



## Unboxing the influence of Beliefs, Emotions, Attitudes and Social Influence Variables on Workplace Behaviour in Organizations: Lessons for Human Resource Managers

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**Abstract.** A worker is a complex physical, biological and socio-psychological being in organizations affected by a network of variables in the work environments that should be understood. This paper presents a discourse on the influence of socio-psychological variables on workplace behaviour particularly such variables as beliefs, emotions, attitudes and social influence. The paper contends that beliefs held by workers influence their workplace attitudes and affect their relationships with co-workers. It noted that attitude is a product of belief system. Workers emotional reaction to workplace situations depend implicitly on their experiences and personality. Some emotions lead to positive work behaviours while some does not. The paper revealed that social influence impact enormously on workers group behaviour and leads to attitude formation, particularly group interaction and association. The paper surmised that attitudes are malleable; this in a sense suggests that workers attitude could be manipulated. The paper noted that though some workers may believe strongly in the organization, they may sometimes act contrary to their beliefs, suggesting dissonance. Equally, the paper concludes that dissonance can be managed, particularly if the knowledge of the elements that cause it is known; this resides at the domain of supervision and management. The paper submitted that managers must learn the interplay of these variables and explore them to the benefit of the organization.

**Keywords:** Unboxing, Beliefs, Emotions, Attitudes, Productivity, Lessons, Human Resource Managers

### 1. Introduction

Beliefs, emotions, attitudes and social influence and significant other concepts cuts across disciplines such

as Industrial Sociology, Industrial Psychology and Organizational Behaviour and are used to describe workplace behaviour. Sometimes, many of these concepts are used very loosely and are oftentimes misinterpreted or misrepresented. As a matter of fact, some of the concepts overlap and are used interchangeably. There is therefore the need to concisely examine each concept more cursory within the context of work. More significantly, since they are exercised by workers within the work setting, and tended to impact on organizational goals and productivity, there is therefore the need to juxtapose the interplay of each within work context. Hence, the focus of this paper is to examine each of the concepts, demonstrate the relationship existing between them and show how they impact on productivity or otherwise; and the lessons managers of industries have to learn from their interrelatedness. The paper therefore adopts a theoretical approach in its analysis.

#### 1.1 The Concept of Beliefs

It is important to state that all formal organizations are established to meet specific goals, needs and objectives. They are not haphazardly formed. In other words, they owe their existence to laid down procedures, standards, values and norms which members of the organizations must adhere to in order to achieve the organization's goals. Beliefs therefore refer to sets of ideas, ideologies, ethos and ideals held by members of an organization about the organization, person (s) and or event (s) (Iheriohanma, 2002). Most organizations firmly believe in achieving excellence; that is, maximum productivity or producing efficiency. This belief prompts management's action of hiring best hands and providing quality inputs. Quality hands and

adequate inputs tend to provide better outputs. The excellence of an organization is built around ensuring the organization of human and material resources for better results which is productivity. Hence, industrial productivity or productive output is predicted on or is a factor of man, money and material and the organization of them. Much as organizations have sets of beliefs guiding its operations, workers also have their personal beliefs. Such beliefs as, “being rewarded for almost every good work done”, “No matter how hard you work, you can’t be rewarded in this organization”, “my boss is a very difficult person to work with”, “I can’t work with that man (colleague), he doesn’t cooperate” et cetera. Having these kinds of beliefs have the tendency to affect the worker’s attitude towards his work and those of his co-workers. Most workers do not understand that what so ever belief they may have, must be in tandem with the goals of the organization and not to bring it down. Many of them do not see the organization as a system whose whole is greater than the sum of its various parts; and whose parts must work together inter-dependently, inter-relatedly and inter-connectedly; and that for the organization to function maximally there must be synergy among all workers including managers. What the workers understand is that of getting the best reward for the efforts they invested in the organization, not withstanding whether the organization is making profit or otherwise. It is therefore the role of managers to manipulate workers’ beliefs to be in line with the organization’s beliefs.

### 1.2 The Role of Beliefs in the Workplace

Workplace beliefs perform the following roles for the workers and the organization:

- (i). Beliefs play the role of providing the necessary guidance to select the course of action and the sense of purpose which is necessary for the worker to carry out his work. A belief in “**what**” they are doing, “**why**” they are doing it and “**how**” they are doing it is, therefore, an essential motivating factor within them.
- (ii). Workers’ beliefs also influence the way in which they perceive and interpret the various situations which they encounter in their day-to-day activities, and also determine the attitudes which they have towards the managers. This means that any actions they take to deal with a situation will be based on their beliefs.
- (iii). Shared beliefs held by workers are essential ingredient in the integration of work groups, both large and small. Workers, who have a common set of beliefs, tend to behave in the same way in order to

achieve their purpose. Therefore, what workers believe influences their behaviour.

### 2. Emotions and Workplace Behaviour.

Hockenbury and Hockenbury (2006), see emotion as a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioural or expressive response. In work environments, persons and situations interact. The loss of a co-worker, accident, demotion, promotion, reprimand and queries etc., are workplace situations that evoke the feelings of workers. Given each circumstance, each worker will respond differently to each situation due to his / her experience and nature. More so, such feelings as dissatisfaction, despair, hatred, fear, frustration, love and companionship are commonplace in workplaces as well and can evoke either positive or negative emotions. How are emotions different from moods? Emotions are intense but rather short-lived feelings while mood involves a milder emotional state that is more general and pervasive (Gendolla, 2000).

Both positive and negative emotions have influence on workplace behaviour. Loewenstein et al, (2001); Mellers, (2000); Mayer et al (2004) and Goleman (1995) listed some of them to include:

- (i). Emotions can move workers to act, triggering motivated behaviour. Positive feelings of love can motivate hard work and cooperation among workers. Similarly, negative feelings of dissatisfaction, hatred and frustration can trigger absenteeism, labour turnover and unethical work behaviour among workers.
- (ii). Emotions help workers to set goals, this is because our emotional state are goals in themselves. Feeling of excitement can enhance the objective experience of hard work and comradeship. In other words, psychologists have related rational decision making, purposeful behaviour and setting appropriate goals to emotions (Loewenstein et al, 2001; and Mellers, 2000).
- (iii). Most of workers choices are guided by their feelings, sometimes without their awareness. Mayer et al (2004) and Goleman (1995) noted that, some workers are low in what is termed “emotional intelligence” but have higher reasoning capacity, and sometimes experience one failure in life after another, simply because they lack the ability to manage their emotions, comprehend the emotional responses of others, and respond appropriately to the emotions of other workers. In contrast, workers who are high in emotional intelligence possess these

abilities, and they are able to understand and use their emotions to help motivate their selves. The foregoing therefore is a pointer to the nexus existing between emotion, motivation and team work.

### 3. Attitudes and Workplace Behaviour

An attitude is a mixture of belief and emotion that pre-disposes a person to respond to other people, objects or institutions in a positive or negative way. Kuppusswamy (1979) sees attitude as an enduring system which includes a cognitive, emotional, feeling components as well as action tendency. Mathematically represented as: **Attitude = beliefs + emotions + Action**. There are three ways in which attitudes are expressed. Most attitudes have a belief component, an emotional and an action component. Consider for example, a worker's attitude towards industrial safety. He will have beliefs about whether or not workplace safety is necessary and would it affect rate of accident or death. He will have emotional responses to safety protocol, finding them either attractive and desirable or threatening and destructive. And he will have a tendency to seek out or to avoid observing them. The action component of the worker's attitude will probably also include support of organization that urge or oppose safety protocol regarding it as boring and unnecessary. In the event accident occur but not fatal due to his negligence, his belief will change likewise his attitude towards workplace safety. Attitudes summarize past experiences and predict or direct future actions. Workers' interactions, workplace relationship, preferences and goals have a lot to do with attitude.

#### 3.1 How Do Workplace Attitudes Formed?

Workplace Attitudes are formed or acquired in several ways. Campbell and Fairey, (1989) mentioned the following ways:

- (i). Through interaction. Attitudes like beliefs are also learned through interaction with others holding the same beliefs. For instance, if a confidential secretary works with a meticulous and conscientious boss, chances are that the secretary will be conscientious.
- (ii). Through group influence. There is no doubt that many of the attitude workers hold are influenced by group membership. Group forces have the ability to bring about conformity. Every work group has a set pattern of carrying out their roles. Members of the work group are expected to conform to such pattern otherwise would be regarded as a deviant.
- (iii) The information media. Information received from the media such as internal memoranda,

condition of service, and circulars exert a powerful influence on how people perceive, think about and react to their work. For instance, unimpressive information regarding their allowances and other benefits goes a long way in influencing their attitudes toward work.

(iv). Some attitudes are inadvertently formed by chance conditioning. For instance, who have three unpleasant experiences with his superior or promotion or job interviews can make him have a dim view about the superior or the interviews. The same way, people develop strong attitude toward cities, restaurants or part of the country on the basis of one or two unusually good or bad experiences with each.

#### Attitude change

Although attitudes are relatively stable behaviour, they are subject to change. How? Through:

##### (a). Reference group.

A reference group is a group whose values and attitudes a person regards as relevant to his or her own. Or what we can regard as role models at the individual level. It is not necessary to be in face-to-face contact with others for them to serve as a reference group. Thus, it depends on whom you identify with or care about. For instance, where in a given organization workers are grouped into five groups and one out of the five groups constantly has outstanding performance; whereas, the other groups do not, the other four groups can take the one group with an outstanding performance as their role model. In many works situation requiring training, the trainee often take the trainer as role model.

##### (b). Persuasion.

Businessmen, Politicians and others whose stock in trade is to persuade people obviously believe that attitude change can be induced; that is why they spend a huge amount on advertising. Persuasion refers to any deliberate attempt to change attitudes by imparting information. Persuasion can range from daily blitz of media commercials to personal discussion among friends. However, for persuasion to be successful, the characteristics of the communicator, the message and the audience must be considered. Research on persuasion by Aronson (1999) suggests that attitude change through persuasion is encouraged when:

- (i) The communicator is likeable, trustworthy, an expert on the topic, and similar to the audience in some respect;
- (ii) The message appeals to emotions, particularly, to fear or anxiety;
- (iii) The message also provides a clear course of action that will, if followed reduce fear or anxiety;

- (iv) The message states clear-cut conclusion;
- (v) Both sides of the argument are presented in the case of a well - informed audience;
- (vi) Only one side of the argument is presented in the case of a poorly informed audience;
- (vii) The persuader appears to have nothing to gain if the audience accepts the message; and
- (viii) The message is repeated as frequently as possible

(c). **Emotional Experiences**

Emotional experiences particularly traumatic conditions have been noted to drastically alter attitude. A drunken company driver who gives up drinking after nearly dying in an automobile accident caused by drunkenness serves as an example. This applies to the earlier example cited about a worker who didn't believe in observing safety protocol and may change his attitude on having an accident.

(d). **Motivation.**

The role of motivation in behaviour modification has not been under rated. Positive rewards of praise, promotion, fringe benefits and incentives have been reported to encourage positive attitudinal outcomes. Although, negative rewards such as demotion, queries and reprimand have the tendency of influencing undesirable to desirable attitudes in the workplace.

(e). **Role Playing.**

To actively bring about attitude change such as that of the driver mentioned above, psychologists have experimented with creating similar life experiences through role playing. For instance, Janis and Mann (1965) in their experiment, asked women who were known smokers to play the role of cancer patients; a doctor told each of the women that he had some bad news: she had lungs cancer and would have to undergo immediate surgery. The women played out their part asking questions about the surgery, if it might fail, and so on. Women in the role-playing group drastically reduced their smoking. Those who listened to a tape recording of similar information showed little change. This experiment has wide range implication on organizational behaviour, because most workers tend to learn and change their attitudes to what they experienced than the instructions they receive.

### 3.2 Social Influence and Attitudinal Change

The concept of social influence falls within the nucleus of group dynamics and suggests the impact with which individual behaviour affect the behaviour of another in the group. It focuses on how behaviour is affected by situational factors and social environment (Hockenbury and Hockenbury, 2006). It also addresses the issue of group conformity.

Conformity occurs when we change our behaviour, attitudes, or beliefs in response to real or imagined group pressure (Kiesler and Kiesler, 1969). Case studies below demonstrate the impact of social influence on group conformity.

A basic model of demonstrating conformity has been Solomon Asch Experiment. Solomon Asch (1957) posed a question: would people still conform if group opinion was clearly wrong? To study this question experimentally, Asch (1955) made a group of people sat at a table and looked at a series of cards. On the one side of the card was a standard vertical line. On the other side of the card were three comparison vertical lines. All each person had to do was publicly indicate which comparison line was the same length as the standard line. Asch's experiment had a hidden catch. All the people sitting around the table were actually in cohort with the experimenter, except for one - the real subject. Had you been the real subject in Asch's (1956) experiment, here's what you have experienced. The first card is shown and the five people ahead of you respond, one at a time, with the obvious answer: "Line B". Now it's your turn, and you respond the same. The second card is put up. Again, the answer is obvious and the group is unanimous.

Then the third card is shown, and the correct answer is just as obvious: Line C. But the first person confidently says, 'Line A'. And so does everyone else, one by one. Now it's your turn. To you it's clear that the correct answer is Line C. But the five people ahead of you have already publicly chosen line A. how do you respond? You hesitate. Do you go with the flow or with what you know? The real subject was faced with uncomfortable situation of disagreeing with a unanimous majority on 12 of 18 trials in Asch's experiment. Notice that there was no direct pressure to conform - just the implicit, unspoken pressure of answering differently from the rest of the group. Over a hundred subjects experienced Asch's experimental dilemma. Not surprisingly, participants differed in their degree of conformity. Nonetheless, the majority of Asch's subjects (76 per cent) conformed to the group judgment on at least one of the critical trials. When data for all subjects were combined, the subjects and the majority gave the wrong answer on 37 per cent of the critical trials (Asch, 1955, 1957). In comparison, a control group of subjects who responded alone instead of in a group accurately chose the matching line 99 per cent of the time. Although the majority opinion clearly exerted a strong influence, it's also important to stress the flip side of Asch's results. On almost two-thirds of the trials in which the majority

named the wrong line, the subjects stuck to their guns and gave the correct answer, despite being in the minority (Friend et al, 1990).

Similarly, Letkowitz et al (1955) demonstrated social influence even in a street corner setting. For him, imagine a traffic signal brightly flashing the word WAIT. As you and a number of other pedestrians wait for it to change, a well-dressed man in a suit crosses against the light. How many people followed him? Do you think the answer would be different if the man were dressed in a denim shirt, patched pants, and scuffed shoes? Letkowitz et al (1955) noted that more people followed the well-dressed man than the one dressed in shabby clothes. In another sidewalk experiment, Milgram (1992) observed that various numbers of people were assembled on a busy New York City street. On queue they all looked at a sixth-floor window across the street. A camera recorded the number of passers-by who also stopped to stare as many. The larger the influencing group, the more people were swayed to join in staring at the window.

In any of the three cases, people most times follow others in taking decisions or performing activities carried out by the group or majority. Group decision in this case is seen as the right decision and therefore sways minority attitude.

### 3.3 Factors of Social Influence and Attitude Change

A variety of experiments have shown reasons why people are influenced or conform (Hoffman et al, 2001; R. Bond and Smith, 1996). Some of the reasons include:

- (i) The desire to be liked and accepted by the group. That is, people with high need for structure (normative social influence)
- (ii) The desire to be right. When people are uncertain or doubt their sense of judgment touching an issue, they look to the group as the accurate source of information (informational social influence).
- (iii) When one is facing ambiguous and difficult task.
- (iv) When you doubt your ability or knowledge in the situation (low self-esteem and anxiety)
- (v) When facing a cohesive and a unanimous group.

## 4. Cognitive Dissonance

The concept of cognitive dissonance is central to the understanding of behaviour in organizations particularly change in workers attitude and beliefs. Psychologists Philip Zimbardo and Festinger are major figures in this study area. Cognitive dissonance theory states that “contradicting thoughts cause

discomfort”. Cognitions are thoughts, ideas, and beliefs. Dissonance means clashing or conflicting. Therefore, cognitive dissonance could be described as conflicting thoughts or ideas.

In all work situations, workers tend to avoid inconsistency. This inconsistency could be as a result of misinformation. To that end, workers seek consistency and minimize dissonance. They attempt to reduce dissonance as well as the discomfort that occur when there are inconsistencies between two or more of their attitudes, or between their behaviour and their attitudes. As often seen, it is difficult to completely avoid dissonance. For instance, there are times we have directed our minds at something and acted or behaved otherwise or contrary to what we directed others to do. As a supervisor or manager, the subordinates are watching to see whether what you ask them to do are what you are doing yourself (the case of lateness to work). As a superior, you cannot condemn something openly only to secretly uphold that same thing.

Dissonance occurs when a superior advice a subordinate to report to duty post daily, but he himself is absenting himself from work. In this case there is a contrast (dissonance) between his attitude and his thought (cognition). Another example is where someone who knows the causal link between cigarette smoking and cancer and still is a successful salesman. Many examples abound. However, when there are inconsistencies, forces are initiated to return the individual to a state of equilibrium.

### 4.1 Dissonance and Attitude Change

Robbins (1984) noted that the desire an individual has to reduce dissonance is determined by the relative importance of the elements that cause the dissonance. Bearing that in mind, Robbins (1984) advised that:

(a). If the elements that create the dissonance are relatively important to the individual, the pressure to correct the imbalance will be low. But where the pressure to the imbalance is much, there are possibilities that the individual might adopt one or two options such as:

- He might change his attitudes;
- He might reduce the dissonance by regarding the elements that create the dissonance as relatively unimportant
- He might also change his behaviour by stopping the behaviour that brought about the inconsistency.

- He might rationalise the relativity of his action by seeking out for more constant elements to outweigh the dissonant ones.

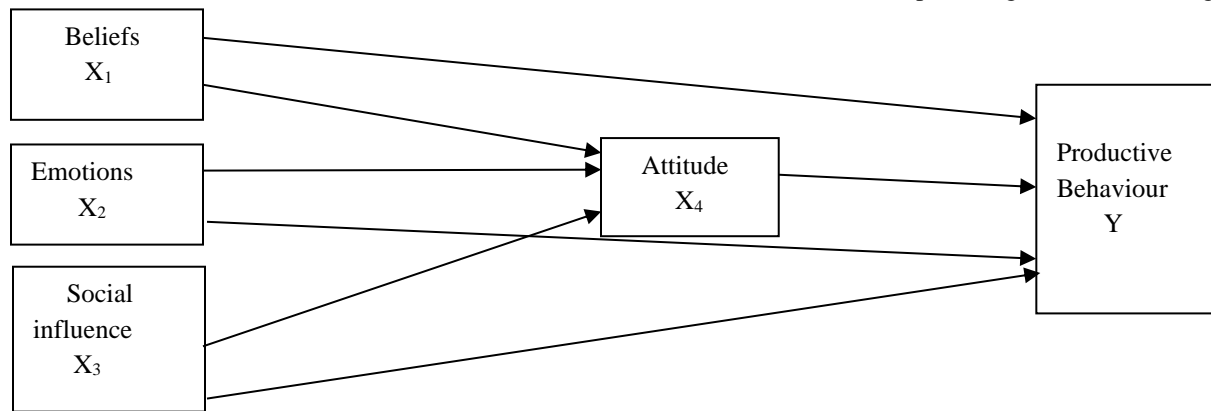
(b). Another factor is the degree of influence the individual believes he has over the elements that create the dissonance. Where the dissonance is seen as something over which the individual has little control, it is expected that the pressure to reduce dissonance will be less than where the behaviour is an act of volition. For example, if a subordinate does something inconsistent with his attitude but was directed by the boss, he sees no reason to bother about the inconsistency. All he knows is that the boss directed him to do it.

(c). The other factor is the reward that may be involved in dissonance. The individual might rationalise by upholding that the “cost” of the

behaviour that resulted to the dissonance cannot outweigh the “benefits” derivable.

**5. Theoretical Model**

Path analysis is the theoretical model used in explaining the relationship between beliefs, emotions, attitude (a set of independent variables) and productive behaviour (dependent variable). Asher (1983) argues that by taking this step beyond regression analysis, the study achieves a richer understanding of the phenomena. This path model equally anchors on Fishbein and Ajzen’s (1975) Theory of Reason Action and Pender’s (1987) Health Promotion Theory which both specify that beliefs guide behaviour. Path model is considered a type of causal model and path analysis is referred to as a causal modelling technique. It depicts theorized, directional relationships among variables. See Fig 1.



**Fig 1:** Path Model of the theorized influence of Beliefs, Emotions, Attitudes and Social Influence Variables on Productive Behaviour.

The model in Figure 1 is theorized to indicate that beliefs have direct influence on productive behaviour ( $X_1 \rightarrow Y$ ) and indirect influence on attitude ( $X_4$ ). Belief ( $X_1$ ) is hypothetical seen to indirectly influence attitude ( $X_4$ ) and both beliefs and attitude influence productive behaviour ( $Y$ ) i.e. ( $X_1 \rightarrow X_4 \rightarrow Y$ ). Equally emotions ( $X_2$ ) is believed to also have an indirect influence on attitude ( $X_4$ ) but a direct effect on productive behaviour ( $Y$ ). Both beliefs ( $X_1$ ) and emotions ( $X_2$ ) indirectly influence attitude ( $X_4$ ) but independently influence productive behaviour; that is to say, ( $X_1 \rightarrow X_2 \rightarrow Y$ ). Same could be said of social influence ( $X_3$ ), which has indirect influence on attitude ( $X_4$ ) but have a direct influence on productive behaviour. Hence, beliefs, emotions, social influence variables influence attitude and attitude in turn affect (either positive or negative) productive behaviour ( $X_1 \rightarrow X_2 \rightarrow X_3 \rightarrow X_4 \rightarrow Y$ ). This theoretical model can be tested empirically to ascertain it plausibility and otherwise.

**6. Unboxing the influence of Beliefs, Emotions, Attitudes and Social Influence Variables on productive Behaviour in Organizations: Lessons for Human Resource Managers**

A worker’s belief is the perception he or she holds about a thing or person. Beliefs condition attitudes and attitudes are expressed in relationship or interaction contexts. A positive or negative self image of a manager by the workers is as a result of the manager’s conduct or behaviour towards the employees, that is, the way he or she relates with his or her co-workers or employees. A cheerful, friendly, cooperative and accommodating manager is likely to have a positive impression and assessment from his workers, co-workers and vice versa. Workers’ assessment of the behaviour of a manager as toxic portends danger not just for the manager but

also for the organization. This is so as many of the workers will carry out their roles with fear, some will avoid him or her while a few others may sabotage his/her efforts by disobeying him/her in order to get him/her sacked. The end point would be that the work would not be done; and if done, it would be unsatisfactorily. For instance, Managers who shout and address his/her workers disrespectfully creates fear in them; and fear stifle initiative and hinders creative potentials in workers. Conversely, being friendly with workers as a manager, builds confidence and trust in workers.

Since workers interact on daily basis with persons and situations, their emotions or feelings are conditioned by the interaction. A hard worker who is rewarded or commended for exceptional performance tends to have positive emotions and enthusiasm to do more work for the organization. Literature abounds of the impact with which motivation through positive rewards have on productivity and workplace behaviour including positive emotions (Essien, 2006; Basse and Essien, 2019; Unugbro, 2001; Lawler and Parter, 2005; and Nwachuchu, 1998). Likewise negative rewards through sanctions evoke negative emotions from workers. For instance, workers who are reprimanded or demoted are most often seen showing feelings of despair, discouragement and complaint and moodiness. Equally, work place gossips and backbiting suggest to the affected worker he/she is working in an unfriendly environment and this in turn may affect team work. Many managers do not always aware of the feelings of the workers about the conditions in which they work; their subjective experiences about their work and work situations. Many industries fail for lack of this. Managers must realize that personnel or human resource is as vital if not the most in the production equation; and so the feelings and the emotions of workers should not be toy with.

Equally, managers must be aware of the fact that workers beliefs give rise to emotion and their emotions necessitate their attitude. Workers' attitude is acquired through personal or group experiences. The impact of social group on workers behaviour or attitude cannot be over emphasized. For instance, in Nigeria, the men and women of the Nigeria Police have similar work attitude; that is, that of not being courteous, always applying force even in situation requiring civility. This in turn affects public belief and attitude towards them. Many people don't see and believe police as their friends despite the slogan that "Police are your friends". Same applies in industries, when workers have negative beliefs about their work, organization and management, this in turn

affect their work attitude. However, work attitude is a relatively enduring behaviour subject to change. This depends on the ability of managers to control work place behaviour by ensuring that the organization is projected in a positive manner by employing workers-oriented policies and participatory management strategies. One strategy readily open to modern managers is persuasion. Persuasion for managers is to inform and let the workers realize that their interests are considered paramount as that of the organization; and the need for mutual co-existence. In addition, the role of motivation in attitude change shouldn't be ignored. Positive rewards of praise, promotion, fringe benefits and incentives have been reported to encourage positive attitudinal outcomes. Also, negative rewards such as demotion, queries and reprimand have the tendency of influencing undesirable to desirable attitudes in the workplace and vice versa and therefore care must be taken when applying in the workplace.

Similarly, managers' attention must be drawn to the role which informal social groupings have on the formal structure particularly serving as medium of communication and information dissemination, as well as rendering orientation training of formal roles for new entrants of the organization. These social groups in organizations influence workers attitudes and in view of these, skilful managers can explore them to their advantage. This is due to the fact that some managers tend to see informal social groupings as antagonistic and unnecessary.

Affecting the behaviour of workers are the ideas they receive in principle which differs from the practical work experiences (cognitive dissonance), cognitive dissonance is a phenomenon common in most work places and results from inconsistencies of the ideas given by the superior and the actual attitude driven to achieve the ideas. As a superior, you cannot condemn something openly only to secretly uphold that same thing otherwise, you are creating dissonance in the subordinates. A supervisor or manager who openly condemns lateness to work or stealing but comes to work late and also steal as well is promoting cognitive dissonance. As a supervisor or manager, the subordinates are watching to see whether what you asked them to do is what you are doing yourself. They take you as role model. It is important to state that many employees or subordinates always feel uncomfortable seeing their bosses report to work or duty before them. Hence managers have the role to practically uphold and demonstrate the goals of the organization through their attitude and actions. By so doing, the subordinates will follow suit.

## 7. Conclusion

This paper presented a discourse on the impact of socio-psychological variables on workplace behaviour particularly such variable as belief systems, emotions, attitudes and social influence. The paper contends that beliefs held by workers can influence their workplace attitudes and affect their relationships with co-workers. It noted that attitude is a product of belief system. Workers emotional reaction to workplace situations depend implicitly on their experiences and personality (nature). Some emotions can lead to positive work behaviours while some will not. The paper revealed that social influence impact enormously on workers group behaviour and leads to attitude formation, particularly group interaction and association. This in a sense suggests that workers attitude could be manipulated. The paper noted that though some workers may believe strongly in the organization, they may sometimes act contrary to their beliefs, suggesting dissonance. Equally, the paper concludes that dissonance can be managed, particularly if the knowledge of the elements that cause the dissonance is known; this resides at the domain of supervision and management. Hence, managers must learn the interplay of these variables and explore them to the benefit of the organization.

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