation)

VERBAL GESTURES - are writing and speaking using words to communicate.

NON-VERBAL GESTURES - are using sign languages or body language, face expression to communicate.

VERBAL GESTURE

Gestures and interactions involving the use of Words as the medium of communication. Verbal gestures can be communicated orally and in written form.

It is very important to get trained and sensitized with the formats of healthy verbal gestures in order to avoid unnecessary conflicts giving result to negative energies.

NON-VERBAL GESTURE

Using Sign Language, Body Language, Hands Movement, Face Expressions.

NON-VERBAL Gestures are an integral part of interpersonal skills & interactions. The manner in which we stand, sit, look at others, our face expressions, our hand movements, our overall BODY LANGUAGE, talks a lot about our interactive skills.

It is very important for us to learn the positive and pleasant gesture to be reflected at the required time and at the same time, to be able to read other's non-verbal gestures and act / respond accordingly.

AGREE TO DISAGREE

Right to express your POV - Point of View.

Often when we interact, we are eager to express our point of view.

We often fall into conflicts where the other person disagrees with the same.

We must respect each other mutually and agree to disagree.

This creates a healthy Interpersonal Skill Interactions and Management.

WHEN IS THE RIGHT TIME TO TAKE A STEP BACK?

We must learn to wait for the right time to express our POV. Sometimes, it is important to take a step back.

We often fall into the trap of conflict when we are not able to take a step back in order to close off the negative conflict arising due to the interpersonal interactions.

Taking a step back in any argument or conflict is an essential skill we must learn to be an informed decision maker.

GROUP POLARISATION

When we become part of conflict or any unwanted decision due to a group decision.

We tend to decide as being part of a group, where we may / may not agree with the decision.

Group Polarisation, at times, can be hazardous for our informed decision-making capabilities due to high level of cohesiveness.

IN-GROUP / OUT-GROUP

Sometimes our decisions are biased due to being part of a group (as family, friends etc) - And we interact based on our decision as an in-group member.

Sometimes, we do not like a group or group of people (outgroup) - which tend to make biased decisions.

Being part of Ingroup and Outgroup - both can be harmful for our interpersonal skills and interactions resulting in biased and uninformed decisions.

UNVEILING THE STORIES / CASE STUDIES reflecting SOCIAL INFLUENCE AND COGNITIVE BIAS.

1. A girl who studied in a school.

Rita was one of the few children who were average in their academics.

Rita (name changed) was a student of grade 7 (class changed) and was the younger daughter in her family. Her elder brother was very successful in academics and thus, her parents were immensely happy with him. However, Rita was an average student as far as her academics are concerned.

Her parents were part of a social group where all the children had successfully qualified engineering examinations and were extremely good in their subjects.

She had an extended and enforced performance pressure, adding on to, her mom often criticizing her for being an average student.

At the same time she was instructing her to behave like a girl and not be loud like boys (stereotype) (Rita was a free-spirited girl who would love to express her feelings in front of others.)

The controlling and judgemental behaviour of her parents was taking a toll on Rita's growth and development.

She was trying her best in academics but was not able to match her brother's standards.

Her parents would pressurise her more due to their connection with the group as they didn't want to feel out of the group if she is an average performer.

Due to this situation which arose as a result of social influence, they had a disconnect with Rita and her likings.

They would not listen to her POV as they had their own set of ideas and definitions about Rita's future, her growth and development - personal or professional.

This is a clear example of Stereotype and Group Polarisation where they are under group cohesiveness and not ready to adhere to Rita's Point Of Views as they did not match their Group Think.

Because of which they missed out the connection with their daughter. She would have excelled in the field of her choice and liking which was interrupted and eventually impaired her developmental process due to not being able to meet her self-actualisation / goals.

She might have become an engineer in future, but not a happy and satisfied professional and human being.

2. GROUP POLARISATION

There is a society where there is a group of around 25 females. They were involved in daily group get together eating junk food and group morning yoga workout. However the yoga workout was not directed by any certified expert and was a kind of group time pass.

One of them had developed Diabetes - Type II symptoms.

She was advised by one of the females, who was not part of the group, to focus on her diet and start strength training to manage her hba1c levels.

However the female (who had diabetes), was reluctant to take the advice as her group asked her to continue with morning yoga and she will be fine.

She kept on staying in group cohesiveness and didn't involve the novel idea of another female. - GROUP POLARISATION.

This is a very dominant example of Group Polarisation as eventually that female got trapped by very high sugar levels and her muscle mass kept reducing, body fat increasing, further causing her high body fat and hypertension with high BP.

Had she had involved the ideas of the female (who was not part of her group), it would not only have benefitted her but also her group with involvement of

healthy diet and strength training as their workouts, which is immensely important for women's health and fitness.

3. STEREOTYPE, DISCRIMINATION, PREJUDICE

There is a hospital in the capital city of India. The hospital is modern and fully equipped with fine-edge facilities.

However there are free rooms which are technically better designed and structured, which are kept only for the rich and influential people of the country.

If there is a patient of low socioeconomic status, they might not get the basic treatment.

This gives rise to mistrust and unrest in the behavioural and cognitive pattern of not only that city, but also the target group, which are considered as economically and socially weaker.

There is a case when a child suffering from severe bronchitis was not entertained, since his parents were not able to pay the basic fee of admission in the hospital.

The family belonged to a poor class and kept waiting.

The response they were given were -

Unavailability of the doctors

Unavailability of the room

Suddenly there was a huge convoy of cars that stopped in front of the hospital and a bunch of VIPs entered along with a person sitting on a wheelchair, who was looking slightly sick. Immediately there was a rush of doctors, attendants and nurses. A VIP room which was already equipped and prepared for the person, was assigned to him and the queue of doctors were standing in the room adhering to his illness.

On the other hand the child who was waiting for 2 days, ironically passed out due to negligence (on the streets of the hospital).

This negligence had emerged due to discrimination through a stereotype attitude pertaining to which their medical needs were not adhered to, due to their low economic condition. The prejudiced behaviour of the hospital where the child's family was the target group due to them being poor.

In a country where the right to medical facilities should be equal for everyone, irrespective of their religion, caste and socioeconomic condition, this prejudiced attitude became prominent, costing a child's life.

This is more likely to give rise to social and emotional unrest in that class of the group at the same time giving rise to the Self-Fulfilling Prophecy of the target group too.

4. GROUP POLARISATION

In an organisation, there were few employees who were there for 3,4 years. There was an intense cohesiveness among those employees who were 5 in number.

Then the organisation decided to expand and recruited some more qualified professionals.

Now the previous employees were troubled. There was an intense GROUP POLARISATION in the organisation and the behaviour, ideas, reflections and actions were largely defined by 2 members of that group.

Those two members would not allow any new ideas from the new employees and would be a deterrent in whatever decision they take or action they make.

Once there was a decision to be made regarding the functioning of the organisation one of the new employees gave an advanced and modern idea for the benefit of the organisation. The leader of the old employees, immediately disregarded that, saying that we had been functioning with the old methods and we are getting good results and therefore we cannot implement such ideas.

The new employee said that the current methods are obsolete and we need to adopt the modern methods. 3 employees from the group agreed with the new idea but they also opposed it due to high cohesiveness and group polarisation. Further resulting in a hindrance in the growth of the organisation.

An organisation having high group polarisation cannot function progressively as they say no to the novel ideas and functioning for the betterment of the organisation.

5. SOCIAL LOAFING

In an office, once there was a project submission with a tight deadline. The team responsible for the project had 5 members and one of them was highly expert in the core techniques of the project.

He worked day and night and completed the project almost single handedly within the deadline. However others were also part of the team work, they were not highly involved in the project.

That one person took the maximum effort for the completion.

After the submission of the project, the entire team was awarded for the success. And ironically the hard efforts of that one person was neither recognized, nor appreciated.

The person was highly demotivated and eventually left the organisation.

This is one example of social loafing where the efforts are counted and considered for the whole group irrespective of the extra efforts of few of the group towards the success of the group.

6. CONFIRMATION BIAS

In an education institute, there is a teacher who has certain beliefs about everything and the situations around us. They are not well aware of the recent changes happening in the education field and therefore they do rely on their information which they possess through the cluster of cognitive implants since the beginning.

The teacher has a habit of gaslighting anyone who comes across them, whom they find more empowered with the modern cognitive abilities and ideas.

The reason being they are not able to absorb the fact that there can be more existing in the world in the form of ideas, information and cognitive abilities, than they know about.

This leads to an imbalance in the behaviourism and interferes with the cognitive development of the teacher. Further leading to disagreements, disrespect towards them, deterring innovation and progress.

Few students decided to disagree with the teacher while few others who were not emotionally strong, agreed to agree with him. This again leads to their low self-esteem and lack of required development of their cognitive cluster.

7. ABC COMPONENT OF ATTITUDE

The attitude is formed in the sequence of C A B in the usual environment.

The case study below would elaborate how an attitude is formed travelling through cognitive, affective and behavioural conditioning in an individual.

In a college when there was a cleanliness drive conducted by the teachers and the staff, Sonika, a student of 1st year graduation was very impressed with the concept and was highly involved in forming cognitive clusters in her brain schemas understanding the importance of cleanliness.

The attitude resonates with the Cognitive Component of her attitude.

On her way back home, she saw a person standing at the bus stop littering around and not using the dustbins. She immediately confronted the person and asked him to be careful about the environment. She did so as she didn't like him listening.

Her attitude here showcases the Affective / Emotional Component of attitude.

After a few days, she started and led a cleanliness drive in her own residential society.

Resonating the Behavioural component of Attitude.