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# ETHICS Mind Maps



## Ethics- meaning, nature, determinants and consequences.

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### #1 What is Ethics?

- Derived from Greek word: Ethikos → relating to character.
- Ethics is a branch of moral philosophy that studies human behaviour on the basis of standards of right versus wrong/acceptable versus unacceptable.

Moreover, ethics deals with certain fundamental perspectives such as:

1. Outlines what “ought to be”
2. How to live a good life?
3. What is the scope of one's duties, responsibilities and rights?
4. How to refrain from immoral judgements and how to apply ethical principles in practical life?

### #2 Nature of ethics: Universal or subject to change

- Ethics have been defined as both universal as well as relative.
- On the basis of viewpoint of Socrates and ethical intuitionists, ethics is supposed to be universal.
- Whereas on the other hand, sophister thinkers have considered ethics as relative and not universal.

### #3 Determinants of Ethics:

- Ethics are not forged in isolation rather there are various active factors which shapes the ethical standards in a particular society. Major determinants of ethics are:
1. Desired pursuits of society:
    - End as a pursuit
    - Means as a pursuit.
    - Virtues as a pursuit
  2. Societal maturity
  3. Laws/constitution
  4. Religion/culture/traditions
  5. Individual's own perception.

### #4 Consequences of Ethics

- Helps in self actualisation.
- Aids in self and societal preservation.
- It helps to create effective and robust social capital.
- Assist in effective decision making.
- Ensure the harmony and well-being of society.
- Creates a positive feedback/reciprocation loop.

## Beliefs vs. Values vs. opinions vs. Facts

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### #1 What are Belief?

1. They are the simplest or most basic mental representations.
2. Something that one feels to be true, irrespective of the fact as in reality whether they are true or not.
3. For example, existence of fairies and Demons are belief which are held by some individuals.
4. Beliefs are majorly derived from culture, religion, traditions, process of socialization carried by family and society.
5. However, in modern times, advertising and social media have also become the major source of belief conditioning.

Hierarchy of beliefs:

1. In terms of conviction, all beliefs are not equal, some beliefs are more strengthful whereas some beliefs are weak.
2. Weak beliefs are called as peripheral beliefs and strong beliefs are called as core beliefs.

### #2 What are Values?

1. Values = parameters on which one assess the desirability of any choice or action. Thus, values are something that one person cherishes and upholds as persistent guides.
2. Values are often also described as core beliefs as values are relatively permanent and are usually held for a for a lifetime.
3. According to Allport-vernon, there could be six major types of values:
  - Theoretical values
  - Economic values
  - Aesthetic values
  - Social values
  - Political values
  - Religious values.

### #3 what are facts:

1. Facts = verifiable evidence such as data.
2. Facts hold an element of objectivity.

### #4 what are opinions:

1. Our opinions are the judgements that are formed upon subjective interpretation of facts.
2. Opinions are based on one's frame of reference and prospective therefore, opinions can never be absolutely true or false.

## Generalisation vs. Stereotypes vs. Prejudices vs. Discrimination

### #1. What are generalisations?

1. Generalisation is an act of consolidation of information in respect to a particular group.
2. It creates a sort of categorisation of people on the basis of traits that are desirable into the reference group.

### #2. What are stereotypes?

1. Stereotype is a generalized belief about a particular group of people. It is a necessary expectation that one might have about every person of a particular group.
2. Stereotypes try to fit people in some necessary templates.

### #3. What are prejudices?

1. Prejudice is an evaluative opinion about someone simply based on that person's membership to a particular group.
2. For example, people can be prejudiced against someone due to their ethnicity, gender, or religion.

### #4. What is discrimination?

1. Discrimination is the act of making unjustified distinctions between human beings based on the groups, classes, or other categories to which they are perceived to belong.
2. Action taken on one's prejudice leads to discrimination.

Generalizations	Stereotypes
Generalization is <b>categorization of people</b> having similar features or characteristics. Generalization leads to <b>formation of groups</b> .	Stereotypes are <b>oversimplified belief</b> attributing certain common characteristics to all members of a particular group of people, places, events or things.
Generalizations are <b>mostly neutral</b> .	Stereotypes are <b>mostly negative</b> .
Generalizations are <b>flexible</b> and allow for the incorporation of <b>new cultural information</b> .	Stereotypes are <b>generally inflexible and rigid</b> .
Generalizations <b>lead to awareness and curiosity</b> regarding characteristics of other people belonging to certain group.	Stereotype <b>leads to discrimination against people</b> belonging to same group.
Generalization <b>allows for recognition of diversity</b> among members of same group.	Stereotypes <b>does not allow for recognition of differences</b> between members of same community.
<b>For example:</b> People of Japan are generally polite.	<b>For example:</b> All blacks are criminal (a stereotype in USA)

Prejudices	Discrimination
<p>Prejudice is a <b>pre-conceived opinion, generally negative</b>, that is not based on reason or actual experience. It is <b>based on an individual's membership of a social group</b> (sex, race, class based etc).</p>	<p>Discrimination is <b>the behavior or action, generally negative</b>, towards an individual or group of people based on sex, race, social class etc.</p>
<p>It reflects the <b>affective component of attitude</b>.</p>	<p>It reflects the <b>behavioral component of attitude</b>.</p>
<p>Prejudices may <b>not always be reflected in action</b>. A person can be prejudiced against someone, but not act against them.</p>	<p>Discrimination is always <b>expressed through action</b>. It cannot be hidden.</p>
<p>Stereotype <b>leads to prejudices</b>.</p>	<p>Prejudice <b>leads to discrimination</b>.</p>
<p>For example: A person can be prejudiced against a particular race but not act on it.</p>	<p>For example: Practice of Apartheid.</p>

## Ethics in Private Life vs ethics in public life

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### #1. What are private and public relation?

1. Public relation pertains to a particular aspect of one's social life in which he/she interacts with others in a professional or rule-based capacity.
2. For example, relation of a superior with his subordinates in a workplace setting.
3. Private relations on other hand are characterised by a fluid approach and informal interactions.
4. For example, one's relation with friends family and relatives.

### #2. Comparative analysis between private life and public life.

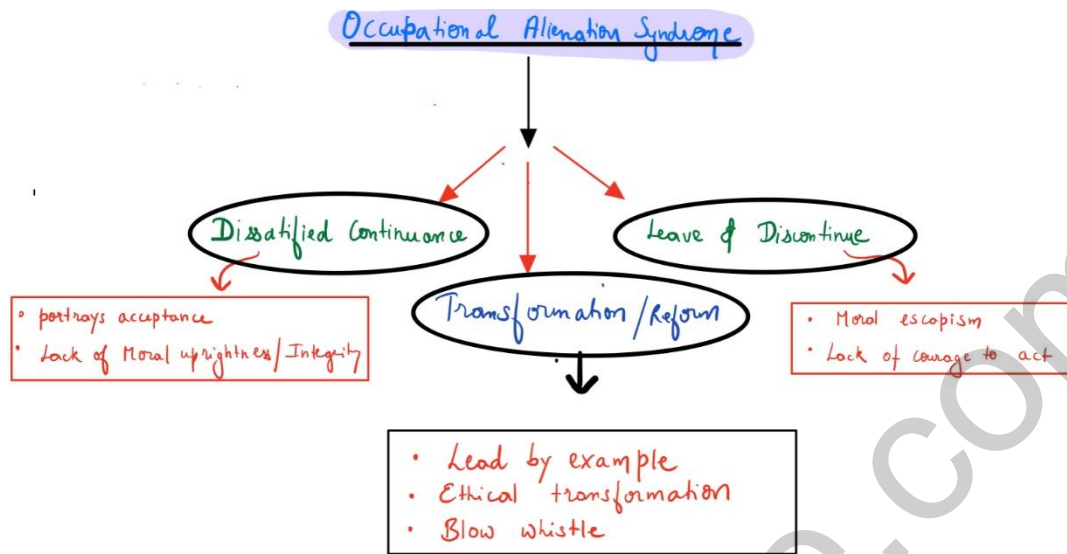
Relations in private life	Relations in public life
Informal	Formal
Emotions = prominent	Procedures = prominent
No strict procedures/protocols	Strict hierarchy + code of conduct
Allegiance by social design	Allegiance due to authority
Intimate/deep rooted	Shaped by professionalism
Internal controls	External controls.
Example: Relations with friends + family	Example: Relations with office colleagues.

1. Private life and public life boundaries could be depicted very clearly in theory but in practice both types of relation cannot be separated in watertight compartments. They occasionally act and react with each other and it creates the instances of conflict in public as well as private life.
2. Hence ethics in private and public life can be attained if one understands the boundaries and behave as per the duties that are expected in a particular realm.

### #3. How does public and private ethics influence each other?

1. An individual learns various values and virtues first in his private life through socialisation and value inculcation. Later these values are reflected in public dealings and interactions.
2. Similarly public ethics have often been codified and have started to inform and affect the rules governing private relationships. For example: Delegitimizing of domestic violence by the government forms a part of private ethics as well.
3. Hence both public and private ethics are complimentary to each other and collectively helps in achieving ethical and moral uprightness.

**#4. What will be the consequences if an ethically upright person has to perform unethical tasks in workplace?**





## Attitude versus aptitude

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- Attitude could be defined as a predisposition to respond in a particular way towards an attitude object. Attitudes could be: positive, negative, neutral.
- Aptitude could be referred as a potential to learn any new skill if adequate training or orientation is provided

Attitude	Aptitude
<ul style="list-style-type: none"> <li>▪ Attitude could be positive or negative or indifferent feeling towards a person, object, event or idea.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aptitude could be good, excellent or average. An extra ordinary aptitude translates into talent</li> </ul>
<ul style="list-style-type: none"> <li>▪ Attitude is associated with character or virtues. It means attitude depends upon underlying values.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aptitude is associated with skill enhancement, learning and training.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Attitude is a more mental and psychological process. It means a person's attitude is intrinsic and is shaped through his thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aptitude is both mental and physical. To develop an aptitude both physical and mental processes are important.</li> </ul>
<ul style="list-style-type: none"> <li>▪ For example: wage differential for women in comparison to men is an attitudinal problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ For example: many civil servants are able to perform varied tasks under varied circumstances due to good aptitude.</li> </ul>

### Structure of attitude:

- Attitude is made up of three components i.e. - Cognitive + Affective + behavioural (CAB model)
- Cognitive = knowledge/beliefs/ideas --> person having towards attitude object.
- For example: I believe democratic form of govt is best for inclusive development.
- Affective = emotions associated with an Attitude object.
- For example, I like democratic form of govt.
- Behavioural = visible component --> manifested when a person actually encounters attitude object.
- For example, I always vote in an election.

## Relation between Morals and Ethics

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- Ethics and morality are often used interchangeably. But, in reality, are they same or different? It needs to be understood in a crisp manner.

### #1 What is Ethics?

- The word **Ethics** is derived from a Greek word “Ethikos” which means character.
- Ethics = rules provided by an external source, which governs our actions. For e.g., codes of conduct in workplaces or principles in religions.
- Ethics are followed because society has decided that it is the right course of action, it is necessarily come from an outside source such as an institution.

### #2 What are Morals?

- The word **Morals** is derived from a Greek word “Mos” which means custom.
- Morals = an individual’s own principles regarding right and wrong.
- Morals refer to the beliefs what is not objectively right, but what is considered right for any situation, so it can be said that what is morally correct may not be objectively correct.
- Morality is followed because a person believes that it is the right course of action, so morals though influenced by the society and culture, at the end, are one’s own personal beliefs.

### #3 How is ethics different from morals?

<b>Parameters</b>	<b>Ethics</b>	<b>Morals</b>
<b>What are they?</b>	The rules of conduct recognized in respect to a particular class of human actions or a particular group or culture.	Principles or habits with respect to right or wrong conduct. While morals also prescribe dos and don'ts, morality is ultimately a personal compass of right and wrong.
<b>Where do they come from?</b>	Social system – External whether organisations, institutions, particular groups or classes of people, even certain religions.	Individual – Internal personal beliefs of individuals which they deem to categorise into right or wrong conduct.
<b>Why do we adhere to them?</b>	Because society says it is the right thing to do.	Because we believe in something being right or wrong.
<b>Acceptability</b>	Ethics are governed by professional and legal guidelines within a particular time and place	Morality transcends cultural norms

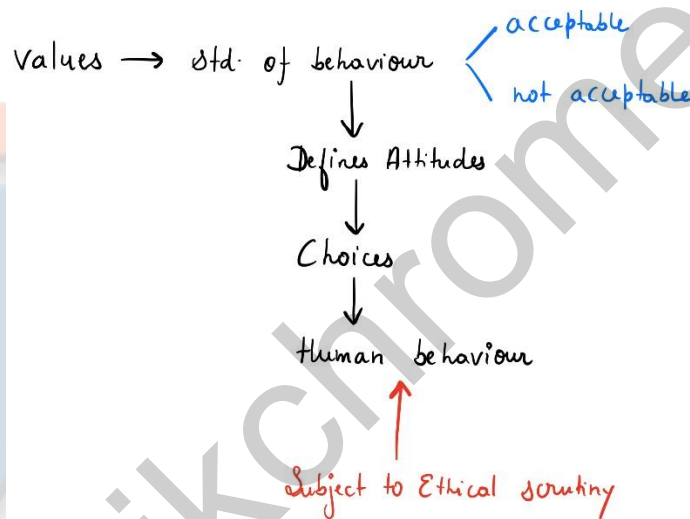
## Value Inculcation

### #1. What are values and what is value inculcation?

- Values = beliefs that have an inherent worth in usefulness or importance to the holder, or "principles, standards, or qualities reflected worthwhile or desirable."
- Value inculcation = process of cognitive conditioning of an individual in order to imbibe a particular set of values in his or her outlook.

### #2. Why is value inculcation essential?

- Value inculcation is essential as one's actions in a societal set up are constantly scrutinized in terms of ethics and morality.
- Actions are clearly influenced by the values that a person holds there for imbuing a person with good values ensures a greater probability of ethical action and thus ethical and moral framework in a society can be sustained.



- Further, theory of Tabula Rasa propounds that a person is born without any intellectual content therefore a person has to be conditioned in terms of societal expectations. Therefore, value inculcation becomes an important part of one's personality building.

### #3. What are the sources of value inculcation?

- Family: It is the primary institution of value inculcation and family performance such rule through, - positive socialization + teaching moral lessons via religious scriptures, epics etc + by performing idealized deeds + by showing the utility in moral behavior + positive habit formation + emotional conditioning.
- Educational Institutions: They play an important role in value inculcation through - value-based curriculum + disciplinary conditioning + setting examples as role models.
- Society: It plays an important role in value inculcation through - sanctions and condemnation of particular behaviors and acts + evolutionary process.
- Although institutions play an important role in value inculcation but at the same time, negative socialization could also be carried by these institutions.
- For example, - family itself often inculcates the notions of patriarchy and toxic masculinity.

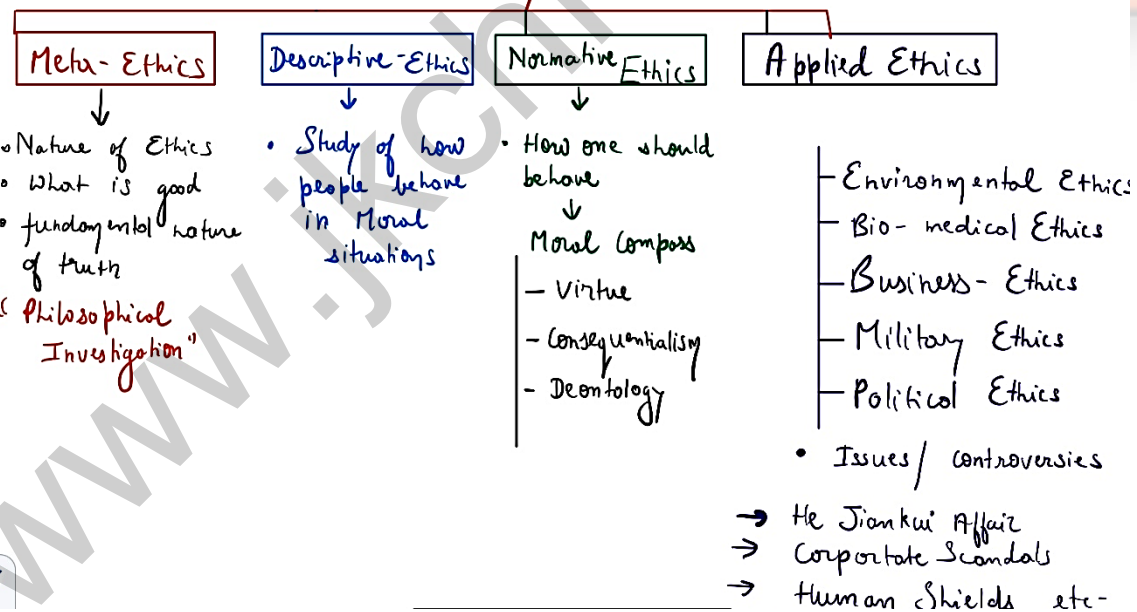
## Major Dimensions of Ethics

- Ethics as a discipline has various dimensions and branches which deals with specific ethical aspects and frameworks.
- Broadly, ethics could be divided in four branches with its sub-parts or dimensions.

### #1. Different Dimensions/ Branches of Ethics are:

- **Meta Ethics:** Meta entails - "after" or "beyond". It deals with the questions such as: "What is goodness?" and "How can we tell good from the bad?" It also questions the origin of ethical principles, whether they are human or divine in origin.
- **Normative or prescriptive Ethics:** It is concerned with the criteria of what is right or wrong. It includes the formulation of moral rules that have direct implications for what human actions, institutions and ways of life should be like. It deals with ethical questions like how should people act? What is the correct action?
- **Descriptive Ethics:** It focuses on people's belief about morality. It compares different response under the light of ethics in specific situations.
- **Applied Ethics:** It pertains to use and application of moral knowledge to practical problems and uses philosophical methods to identify the morally correct course of action in various fields of human life.

### 4 Major dimensions



## Aptitude vs Intelligence vs skill vs abilities vs interests

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### #1. What is an aptitude?

1. Aptitude = potential/capability --> acquire new skill via appropriate training + orientation.
2. Nature of civil services = generalist --> CS needs to play diverse roles/duties etc.
3. Thus, constant adaptability --> needed.
4. Good aptitude ensures adaptability + flexibility.
5. Aptitude --> efficiency
6. Expenditure + resources --> reduced
7. Aptitude though pertains to an inherent skill but it also needs regular training in order to keep it relevant.

### #2. Decoding Intelligence vs. Aptitude.

1. Intelligence: it is a marker of one's cognitive abilities. It is generalised term to denote mental sharpness.
2. However, Aptitude = particular or specific to a particular domain.
3. Intelligence could be measure on a generalised scale of intelligence i.e., IQ but there is no universal marker of measuring all the aptitudes.

### #3. Decoding abilities, skills and interests.

1. Abilities = things a person can do in present
2. Skills = things learnt --> past by using aptitude.
3. Interest= Things one like to do irrespective of aptitude.

### #4. What is more important for a successful life?

Aptitude refers to an inherent potential. Though, it happens to be a necessary condition but not a sufficient condition as:

- Apart from aptitude, one should give adequate time to polish one's aptitude.
- Inclination + Interest = needed. It acts as a constant driving force.
- Positive attitude is also needed. It facilitates a conducive state of mind.
- Aptitude + attitude = altitude.

## Emotional Intelligence and Framework

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- Emotional intelligence (EI) is the capability of a person to assess, manage and control one's own emotions as well as emotions of others. It is critical to manage our behavior and decision making.
- Persons who are capable of having awareness of emotions for self or others and regulate accordingly are called emotionally intelligent. Persons who fail to do so, deviate and thereby develop abreaction of emotion, resulting in anger, frustration and conflict.
- Emotional intelligence is critical for effective decision making. It plays an important role in driving an organization together towards a goal and help in conflict resolution. It enables a leader to be more empathetic, professional, understanding and goal oriented.

### #1 How does it help an individual in making ethical decisions?

1. **Informed decision making:** Emotions help inform decisions by allowing the decision maker to anticipate the positive and negative emotional consequences of a particular decision on the decision maker and on others. The ability to read others' emotions, is critical in responding to others' feelings.
2. **Moral decisions:** Ability to regulate emotion helps a decision maker monitor his/her own emotional state, and serves to inform about whether a particular decision feels good or bad. This ability could be used to regulate emotions productively toward more situations.
3. **Conflict resolution:** Emotional Intelligence help individuals in resolving conflict effectively. It enables a person to visualise the effect of his decisions on him and others and help him to manage negative emotions like greed and anger.
4. **Objective Decision making:** Emotionally Intelligent person make objective decisions based on accumulated wisdom and understanding with time. A person who manages his or her emotions will take quick and strong decisions without emotions being involved after proper cost-benefit analysis.

### #2 Framework of Emotional intelligence (EI)

- **Self-Awareness:** It is the skill of being aware of and understanding one's emotions as they occur and as they evolve.
- **Self-Regulation:** It is about controlling one's emotions i.e. instead of reacting quickly; one can reign in one's emotions and thus will think before responding.
- **Empathy:** It is an awareness of the needs and feelings of others both individually and in groups, and being able to see things from the point of view of others.
- **Internal Motivation:** It includes one's personal drive to improve and achieve commitment to one's goals, initiative, or readiness to act on opportunities, and optimism and resilience.
- **Social Skills:** It is applying empathy and balancing the wants and requirements of others with one's. It includes building good rapport with others.

## Emotions vs. Moods vs. Feelings

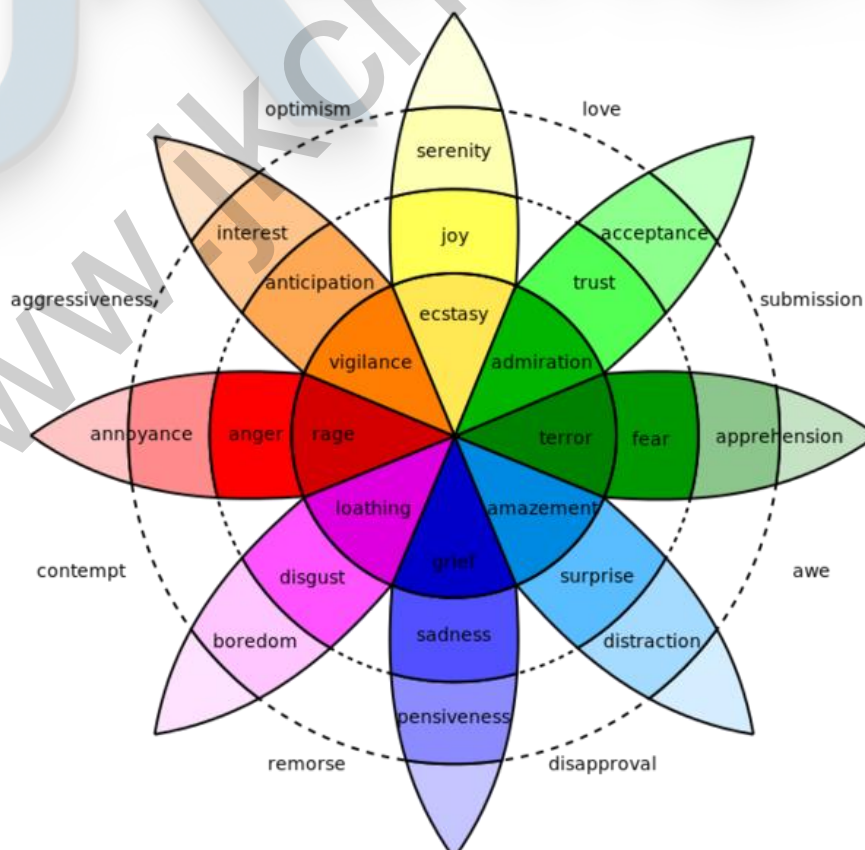
- **Emotions:** could be defined as psychological/biological/physiological changes or sensations caused in one's body, conditioned due to an internal or external stimuli.
- Emotions are relatively more intense/vivid/vibrant in terms of experience.
- In terms of duration of experience, emotions are relatively short-lived + volatile.
- Great degree of subjectivity occurs in emotional response.

### #1 Types of Emotions:

- Paul Ekman initially proposed seven basic emotions: fear, anger, joy, sad, contempt, disgust, and surprise; but he later changed to six basic emotions i.e., fear, anger, joy, sadness, disgust, and surprise.



- Robert Plutchik proposed eight primary emotions: anger, fear, sadness, disgust, surprise, anticipation, trust and joy, and arranged them in a colour wheel.



- **Moods:** prolonged state of mind caused after an emotional outburst.
- Relatively faint/less intense.
- Prolonged/relatively long-lived.
  
- **Feelings:** caused due to subjective interpretation of an emotion --> associated with an object/person/situation.
- Feelings are conscious perceptions.





## Adversity quotient

### #1. What do you mean by Adversity quotient?

- The concept of AQ was proposed and conceptualized by Dr Paul Stoltz as an essential life skill.
- Adversity quotient (AQ) is defined as the ability of an individual to think, manage, direct, and endure challenges and difficulties in life.

### #2. How to measure the Adversity quotient?

- **Stoltz proposed four dimensions to measure adversity quotients. The four dimensions are abbreviated as CORE and are described in the following manner:**
  1. Control– It is the extent to which individuals are able to manage their life and control the negative consequences before getting worse.
  2. Ownership– It is the extent to which you are accountable for your actions and are willing to take responsibilities to make adverse situations better.
  3. Reach– It is the extent to which the challenges you face extrapolate to other aspects of your life. It measures how capable you are to resist such challenges from affecting other necessities such as your profession or family life.
  4. Endurance– It is the extent to which you are capable of tolerating pain and yet be optimistic of the future and believing that something positive waits for you on the opposite side of all adversities.

### #3. What is the relevance of AQ in present times?

- Coping with adversities and being resilient is an essential life skill which we need to teach kids at a young age.
- Further, Good AQ helps in:
  1. Being an active learner opens one to solving life's problems.
  2. Following a constructive approach to solve or experience any issues.
  3. Not easily give up when they suffer from a setback
  4. Maintaining faith and a positive attitude.
  5. Having a strong AQ is important for well-being and prevents the onset of mental health problems.
  6. There are also claims that enhancing AQ can result in gains in productivity, capacity, performance, innovation and morale.

## Apathy vs. sympathy vs. empathy vs. compassion.

### #1. What do you mean by apathy?

- Apathy: is a state of lack of feeling, emotion, interest, or concern about something. It could also be defined as a state of indifference with respect to other people's pain towards an unfortunate situation.
- Ex: In times of pandemic, often administration have turned their eyes and no substantial arrangement for medical care are provided --> bureaucratic apathy.
- Ambulance owners charging exorbitant prices from patients for their services in times of COVID 19.
- free oxygen cylinders/medicine/food to needy during pandemic.

### #2. What do you mean by sympathy?

- Sympathy: **Sympathy** is the perception, understanding, and reaction to the distress or need of another life form.
- Acknowledging a person's pain in times of crisis/misfortune.
- Hospitals in times of Covid wave were over-stressed --> can sympathise with patients but are unable to do anything.

### #3. What do you mean by empathy?

- Empathy: Stepping in another person's shoes and actually trying to experience emotions/pains that another person might be going through.
- It is more intense than sympathy.

Ex: Doctors crying out during their Covid duty when they are not able to help.

### #4. What do you mean by compassion?

- Compassion: going out of way + taking an extra effort to help/alleviate sufferings of others.
- Compassion motivates people to go out of their way to help the physical, mental, or emotional pains of another and themselves.
- NGO + Gurudwaras: distributing

## Deontologist ethics

#1. What do you mean by deontological theory of ethics?

1. Deontological theory of ethics was majorly propounded by German philosopher Immanuel Kant. Deontological ethics holds that at least some acts are morally obligatory regardless of their consequences for human welfare.
2. In other words, morality of an action depends on the means adopted rather than the consequences. Thus, commitment to duty should be the most important consideration irrespective of the results or ends.
3. Even Mahatma Gandhi has supported that deontological perspective of ethics.

#1. What are the major tenets of deontological ethics?

1. **Categorical imperative:** CI is devised by Kant to provide a formulation by which we can apply our human reason to determine the right, the rational thing to be done. Categorical imperatives are objective and unconditional principles that originate out of rationality and free will. Any action to be morally upright must conform to CI. It is obeyed purely out of a sense of duty and not due to emotions, feeling or desire.
2. **Treat men as an end in themselves:** as per deontological view on ethics human beings can never be used as means for a higher purpose; rather, they themselves are the ultimate ends and every activity should be oriented towards their welfare and upliftment. Thus, deontological ethics are heavily inclined towards a humanistic approach.
3. **Autonomy of ethics and morality:** according to deontology ethics are not dependent on any divine God, constitution or a legal Constitution rather ethics are derived from one's own reason and sense of duty.
4. **Supremacy of Duty Principle-** duty for the sake of duty is the most important dictum propounded by the deontologists. Acting right because it's the right thing to do, not because of some fear or reward attached to it. When an act is done based on reward and punishment, it's not a moral act as rationality has not been followed.

## Consequentialist ethics

#1. What do you mean by the consequentialist theory of ethics?

1. Consequentialism is a class of ethical theories which believes that the rightfulness of an action could be determined by the consequences that it brings.
2. If consequences are positive or good then it would be considered as an ethical act.
3. Consequentialist thinkers are diametrically opposite from deontological thinkers as deontologists has given primacy to the “**way of doing**” rather than the consequences.

#1. What are the major schools of consequentialist ethics :

1. **Utilitarianism:** it was propounded by Jeremy Bentham who believed in the premise of “greatest happiness of greatest numbers.” According to Bentham, the utility of every action can be measured and the unit of measurement needs to be happiness.
  - Hence a moral agent needs to prefer a particular course of action which yields the maximum utility in terms of happiness.
  - However, if positive utility is not possible then a moral agent needs to follow the course of action which brings the least pain for the least number of people.
2. **Ethical egoism:** it believes that the moral agent should look out for one's own self-interest and should take efforts to maintain it in the long term.
  - Logically, self-interest in the long term could only be maintained if the agent makes a conscious effort to not hinder others or self-interest.
  - Eventually everybody's self-interest will be maintained and mutual ethics will come into existence.
3. **Ethical altruism:** they believe that actions are ethical if it benefits the society as a whole even at the cost of one's own discomfort and sacrifices.
  - According to them general happiness or societal happiness is the real happiness and the foundation of ethics.

## Attitude: convergence and divergence with behaviour.

#1. What is the relation between attitude and behaviour?

1. Attitude could be described as predisposition to act towards an attitude object in a particular way.
2. Hence, attitude is an important marker towards determining a person's behavior and most of the times a person behaves in the direction of his/her attitude.
3. However, at times due to many factors there could also be instances of divergence between attitude and behaviour.

#1. What are the factors which determine the divergence or congruence between attitude and behaviour?

1. Attitude Strength – Attitude strength is how easily and quickly an attitude comes to the mind. Strong attitudes are more potent to be reflected in behaviour. Whereas, those attitudes towards which we are not sure and don't come to mind quickly and regularly are weak attitudes. Such weak attitudes are not often reflected in behaviour.
2. Attitude consistency – When cognitive and affective components of attitude, both are aligned, then, it is more likely to be reflected in behaviour.
3. Self-monitors – People with low self-monitors are those who attempt to blend in the social situation so that they would be liked by others. Thus, these people have weak attitude-behaviour relation and they act against their previously held attitude. Whereas, people with high self-monitors and these people do not allow social situations to influence their behaviour. These people have a strong attitude and behaviour relation.
4. Vested interest- Higher the interest of the attitude holder in the held attitude, higher are the chances of its translation into actions and behaviours.
5. Social acceptance -mainstream attitudes are more socially accepted. However, sometimes a person might also hold unconventional attitudes which have less social acceptance and such unconventional attitudes might not be manifested often in behaviour due to fear of backlash.
6. Perceived relevance of attitude- If an individual has the perception that his attitudes are not relevant, then it is unlikely to influence his behaviour. Example- if a person has a positive attitude towards a political party but he believes that his opinion does not matter then, he is unlikely to vote for it.



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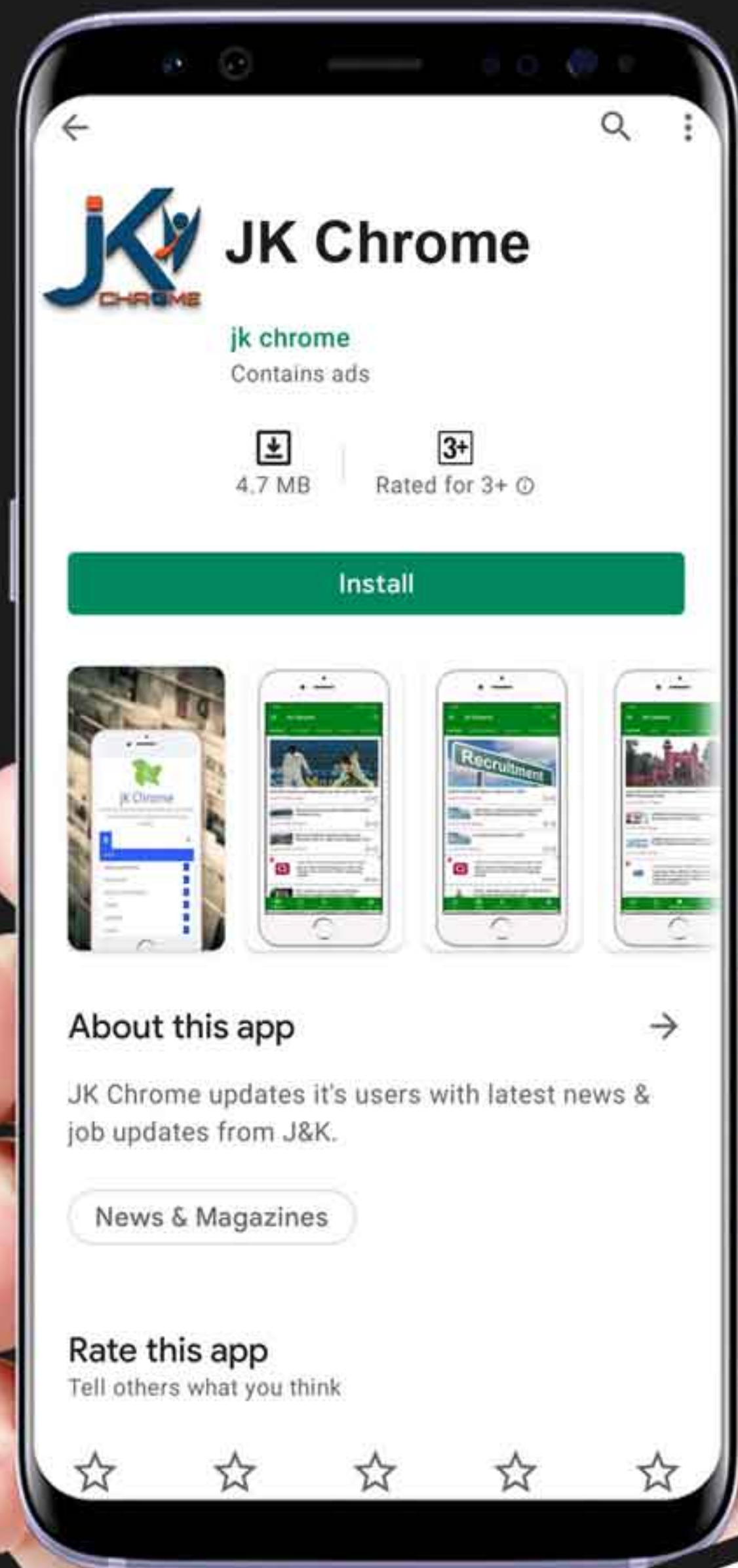
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