

Block

4

SOCIAL DYNAMICS AND VALUE DEVELOPMENT

UNIT 1

Process of Socialization **161**

UNIT 2

Social Interaction and Human Values **174**

UNIT 3

Values: Conflict and Resolution **188**

UNIT 4

Process of Human Adjustment **201**

BLOCK-4 SOCIAL DYNAMICS AND VALUE DEVELOPMENT

Block-II on 'Social Dynamics and value development' focus on various aspects of the holistic development of human beings. The word 'Social dynamics' means the way in which people behave and react to each other in a particular situation. Social dynamics is the study of the ability of a society to react to inner and outer changes. Value development refers to criteria for determining levels of goodness, worth or beauty.

This block is divided into 4 units.

Unit-1 Process of socialization: focuses on how values develop since infancy, when youngsters explore, play and discover the social world around them. This social learning continues throughout life and it has both positive as well as negative effects.

Unit-2 Social Interaction and Human values; explains how social interaction builds our personality. Social interaction is an important part of a child's value development as it helps him to improve his understanding, perceptions and enrich the process of learning. This unit analyses how we interact and why we interact with each other.

Unit-3 Values: Conflict and Resolution: explains that each one of us has different views for different values. Therefore, there is bound to be conflict. Moral conflict occurs when different groups do not share norms of communication and each party believes that its ways of doing/thinking is the best and regard other ways of thinking/behavior as inferior, strange or morally wrong. Why conflict takes place and how to avoid conflict is analyzed in this unit.

Unit-4 Process of Human Adjustment: describes that we all need to make adjustments in life for a fruitful and harmonious living.

UNIT 1 PROCESS OF SOCIALIZATION

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Socialization
- 1.4 Forms of Socialization
- 1.5 Values Desired for Socialization
 - 1.5.1 Undesirable Traits
- 1.6 Agents of Socialization
- 1.7 Early Socialization
 - 1.7.1 Family
 - 1.7.2 Peers
 - 1.7.3 School
 - 1.7.4 Mass Media
- 1.8 Adult Socialization
- 1.9 Deviance and Re socialization
- 1.10 Lesson on Life
 - 1.10.1 Unconditional Love
 - 1.10.2 Quiz
- 1.11 Let Us Sum Up
- 1.12 Answers to Check Your Progress
- 1.13 References

1.1 INTRODUCTION

A rule for living is socialization. The Process of socialization is the social development of the individual. It simply refers to acquire the socially approved ways of behavior, approved social roles and developing social attitudes. Many of us believe that ‘the way we behave’ is perhaps due to our genes i.e. Nature while few others believe that the ‘way we behave’ is due to how we our brought-up i.e. Nurture. What is your opinion? Discuss with your friends whether our behavior is the product of nature or nurture or both. Did you arrive to a conclusion? I feel that the nature-nurture debate on process of socialization is unclear. We can leave this aspect for the researchers to experiment. Till then we believe that Socialization is influenced by Nature as well as Nurture. In this unit the concept of socialization is discussed briefly. The teachers can very well emphasize the importance of socialization. The activities given in the unit will help the students to understand the process of socialization.

1.2 OBJECTIVES

Once you go through this unit, you will be able to understand.

- the meaning of socialization;
- the values needed for good socialization;

- the difference between socialization, deviant and re socialization;
- the agents of socialization: Family, School, Peer, media and;
- the importance of socialization

1.3 SOCIALIZATION

Socialization is the process of learning to become a member of the society. It includes formal and informal education. Socialization is done by parents, teachers, peers, neighbors and educational and religious institutions. The process of socialization begins from the birth of the child and ends with the death of the person. During this time we learn values, beliefs and norms of the society.

Some of the values, beliefs and norms that we learn for becoming a member of the society are appreciated while some are not appreciated, rather to some extent criticized.

Let us assume that all individuals are taught good behavior but how much we retain that behavior. Perhaps it also happens because socialization is unwritten code of conduct of (moral) behavior. There are no written rules of bringing up a child. A child learns by imitation. A good person can become bad person and vice versa.

The process of socialization takes place in cycles, with mountains and plateaus; mountains signify rapid improvement in social behavior and plateaus means no improvement or regression to social behavior. This leads us to think again whether

- We are born social.
- We are born unsocial/antisocial.
- Is it Socialization that contributes to the making of social or antisocial person?

1.4 FORMS OF SOCIALIZATION

On the basis of the traits that are reflected through our behavior we can say that socialization has many forms such as given below.

Forms of Socialization

Value - loaded socialization	Socialization with values.
Value less socialization	Socialization without values.
Planned Socialization	Unplanned Socialization.
Conscious Socialization	Unconscious Socialization.
Value plus Socialization	Value minus Socialization
Positive Socialization	Negative Socialization
Good Socialization	Bad Socialization

1.5 VALUES DESIRED FOR SOCIALIZATION

Here is a list of values every human being is expected to exhibit as a part of the processes of socialization. Value is referred to as traits. The traits both positive as well as negative are given in alphabetical order in box (a).

Trait-Positive	Trait-Negative
Attitudes	
accepts authority, loyal, devoted	Rebellious
accepts what's given	ignores, rejects what's given
Affectionate	distant, cold, aloof
aspiring, ambitious, motivated	self-satisfied, unmotivated
Candid	closed, guarded, secretive
Caring	uncaring, unfeeling, callous
change; accepts, embraces-	rejects change
Cheerful	cheerless, gloomy, sour, grumpy
Considerate, thoughtful	inconsiderate, thoughtless
Cooperative	uncooperative, unhelpful, combative
Courageous	cowering, fearful
Courteous	rude, impolite
Decisive	Indecisive
Devoted	uncommitted, uncaring, hostile
Determined	indecisive, unsure
Does what is necessary, right	does what is convenient
perseveres, endures	relents, gives up
Enthusiastic	unenthusiastic, apathetic, indifferent
Expansive	kept back, tight, constricting
Faith in life	life can't be trusted
Faith in oneself	lack of faith in self
Faith in others	others can't be relied on
Flexible	inflexible, rigid, unbending, stubborn
Forgiving	unforgiving, resentful, spiteful
Focused	unfocused, scattered
freedom given to others	authoritarian, controlling
Friendly	unfriendly, distant, aloof, hostile
frugal, thrifty	wasteful, spendthrift
Generous	stingy, miserly, selfish
Goodwill	ill-will, malice, hatred

**Social Dynamics and
Value Development**

Grateful	ungrateful, unappreciative
Hard-working	Lazy
Honest	dishonest, deceiving, lying
Humble	arrogant, conceited, ego-centric
Interested	indifferent, uncaring
Involved	complacent, indifferent
jealous, not	jealous, envious, covetous
Kind	unkind, uncaring, cruel, mean
Mature	Immature
Modest	Vain
open-minded, tolerant	narrow, close, small-minded, intolerant
Optimistic	Pessimistic
perfects	allows imperfection
persistent, sustaining	flagging, fleeting, unsustaining
Positive	Negative
Practical	impractical, not viable
Punctual	late, not on time
Realistic	naive, impractical
Reliable	unreliable, undependable
Respectful	disrespectful, rude, impolite
responsibility; takes-	blames others
responsible [ep to 9 levels]	unreliable, undependable
Responsive	unresponsive, unreceptive
Self-confident	lack of self confidence, insecure
Self-directed	directed by externals
Self-disciplined	undisciplined, unrestrained, indulgent
Self-esteem, high	self-esteem, confidence - low
Self-giving	self-centered
Self-reliant	Dependent
Selfless	Selfish
Sensitive	Insensitive, indifferent
Serious	silly, trivial, petty
sincere	insincere, dishonest
social independence	social approval required

Sympathetic	unsympathetic, unfeeling
Systematic	unsystematic, disorganized, disorderly, random
takes others point of view	insists on own view
thoughtful towards others	thoughtless, inconsiderate, callous
Trusting	suspicious, mistrusting
Unpretentious	pretentious, affected, ostentatious
Unselfish	Selfish
willing does, willingness	unwilling, reluctant, recalcitrant
work-oriented	convenience first [ep psych/soc]

Source: <http://www.gurusoftware.com/gurunet/personal/factors.htm>

(Traits of Human Consciousness by Roy Posner-Growth online, accessed on 5/3/11)

1.5.1 Undesirable Traits

The undesirable traits are those traits that are not liked. When one feels reluctant to do certain things that are necessary, or shows hostility towards certain individuals, then such type of attitude is called negative.

In the box (a) above the list of few undesirable traits are mentioned. These Undesirable traits are not appreciated in the society; even then many of us may exhibit them as whole or in part on many occasions. Let us do activity I to know ourselves.

Activity

Let us do an activity .please pick a pen or pencil

- a) Tick the traits from the box (a) that you possess.
- b) Record the bad values that hurt everybody in a plain sheet of paper. Can you add the traits of undesirable values in the box (b)?
- c) In the box ‘c’ write the traits that you do not possess but would like to learn.

Have you seen an infant? How does he look? How does a newborn infant gradually transfer into a responsible citizen of the country? How this happens and who helps for this change? The answer lies in socialization. The process of becoming the member of the society is socialization. Thus socialization is school without walls. The stepping stones of socialization are those traits which make us a unique individual. The traits are given below.

Box (c) Traits I wish to learn

- Imitation
- Shyness
- Attachment Behavior
- Dependency

- Acceptance of Authority
- Rivalry
- Attention Seeking
- Social Approval
- Resistant Behavior

1.6 AGENTS OF SOCIALIZATION

What we are today is the outcome of our socialization. Our habits and attitude is the reflection of the socialization process. The personality is the by product of socialization of an individual.

Although socialization can be learned from anybody with whom the individual comes into direct contact, the agents of socialization are Family, Peers, School and Mass Media. Socialization has two stages:

- Early Socialization
- Adult Socialization

The early phase of socialization is usually the responsibility of parents, peers and school. As the name suggests it is the early phase of human life. Adult socialization is the later phase or the adult phase which begins after marriage, parenthood and old age. Let us study them briefly and understand how they contribute to learning of desirable values.

1.7 EARLY SOCIALIZATION

The socialization that takes place in the initial years of an individual's life is early socialization. Early socialization is influenced by family, peer, school and mass media.

1.7.1 Family

A family is a durable association of husband and wife with or without children. Family is defined as ‘The group comprising a husband and wife and their dependent children, constituting a fundamental unit in the organization of society’. (<http://dictionary.ard.com/family/562>).



Look at this photograph of a mother doing computers and her child crying. What value can be derived? It is the home environment which favors development of good social attitudes, making the children a social or antisocial person vice versa.

Parents take care of all the immediate physical and emotional needs of infants. The needs are very simple- food, physical warmth of the mother, toys in short, anything that makes the baby comfortable.

Many good habits are consciously taught to the child but many others are picked up by the child by observing his parents. For instance the pitch of the voice is more meaningful than words. The child is also able to learn information from the neighborhood.

The child's position in the family also determines the values learned. The influence of family on the socialization of the child depends on the following factors:-

- The position of the child in the family.
- Size of the family.
- Parental expectation

Thus we can say that home is the seat of learning for social skills and values.



Photograph of children depict love and affection.

(This photo is taken from <http://www.fotosearch.com>)

Activity

Compare your own upbringing with that of a friend or acquaintance whose family seems to follow a different style of life. How your socialization is different from theirs in respect of values, beliefs and behaviors. What are the similarities in these families? Write down in a paper. Make a comparison of similarities and differences in each of these families in terms of inculcating values.

Information

Deprivation Dwarfism: is an emotional deprivation of child. It affects child's physical social and emotional growth. The cure is a positive affectionate and loving atmosphere along with food and shelter for the child. Such people often complain of dying of loneliness. Always remember that our relationships with everyone we meet will be colored for many years by the attitudes and expectation we develop before we are six.

1.7.2 Peers

Peers means: of the same age. "A person who is of equal standing with another in a group" (wordnetweb.princeton.edu/perl.webwn). When the child is with his peer groups, they are all equal. A new lesson on socialization is learned here: not to fight, not to hit, not to take toys by force or by crying, learn to share, be disciplined and obedient. To be a leader in some situation and a follower in others; thus accommodation and tolerance are learnt while playing with peers. Peer hood may also be the beginning antisocial behavior among few. This phase needs great care, minute observation and constant reminding of good values along with love. We need to behave sincerely to handle the sensitive teens.

Activity

Remember your own teenage days. What difference you can record in today's teen and your own teenage. What values were important in your days and are the same values relevant to day?

1.7.3 School

Going to school is preparation for the future. The school can be a play school, kindergarten, primary school, middle and higher school or any education institutions, where teacher-taught relation prevails. The activities of the school are programmed activities and certain rules have to be observed. Children learn many good values in school like time management, punctuality, patience, obedience, discipline. In schools we also learn sex specific roles. There are pictures in the books of primary school depicting father going to office and mother to the kitchen. Do you think such sex specific roles we learn at school have an impact on our socialization? Why boys and girls behave differently?

Activity

In your own family have you been discriminated on sex specific roles? Write little discrimination you faced. Would you like to continue with traditional sex role stereotyping?

Information

The great anthropologist Margaret Mead through her research proved that it is the attitude of the parent's socialization that makes the men and women different rather than biological inheritance. Men and women are different because of their social inheritance rather than biological inheritance. The sex-specific roles are learned through socialization. Thus culture influences the way we define what a male is and what a female is.

(Margaret Mead, Sex and Temperament in Three Primitive societies (New York: Morrow, 1963)

Activity

On a sheet of paper write down 10 traits of a successful male and 10 traits of a successful female in our society. Analyze it with your friends and see whether they agree with you.

1.7.4 Mass Media

Mass media is communication through print and satellite like television, newspaper, films etc. It has a significant impact on the lives of people. Especially, television has made an important difference in our children. It gives random factual information about our people and culture, Television gives information about norms and values. The vocabulary of the child enhances. The children have wide range of programs to watch such as educational, entertainment programs or adult programs. Several values are

learnt like courage, dedication, loyalty, virtue; on the other hand T.V. is also like a baby sitter, making children engaged for unlimited hours.

Check Your Progress 1

1. What are the agents of socialization?

.....

2. What do you mean by peers?

.....

3. What are the parameters of adult socialization?

.....

1.8 ADULT SOCIALIZATION

As we know that socialization is a life long process, throughout our adult life we keep learning or mastering new or unfamiliar roles and norms. Many old values change and new values are adapted. The values and norms of the society is also not stable, it also keeps changing. Thus by marrying and starting new families, doing jobs etc. adults are engaged in a process of socialization. Adult socialization is best explained on three parameters:

- (i) Marriage
- (ii) Parenthood
- (iii) Old Age

This is also called as Anticipatory Socialization. Let us study them briefly and try to understand the values learned.

A) Marriage

Marriage is a union between a male and a female so that children born out of the wedlock is legitimate offspring of both the parents.

Marriage is a means of social mobility and people of different socioeconomic backgrounds often do meet, fall in love and marry. Religion, educational background and parents’ choice, influence a person’s marriage. With marriage begins a new status which in turn, means new roles. In today’s context, wives no longer want to do their traditional roles of home- making alone, rather many couples want to have double-income. The marital relationship is slowly moving towards equal relationship. Sex-stereotype roles are losing their importance. Happy marriage is thus the outcome of good socialization.

B) Parenthood

The honeymoon period of marriage ends, when the wives become pregnant. Thus the socialization for parenthood is a complete ‘U’ turn in life. It is a radical change and needs lot of pressure on the parents. From parenting there is no escape unlike divorce or change of jobs. How the adults learn to be parents? Much of the socialization is internalized while they are children. They repeat what their parents did and some of their learning is from other sources or advice from other parents.

C) Old Age

Old Age is a time of role loss and devaluation. Aging becomes an increasingly lonely experience for many people. In India, the anticipatory socialization prepares us for the adjustments we need to make with the aging parents.

Spend more time with people over the age of seventy and under the age of six

1.9 DEVIANCE AND RE SOCIALIZATION

Socialization unit is incomplete without having discussed on the topic of deviance. It means violation of society’s essential norms.

If all the children are socialized to observe the norms of their society then there will be peace and harmony in the society. There will be no terrorists, naxalites or cheaters and so on. But is our society peaceful and harmonious? Obviously, the answer is no. This is because of deviance. In simple words we can define the term as bad socialization or socialization loaded with bad/unwanted values as compared to socialization loaded with wanted/good values. The process of bringing the deviants back into society’s norms is Re socialization.

In addition to the above, socialization is also learning values regarding your personal hygiene, toilet habits, keeping your house and surrounding neat and caring for public property etc.

Activity

Make a list of Do’s and Don’ts while you are using public toilets, parks and following traffic rules while driving and parking norms.

Generally it is observed that we are courteous and polite to strangers but we are rude to our family and especially the children. Let us do an activity to check it.

Activity

In the evening, go to a nearby park observe young/small children playing (2-6 years of age) usually escorted by their parents. Very carefully notice the interacting patterns of parents and their children in the park. You may notice that few of them are quiet gentle and polite with the child. Others use harsh language with the child. This is the beginning of socialization inculcation of good and bad values among children.

Through socialization we acquire discipline, the skills and knowledge, the tastes and ambitions that allow us to live as acceptable members of the society. The rule of obedience is learnt here. The child becomes familiar with the word ‘No’.

Values developed age wise: Erikson’s Model			
Basic Trust	vs	Basic Mistrust	(1st Year of Life)
Autonomy	vs	Sharers Doubt	(IInd year of life)
Initiative	vs	Guilt	(The preschool years)
Industry	vs	Inferiority	(Middle Childhood)
Identity	vs	Role Confusion	(Adolescence)
Intimacy	vs	Isolation	(Young adulthood)
Generatively	vs	Stagnation	(Prime of Life)
Ego Integrity	vs	Despair	(Old Age)

Source: <http://mcnellie.com/erikson.html>. Adapted from Zastrow, CandKirst-Ashman, K. (1990). Understanding Human Behaviour and the Social Environment (2nd ed.). Nelson- Hall Publishers, Chicago.

Erik Erikson describes the physical, emotional and psychological stages of development and relates specific issues, or developmental work or *tasks*, to each stage. For example, if an infant’s physical and emotional needs are met sufficiently then the infant completes his/her task, developing the ability to trust others. If a child is not allowed to learn by doing, the toddler develops a sense of doubt in his or her abilities, which may later develop into dependence or a feeling of insecurity and complicate later attempts at independence.

In short socialization is also seen as management of one’s emotions like fear, aggression, attention seeking and discipline during happy hours or in crisis. The upbringing of a child depends on one’s culture. The process of relearning cultural norms and behavior from one generation to next generation is socialization. No two people are ever socialized in exactly the same way. Each of us develops a unique personality.

1.10 LESSONS OF LIFE

The lesson on life is listening to stories and reflections relevant to the process of socialization. Through this story I would say that our teachers should insist the students to become a good human being. The teacher can ask her students to come out with similar stories related with socialization.

1.10.1 Unconditional Love

A story is told about a soldier who was finally coming home after having fought in Vietnam. He called his parents from San Francisco.

“Mom and Dad, I’m coming home, but I’ve a favor to ask. I have a friend I’d like to bring home with me.”

“Sure,” they replied, “we’d love to meet him.”

“There’s something you should know the son continued, “he was hurt pretty badly in the fighting. He stepped on a land mine and lost an arm and a leg. He has nowhere else to go, and I want him to come live with us.”

(Friends are a very rare jewel, indeed. They make you smile and encourage you to succeed .They lend an ear, they share a word of praise, and they always want to open their hearts to us).

Source: http://www.indianchild.com/inspiring_stories.htm.

1.10.2 Quiz

See how you do on this one:

1. List a few teachers who aided your journey through school.
2. Name three friends who have helped you through a difficult times.
3. Name five people who have taught you something worthwhile.
4. Think of a few people who have made you feel special.
5. Think of five people you enjoy spending time with.

The Lesson: The people who make a difference in your life are not the ones with important credentials, money, or awards. They are the ones who care.

Share this with those who have made a difference in your life just as I have done today.

Source: (taken from google.com).

Check Your Progress 2

i) How is marriage an aspect of socialization?

.....
.....

ii) What is deviance?

.....
.....

iii) Describe values in Erikson’s model of different stages?

.....
.....

1.11 LET US SUM UP

Thus we now know that the desirable values in life are learned not only in childhood but the adults also need to refresh rules of socialization from time to time.

If everybody is properly socialized than the society will be in peace and harmony. There will be no problem of interaction, no problem of adjustment and the world

would be conflict free. Actually it is not so! Some where something goes off the track and devalued socialization leads to problems of interaction. In the next chapter we will try to learn how the values contribute to good interaction and vice versa.

1.12 ANSWERS TO CHECK YOUR PROGRESS

Check your progress 1

- i) Family, peers, school and mass media.
- ii) Peers mean persons of the same group or equal standing
- iii) Marriage, parenthood and old age.

Check your progress 2

- i) Marriage is a union between a male and a female. With marriage there is beginning of new status and new roles. Happy marriage is the outcome of good socialization.
- ii) Deviance means violation of society's essential norms.
- iii) The values are: Basic trust, Autonomy, Initiative, Industry, Identity, Intimacy, generative and ego integrity

1.13 REFERENCES

Cand Kirst-Ashman, K. (1990) *Understanding Human Behaviour and the Social Environment* (2nd ed.) Nelson- Hall Publishers, Chicago

Frederick Elkin, (1960) *The Child and Society*, Random House, New York

Margrate Mead, (1968) *Sex and Temperament in three Primitive Societies*

Weitzman, (1972) *Sex Role Socialization*, American Journal of Sociology

Online sources:

<http://www.gurusoftware.com/gurunet/personal/factors.htm> (Traits of Human Consciousness by Roy Posner-Growth online, accessed on 5/3/1

<http://www.indianchild.com/inspiringstories.htm>.

<http://mcnellie.com/erikson.html>. taken from Zastrow.

<http://www.fotosearch.com>

UNIT 2 SOCIAL INTERACTION AND HUMAN VALUES

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Interaction: Types
- 2.4 Verbal Interaction
 - 2.4.1 Physical Appearance
 - 2.4.2 Flattery
 - 2.4.3 Sympathy
 - 2.4.3.1 Case Study
 - 2.4.4 Politeness
 - 2.4.4.1 Thirty Minutes Interaction
- 2.5 Non-Verbal Interaction
 - 2.5.1 Gestures
 - 2.5.2 Courtesies
 - 2.5.3 Friends
 - 2.5.4 Couple
- 2.6 Golden Values for Interaction
- 2.7 Steps to foster Social Interaction
- 2.8 Success of Interaction
- 2.9 Lesson on Life
 - 2.9.1 Inspirational Story
- 2.10 Let Us Sum Up
- 2.11 Answers to Check Your Progress
- 2.12 References

2.1 INTRODUCTION

Human society is a product of interaction. Social interaction is the process by which we act and react in relation to those around us on Social interactions are acts, actions, or practices of two or more people mutually oriented towards each other's selves. Social interaction is a matter of a mutual subjective orientation towards each other. Even when no physical behavior is involved there is social interaction. Moreover, social interaction requires a mutual orientation, wherever people treat each other as object, things, or animals, or considers each other as reflex machines or only cause-effect phenomena, there is no social interaction. Such interaction may be organized, controlled, or regimented. Social Interaction depends on

- Culture (norms and values)
- Society

- Personality (individual)
- Biology (genes)

Social interactions are the acts, actions, or practices of two or more people mutually oriented towards each other's selves, that is, any behavior that tries to affect or take account of each other's subjective experiences or intentions. This means that the parties to the social interaction must be aware of each other—have each other's self in mind. Social interaction is not defined by type of physical relation or behavior, or by physical distance. It is a matter of a mutual subjective orientation towards each other. Thus even when no physical behavior is involved, as with two rivals deliberately ignoring each other's professional work, there is social interaction.

Social interaction requires a mutual orientation. The spying of one on another is not social interaction if the other is unaware. Nor do the behaviors of rapist and victim constitute social interaction if the victim is treated as a physical object. Indeed, wherever people treat each other as object, things, or animals, or consider each other as reflex machines or only cause-effect phenomena, there is no social interaction.

Why we interact? How we interact, with whom we interact with and what values we learn while interacting— all these questions are dealt with, in this chapter of social interaction and human values.

2.2 OBJECTIVES

After we study this unit you should:

- understand the meaning and types of interaction;
- understand desirable values for verbal and non verbal interaction;
- analyze the correlation between socialization and interaction;
- analyze tools of interaction: positive and negative;
- discuss the importance of interaction

2.3 INTERACTION: TYPES

Interaction otherwise called communication is an important aspect of our lives, affecting the relationships we have with others and ultimately influencing the way we experience our lives. Interactions play an important role in the human communication process. Broadly speaking we have two main forms of interactions: Verbal and Non-verbal. If we come to verbal communication, it refers to the exchange of meaning through the use of language. It is the medium of words through which meanings are conveyed and language varies on the basis of culture and social /regional background of the individuals. Whereas some words are very clear in an organization, others are open to interpretation.

Nonverbal communication is used to modify verbal communication, as it can add to the verbal message being conveyed, complementing or even contradicting the message. Nonverbal communication expresses the feelings of the individual, indicating the amount of like or dislike toward others. Nonverbal communication serves to

regulate the communication exchange, and provides cues for interpreting communication. Eye contact, vocal variances and gestures all serve as examples of non-verbal communication.

Both types of communication exist primarily on the concept of symbolic communication, and cannot be fully understood without considering the other. Verbal and nonverbal communication are directly related, and understanding the power each style exerts over the entire communication process is key to effectively developing and executing quality communication strategies.

Our day begins with interactions; the interaction can be with family members, hostel mates if you are a student, travel mates, colleagues or simply strangers. The interaction can be friendly interaction, unfriendly interaction or just normal interaction. The purpose of interaction can be casual, focused or unfocused.

2.4 VERBAL INTERACTION

The Interaction through words, speech and language is called verbal communication. While learning values through social interactions we must remember Aristotle's remarks that, "A man is a social animal. He is born in society, lives in society and dies in society." Therefore man will interact with other social beings for fulfilling his needs and desires.

Suppose, I like to talk to you and you like to listen, we will get along fine and we can say that interaction was fair. But if I like to talk and you do not like to listen we will no longer interact further. Thus, we see that interaction is a series of such exchanges. Our life revolves around such interactions. You put up with school and teachers in exchange for a degree; you refrain from yelling at your boss in exchange for the chance to keep your job and you compromise with your spouse in order to keep safe your marriage so on. Through a series of such exchanges with people, we eventually come to realize our worth. To have interaction we must make use of several tools of interactions available to us.

The tools of Interaction refer to those tools which actually help us in interacting. It is of two types, first which connotes negative meaning and second are the positive tools of interaction. The first is as follows:

- Gossip
- Back Biting
- Eaves dropping
- Dropping Names

We all are familiar with these terms; many of us also use them as tools of interaction for achieving desired goals. How far it is true with you? How many times have you found yourself gossiping, backbiting, eavesdropping and dropping names? It can also be true that many of you may not be engaged in such practices. It is expected that we should not be involved in using negative tools of interaction. Why not make use of positive tools of interaction. The positive tools of interaction also bring desired goals. The difference lies in its approach.

The above mentioned terms can be best explained through photographs. All the photographs which are shown here are downloaded from the internet.



The picture shows various moods of persons during interaction. (The picture is taken from <http://www photo Search.com>.retrieved on 7.3.11)



Let us see how the **positive tools of interaction** help in learning good values.



Physical Appearance

- Flattery
- Sympathy

- Politeness
- Listening

Check Your Progress 1

(i) What is verbal interaction?

.....
.....

(ii) What are the positive tools of interaction?

.....
.....

(iii) What are the effects of non-verbal communication?

.....
.....

(iv) What are the negative tools of interaction?

.....
.....

2.4.1 Physical Appearance

Do you believe that beauty, dressing sense and right posture are positive tools of effective interaction? Perhaps it's true. Women are voted for her beauty and men for his income.

Have you ever encountered a beautiful young woman draping her arms around short, bold but successful businessman? Each has something the other desires. She has beauty, and he has the capacity to take her to glamorous places and buy her expensive things. Both the parties are aware of their short comings but they are interacting well with each other.

Do you agree that physically attractive people get all the breaks? Perhaps it is also true. Benefits of beauty accrue early. Beginning with nursery school, beautiful children are liked more by adult, teachers and classmates. They are perceived as more competent than their less attractive counterparts. Men like to be seen with beautiful women and women like to be seen with handsome men. Attractiveness of a partner is an indication of one's own status and self esteem

Activity

Give your opinion on the following statements:

- (i) Beautiful Soul exhibits good values resulting positive interaction.
- (ii) Beautiful Body exhibits good values resulting positive interaction.
- (iii) In a beautiful Body lives a beautiful Soul.

2.4.2 Flattery

Flattery is overdue praise of somebody or something in order to please them.

Dale Carnegie the author of *'How to win friends & influence people'* (2008) recommends flattery and praise as the two important tools of positive interaction. The advice is by integrating the flattery, you will get anywhere. The traditional folk wisdom however teaches us that flattery will get you no where. The Dale Carnegie approach of flattery could also be faulted because you might suspect that someone who praises you lavishly is out to manipulate you. The nice comments directed at you may be merely devices to get your money, time or anything that you would hesitate to give.

The supporters of use of flattery say that the best part of flattery is that flattery makes you polite, kind and considerate. Such people are always appreciated in the group. Thus it will lead you nearly everywhere.

Activity

Do you agree with the statement that flattery leads you somewhere? Is flattery your tool of interaction? Identify the flatter and non-flatter in your group. What flattery words are used by them? Write the flattery words.

2.4.3 Sympathy

The moment you show sympathy you earn a lot of regard. It is rightly said that we can hardly change somebody's situation but at least we can have a sympathetic attitude. Even lip sympathy is rewarded. We have great appreciation for those who sympathize with us because in the course of a person's life, many things can happen to him over which he has no real control. For instance he may be bitten by a mosquito, he may slip on a banana peel and sprain his knee, he may step on rusty nail and develop blood poisoning, his house may be destroyed in a flood, he may develop a debilitating disease, he may become the crippled survivor of a train accident, he may be a beggar in the street.

These unfortunate people may become helpless victims of fate and expect your sympathy. This is also our moral code of conduct. But at times we avoid helping such persons and even then justify our behavior. We often say, people get what they deserve and deserve what they get.

We can understand the importance of social interactions by reading this case study of a child who was raised in isolation until the discovery a few decades ago by authorities. The case was reported by Kingsley Davis.

2.4.3.1 Case study of Isabelle

Isabelle was kept in extreme isolation because her mother was deaf and dumb. She spent most of her time in dark room along with her mother. As a result Isabelle had no chance to develop speech. When she communicated with her mother it was by means of gestures. Her behavior towards strangers was almost like that of a wild animal. She made only a strange croaking sound. In many ways she acted like an infant.

At the age of 6 she was rescued from her life of isolation. She was brought to an institution to be cared for and taught. There the staff had sympathetic

attitude towards her. At first she seemed feeble minded but eventually entered school where she participated in all school activities as other children did.

This case study shows how important is social interactions in our lives to become a truly human being.

(Source: <http://www.slideshare.net/buyaminnajmi/socialization-2187723>,retrieved on 7.3.11)

2.4.4 Politeness

Manners make a man and civility is the new rule in the global world. We must know how to talk, how to behave, how to respond, how to welcome guest and how to be extra nice. Nowadays, schools and colleges take time out to teach these skills. The lack of soft skills is a hindrance in the path to success. Listening is an art, we must consciously learn it. Learning the basic rules of politeness is very important. We must understand the benefits of politeness as a tool of positive interaction.

2.4.4.1 Thirty minutes interaction and values learned

The alarm clock rings at 6 on Monday Morning and Shreya leans over to shut it off. ‘Five more minutes, she mutters to herself. Her mother is calling and telling her she’d better start getting ready. Mother says you have missed your school bus twice this month. And then I have to drive you to school at high speed violating all traffic rules and escaping every now and then and parking car at wrong place. Shreya dawdles for few minutes, rolls out of bed, hurriedly gets dressed, goes down stairs and starts towards the door. Mother calls again. Come on, you should have some breakfast. You’ll still be on time. You need to eat.

Look either I eat and my bus driver gives me the evil eye again or I don’t and you’ll tell me I’ll waste away.

She runs to the bus stop and reaches a minute before the bus comes. This situation is quite common in our everyday hectic life. (<http://www.slideshare.net>)

Read the narration again and while reading write down the hidden values. The list of values given in the box are describing only 30 minutes of interaction from one persons life. The values learned are stated in the box below.

Time management, Punctuality, obeying traffic laws, learning Parking rules, Eating Healthy food, Parents watch on children and children’s respect to parents, obey and discipline, do not cause inconvenience to others.

2.5 NON-VERBAL INTERACTION

The interaction through gestures, facial expression and body language is called non-verbal interaction. Body language consists of body movement, gesture and eye movement. It is believed that 93% of our communication is through body language and only 7% of communication is through words. Body language gives clue to our state of mind. Gestures are a form of body language. It is a motion of the limbs or body made to express speech or thought.

The fact is that most of us simply do not realize the reinforcing potential of smiles, head nodding or sounds of approval. The secret is to practice these tools for good and positive interaction.



2.5.1 Gestures

The V-sign made by Winston Churchill the British Prime Minister during world war-II meant victory. The V sign originated from two finger salute.

(Source: <http://www.google.co.in/images>)



The clenched fist (adopted by the Black Panthers) means revolutionary struggle.

(Source: <http://wwwfotosearchcom/>)

The gesture of handshake is originated from the idea of showing to all that one's hand held no weapons.

(Source: <http://wwwgoogle.co.in/images>)



Activity

Make a list of (ten) gestures common in our country and write down what it symbolizes.

Activity

Do different countries welcome their guests differently? At least, write six different ways of 'welcome gesture' giving examples from six countries.

Activity

Play Dumb-charade with your friends. Dumb-charade is a game between two persons where one person will enact through action. And the other person will define his action in words.

Learn the signs of Dumb-charade game

2.5.2 Courtesies

Courtesies are good manners and etiquettes. A gentleman is one who does not cause inconvenience to others. It is neither wealth, fashionable clothes nor your educational qualification that make you a courteous person. It is good manner and etiquettes accepted by the society, accompanied by a smile and pleasant words that alone make you a true person of values. Manners are consideration for others' feelings and comforts. Etiquette must be based on respect and kind feelings for other. The 'others' can be our wonderful relations on earth. Especially the relationship exists between the following.

- Parent-Child
- Teacher-Taught
- Employer-Employee
- Husband-Wife
- Doctor-Patient
- Police-Citizen
- Law-makers-Law-breakers
- Professionals-Non-Professionals

Let us from today be extremely courteous, polite and kind to each other while interacting with the above mentioned relationships.

2.5.3 Friends

There is a famous saying "A friend in need is a friend indeed." But how many of us follow the values inherent in these lines. Many of us prefer to have friends who have money power and prestige with them. But a simple exchange of friendship can be quite rewarding with such verbal comments like; 'you look nice' 'you are doing a good job' 'i like you' or even a mere smile of appreciation. These are potent weapons when used carefully *Tehzeeb* (etiquette) in Mughal

India was the most refined thing. There used to be a courtesy rulebook for everyone. *Salaams*, *Namaste*, bowing etc were a part of daily life. Having good etiquettes in society is about beautifying our gestures. Good manners are about calm responses to situations that may not be to our liking. The choice of words and tone of voice is also important. It takes effort to get out of your comfort zone. The comfort zone is an imaginary or real area where one feels comfortable. The change in comfort zone may lead to irritable behavior in many of us. Interaction may lead to change in comfort zone and we must be ready to accept the change.

2.5.4 Couple

It is the relationship of a husband and a wife through marriage. One of the major types of interactions that happen in society is through marriage. Marriage is a union between two families; a bride's family and a bride groom's family. Lot of interactions takes place between them. Marriage is also a foundation for future family and thereby socialization of the new members born out of wedlock /marriage.

Marital satisfaction seems to be related to positive interaction, proper socialization and good adjustment qualities. The greatest threat to marital bond is through infidelity. Each time an act of infidelity comes into an open, people begin to speculate about the morality of the people involved. Infidelity is also one of the many symptoms of a troubled a marriage. Infidelity leads to stress among partners and stress leads to unhappiness which in turn is responsible for unpleasant behavior; complaints, criticism, and inattentiveness. Happiness among partners leads to pleasant behavior: approved, human, smiling and mutual recreational activities.

Couples in the society are not educated for marriage or the requisites of a good human relationship. The essential needs like emotional, social, sexual economic, intellectual etc. if not satisfied create obstacles for good married life. At times the unsatisfied needs and expectations lead to conflicts among partners and eventually divorce. When conflict gets too severe the option of ending the marriage is available. Divorce is no fun. It is a major shake-up which cannot be avoided and affects every aspect of the life. The divorce status makes changes in what one thinks, with which one sleeps, eats, where one goes, and what the future holds. Emotional breakdown leaves its own brand of wounds. Today divorce rate is high and an increasing number of people have begun to find divorce a positive experience which stimulates personal growth. Divorce is still a better option than the evils of dowry demands and dowry death, domestic violence, extra-marital relations, resulting out of unsatisfied marriages.

Activity

Prepare a case study of two couples, one married and the other divorcee. For the married couple, write down values and nature of their interaction in happy moments and crisis. In the divorce case interview the divorced couple and learn their interaction during happy moments and crisis. Also evaluate whether interaction and lack of values were responsible for their divorce. Could the marriage be saved?

2.6 GOLDEN VALUES FOR INTERACTION

- respect everybody
- say thanks
- say sorry
- speak truth
- enjoy doing little things
- be humorous
- appreciate everybody
- be satisfied
- avoid abusive language
- listen patiently
- help others
- stand in queue
- learn table manners
- never boast your richness
- never laugh at others inconvenience
- be able to laugh on oneself.
- do not humiliate others
- be thankful to God.
- be a good human being

2.7 STEPS TO FOSTER SOCIAL INTERACTIONS

- Design cooperatively structured activities – Activities that require cooperative efforts can facilitate inclusion where everyone contributes in some way.
- Divide participants into small groups – Peer interaction typically occurs more often in small groups of 2-3 people.
- Provide a small area for participation – More peer interaction results in small areas as opposed to large play areas.
- Choose interactive materials and equipment – Limited numbers and varieties of materials seem to encourage sharing and positive peer interaction. Certain types of toys such as cars, games, gross motor equipment, and socio-dramatic materials promote peer interaction. Other toys such as small clay, books, and puzzles may inhibit social interaction.
- Teach social skills - a Make systematic effort to allow children to interact frequently with a small group of peers is likely to lead to increased interaction between children with and without disabilities.
- Encourage age-appropriate behaviors – Professionals should treat participants with disabilities age appropriately as they would other participants, assisting only when necessary and encouraging accomplishments.

- Provide social support - A wide range of supports can be provided for participants to learn to become independent and interdependent in recreation activities.
- Promote development of peer companions – Peer companions can promote positive social interactions between people with and without disabilities.
- Foster friendships – Friendships may be developed and fostered through leisure participation help people cope with stress and maintain and improve health.

2.8 SUCCESS OF INTERACTION

The success of any interaction will depend on certain factors. Success here implies that the interaction should be fruitful and achieve the goal for which interaction takes place. The following factors are:

- a) Mood of person
- b) Need for interaction
- c) Physical fitness
- d) Status of the person
- e) Perception
- f) Interpersonal skills

Who will interact with whom will also depend on the following factors?

- a) Exposure: The more you are exposed to the person the more fond you become about it.
- b) Proximity: The geographical distance is an important factor for interaction. The closer you live, the more you'll interact.
- c) Similarity: We interact with people who are similar to us. The famous saying that birds of a feather flock together holds true in this case.
- d) Climate: The interaction is favorable if the climate is pleasant and the interaction is unfavorable if the climate is unpleasant. Temperature has a role to play in interaction. Let's do an activity to check it.

Check Your Progress 2

(i) What is nonverbal communication?

.....
.....

(ii) What are the factors of successful interaction?

.....
.....

(iii) Enumerate three steps of fostering social interaction?

.....
.....

2.9 LESSON ON LIFE

The lesson on life is a beautiful story of a blind girl, highlighting the importance of our sense organs and importance of interaction.

2.9.1 Inspirational Story

There was a blind girl who hated herself because she was blind. She hated everyone, except her loving boyfriend. He was always there for her. She told her boyfriend, 'If I could only see the world, I will marry you. 'One day, someone donated a pair of eyes to her. When the bandages came off, she was able to see everything, including her boyfriend. He asked her, 'Now that you can see the world, will you marry me?' The girl looked at her boyfriend and saw that he was blind. The sight of his closed eyelids shocked her. She hadn't expected that. The thought of looking at them for the rest of her life led her to refuse to marry him.

Her boyfriend left in tears and days later wrote a note to her saying: 'Take good care of your eyes, my dear; for before they were yours, they were mine.' This is how the human brain often works when our status changes. Only a very few remember what life was like before, and who was always by their side in the most painful situations.

(Adapted from <http://academictips.org/blogs/moral-tale-the-story-of-a-blind-girl/> retrieved on 7.3.11.)

2.10 LET US SUM UP

Interaction can be verbal and non-verbal. Both can be value-loaded. Interaction with values is definitely fruitful and enduring. Socialization is the process of social interaction through which people acquire values and learn the way of life of their society. It is also the foundation for the personality because man is not only social but also cultural. It is the culture that provides opportunities for man to develop the personality through social interaction. However whenever there is interaction there is probability of conflict too. In the next chapter we will study why conflict takes place and how conflicts can be avoided because of good values practiced by individuals.

2.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- i) Interaction through words, speech and language is called verbal communication.
- ii) The positive tools of interaction are: a) Flattery b) sympathy c) politeness d) listening.
- iii) Nonverbal communication is used to modify verbal communication it expresses the feelings of the individual, indicating the amount of like or dislike toward others. Nonverbal communication serves to regulate the communication exchange, and provides cues for interpreting communication.
- iv) a) Gossip b) Backbiting c) Eavesdropping d) Dropping names

Check Your Progress 2

- i) Interaction through gestures, facial expression and body language is called non-verbal communication
- ii) a) mood of person b) need for interaction c) physical fitness d) status of the person e) perception f) interpersonal skills.
- iii) The three steps to foster social interactions are:
 - Teach social skills - Systematic efforts to allow children to interact frequently with a small group of peers
 - Encourage age-appropriate behaviors – Professionals should treat participants with disabilities age appropriately as they would other participants, assisting only when necessary
 - Provide social support - A wide range of supports can be provided and is helpful if participants learn to become independent and interdependent in recreation activities.

2.11 REFERENCES

Baumeister Roy F. & Bushman j. Brad (2007). *Social Psychology and Human Nature*; Cengage Learning, Canada

David Sudnow (1972). *Studies in Social Interaction*; Free Press; New York

Coleman R. Griffith (2005). *An introduction to Applied Psychology*; Kessinger Publishing

Hertan Paul B. and Leslie Gerald R. (1995). *The Sociology of Social problem*; Prentice Hall; New Jersey

Saul Fein Steven & Markus Hazel Rose (2007). *Social Psychology* Houghton Mifflin Company

Online sources:

<http://academictips.org/blogs/moral-tale-the-story-of-a-blind-girl>

<http://www.fotosearch.com>

<http://www.google.co.in/images>

<http://www.slideshare.net>

<http://www.slideshare.net/buyaminnajmi/socialization-2187723>,retrieved

UNIT 3 VALUES: CONFLICT AND RESOLUTION

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Conflict
 - 3.3.1 Forms of Conflict
 - 3.3.2 Reasons to Conflict
 - 3.3.3 Levels of Conflict
 - 3.3.4 Value-Conflict
- 3.4 Value Dilemma
- 3.5 Conflict Management
 - 3.5.1 Conflict Resolution
 - 3.5.2 Conflict Resolution Technique (CRT)
- 3.6 Moral Conflicts
 - 3.6.1 Features of Moral Conflict
 - 3.6.2 Dealing with Moral Conflict
- 3.7 Lesson on Life
- 3.8 Let Us Sum Up
- 3.9 Answers to Check Your Progress
- 3.10 References

3.1 INTRODUCTION

A conflict can be with oneself or with the outside world; it may be with your friends, parents, spouse, siblings, helpers, politicians or the system. Conflict leads to stress, low morale and decreased output. In conflict, the bad values overpower the good values. Conflict makes an individual self-centered, selfish, egoistic, disrespectful, uncaring, arrogant and impatient. People use various tantrums to show conflicts like anger, frowning, raising hands, use of abusive words, showing fists, kicking, beating and hitting. Human beings usually like to live a comfortable zone. If the comfortable zone of an individual is interrupted then possibly conflict takes place. Each one of us has a comfortable zone and a small disturbance in this zone can lead to big conflicts. This unit will briefly discuss the vital issues related to conflict.

3.2 OBJECTIVES

Once you go through this unit, you will be able to:

- understand the meaning of conflict;
- analyze causes, forms of conflict;
- discuss ways to resolve conflict;

- discuss interaction vis-à-vis conflict;
- discuss effects of conflict

3.3 CONFLICT

Conflict is a situation in which people, groups or countries are involved in a serious disagreement or argument. A conflict takes place because of opposing ideas, opinions, feelings or wishes.

Conflicts occur at all levels of interaction – at work, among friends, within families and between relationship partners. When conflict occurs, the relationship may be weakened or strengthened. Thus, conflict is a critical event in the course of a relationship. Conflict can cause resentment, hostility and perhaps the ending of the relationship. If it is handled well, however, conflict can be productive – leading to deeper understanding, mutual respect and closeness. Managing conflict is important if the relationship is to be long-lasting and rewarding.

The wrist with a clenched fist is symbolic of what all happens in conflict. But what happens to our inner body? Do you know the reactions that happen in the body when we are having angry eyes, clenched fist, pounding heart, stomach knots and butter flies in the stomach?

3.3.1 Forms of Conflict

The conflict occurs in various forms. It is depicted through clenched fist photo.



(The photo is adapted from <http://fotosearch.com> –retrieved dtd. 9.3.11)

Activity

Recall one of your latest conflicts. Why the conflict began. How your mood was during the conflict and what was your reaction? Did you make efforts to resolve the conflict? Compare your mood swings before conflict, during conflict and after conflict. Analyze in which situation you felt happy?



It is quite important for you to do activity-I because the moment you rethink your conflict, you may come up with the resolutions. The phrase, 'To name it is to claim it', means that once a conflict is named a solution can be claimed. An honest evaluation will help you to avoid new conflicts in future and be aware of the reasons/causes of old conflicts. There are

many reasons to conflicts. Some of them are listed here let us analyze them.

(photo is taken from <http://fotosearch.com>) accessed on 9.3.11

3.3.2 Reasons of Conflict

There are various reasons to conflict. Few of them are discussed below.

a) Health reasons

We may react in unpleasant manner when we are physically ill, tired, and hungry; suffering from headache or stomachache, stressed, in financial crisis, for many such reasons we react in unpleasant ways resulting in conflict.

b) Conflicting values

Different people have different values. Values are the beliefs which we hold dearly. We differ in opinion on important issues of child rearing, women's right, hunger, poverty etc. These lead to conflicting values.

c) Perception

Each one of us has varying standards of evaluation of situations. The world is what we perceive. Others may not agree with our perception and this may be the reason for conflict.

d) Socialization

We are born and brought up in different environments. So it is natural that we have different views. When there is difference there is conflict. We have conflict because of the generation gap also.

e) Expectations

A lot of expectation from others leads to conflict. Taking things for granted is one of the main causes of conflict among people. The parents taking children for granted, the husbands taking their wives for granted, the employer taking his employees for granted. Unreal expectation leads to frustration and gradually leads to conflict.

Each one of us reacts to conflict differently. Conflicts have many shapes, size and forms. It can be as small as fight and as big as war. Conflict explains several aspects of our life. Conflict is normal and part of our life. It is not always a negative experience. We learn a lot from conflicts; we break and make relations and at times enter into new relations. We make lot of adjustments and usually avoid entering into new conflicts over and over. Different people react differently to conflict; some react calmly while others explode. Some run away from the conflict while others come

back fighting. Some want to negotiate the conflict while others keep proving the conflict. Let us do an activity to check our own reaction to conflict.

Activity
How would be your reaction to conflict? Also write how your friends would react to conflict?

Check Your Progress 1

(i) What is conflict?
.....
.....

(ii) State the reasons of conflict?
.....
.....

(iii) What are three social resources of the society?
.....
.....

(iv) What are the different reasons of conflict?
.....
.....

Our reaction to conflict depends on our socialization. Do you remember the chapter on the processes of socialization in the previous pages? Knowingly or unknowing our reaction to conflict will be similar to what we have learnt in early and adult socialization phase of our life.

3.3.3 Levels of Conflict

Conflict can occur at a number of levels of human functioning. There can be conflict in head between opposing motives or ideas which takes place in the form of “internal dialogue”. This is called intrapersonal conflict. Beyond that, there is social conflict, i.e., conflict between people whether they are acting as individuals, as members of groups, or as representatives of organizations or nations.

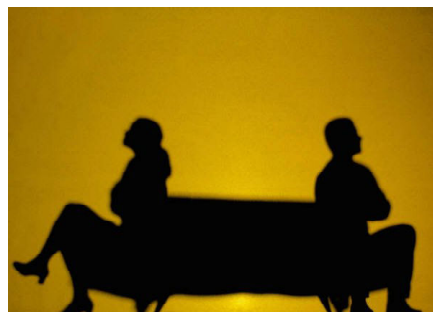
- i. Interpersonal conflict** occurs when two people have incompatible needs, goals, or approaches in their relationship. Important source of communication breakdown is the main reason of interpersonal conflict. Therefore learning communication skills is valuable in preventing and resolving such difficulties. At the same time, personality conflict is another reason and this refers to very strong differences in motives, values or styles in dealing with people that are not resolvable. For example, this is observable when both strong political parties contest for election and a power struggle ensues. Common tactics used in

interpersonal power struggles include exaggerated use of rewards and punishments, deception and evasion, threats and emotional blackmail, and flattery or ingratiation.

- ii. **Role conflict** involves real differences in role definitions, expectations or responsibilities between individuals who are interdependent in a social system. Unfortunately, the conflict is often diagnosed as interpersonal conflict rather than role conflict and resolution is then complicated and misdirected. The emotional intensity is often quite high in role conflict since **people** are directly involved as individuals and there is a strong tendency to personalize the conflict.
- iii. **Intergroup conflict** refers to conflict which takes the shape of ethnic or racial wars. Inter group conflict is especially tense and prone to escalation and complex when group identities are threatened. The costs of destructive intergroup conflict can be extremely high for a society in both economic and social terms.
- iv. **International conflict** occurs between states at the global level. Competition for resources certainly plays a part, but value and power conflict are often intertwined and sometimes predominate. The differences are articulated through the channels of diplomacy in a constant game of give and take, or threat and counter threat, sometimes for the highest of stakes. Mechanisms of propaganda can lead to many of the same social-psychological distortions that characterize interpersonal and intergroup conflict

3.3.4 Value Conflict

Value Conflict refers to conflict or disagreement in values. Every society is divided on the basis of its stratification. There are several layers or strata in the society. We are distinguished from one another on basis of caste, class, religion, cultural background and physical features like skin and hair color. In no society do all such groups live together in complete harmony and equal sharing of social rewards. Instead most of the groups are in conflict with each other to achieve the three scarce and precious social resources of the society: a) Money b) Power c) Prestige . The task to achieve the above mentioned three scarce resources is extremely difficult. Moreover it creates conflict in the mind. The million dollar question is whether these scarce resources are achieved with value loaded means or by hook and crook.



(<http://www.fotosearch.com>)

A man is very competitive by nature. It is believed that one can gain only when the opponent loses. Naturally, the result is lot of conflict in the family as well as the society. The value conflict situation takes an ugly turn because we tend to forget the delicacies of human relationship. Let us try to understand our relationship with an example of a rubber band. All of us know what a rubber band is? Please pick a rubber band in your hand. Now with the help of your two fingers, taking help from both the hands stretch the rubber band slowly. A point will come when the rubber band loses its elasticity and eventually breaks. Our relationship is just like the rubber band. You can stretch it, play with it, but pl don't break the relationship. The relationships are our strength so let it remain with us.

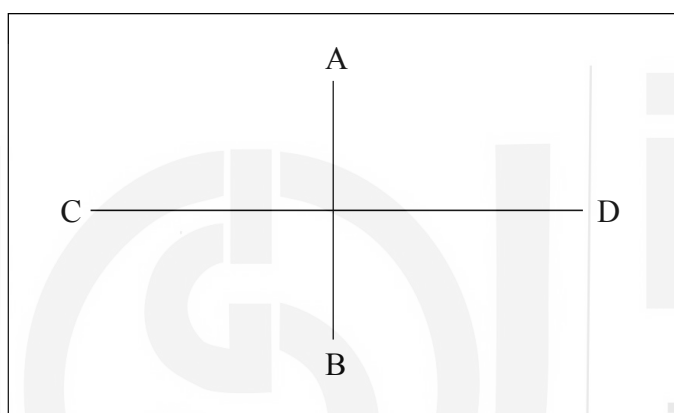
Activity

Carefully read the sentences in the box: -

- You are too old to learn and you can't teach an old dog new trick.
- Clothes make the man and you can't judge a book by its cover.
- Look before you leap and he who hesitates is lost.

The above sentences are contradictory in nature. It can be concluded that the sentences in the box are in conflict with each other. Even then both the sentences are true in it and all the assertions are justified.

3.4 VALUE DILEMMA



A dilemma is a situation of uncertainty. In such situations we are confused and unable to take a decision. Since the chapter is on values, we would discuss value dilemma. Here value dilemma is confined to define the confusions about values in our behavior. On number of occasions we are confused which value to inculcate and imbibe. Let us try to simplify the concept with a cross-road situation. (<http://www.fotosearch.com>)



Imagine a situation where we are standing on a cross-road and we are unable to make a decision on which road to move.

This happens because we are unaware of the road. We are also confused, which road would lead to our goal. Our mind is in conflict between roads A, B, C and D. In the same way our life is a cross-road, where at every step, one has to consciously choose a path. Choosing a value laden path is not an easy decision. There are lots of allurements; we need to be firm and strong to avoid being trapped in such situations. Only those persons who are

very well socialized with good values will come out clean. Others will be in dilemma. Those who will be in dilemma will be in conflict within one's self and outside world. The conflicts arise because our society is highly stratified. This is the main reason for many of us to be in dilemma and leading to social evils like corruption, dowry deaths, bride burning, unwed mothers, female infanticide, child labor, domestic violence, unstable relations, divorce to name a few of them.

3.5 CONFLICT MANAGEMENT



(<http://photosearch.com> retrieved on 24.4.11)

Conflict management is an art and every one must practice it. Conflict must be carefully dealt with. Unsolved conflicts lead to tension and stress in our lives. We argue with our spouses, friends, boss, clients and the people we may help. Conflict is neither wrong nor right, we just need to handle it and manage it properly. Regardless of the level of conflict, there are differing approaches to deal with the incompatibilities that exist. Conflict can result in destructive outcomes or creative ones depending on the approach taken. If we can manage conflict creatively, we often find new solutions that are mutually satisfactory to both parties. Creative outcomes are more probable when the parties are interdependent, i.e., each having some degree of independence and autonomy from which to influence the other, rather than one party being primarily dependent on the other. Given interdependence, three general strategies have been identified that the parties may take toward dealing with their conflict; win-lose, lose-lose, and win-win (Blake, Shepard & Mouton, 1964).

- a. The **win-lose** approach is very common. People learn the behaviors of destructive conflict early in life – competition, dominance, aggression and defense permeate many of our social relationships from the family to the school playground. The “fixed pie” assumption is made, signifying that when one party gains, the other loses. The strategy is thus to force the other side to capitulate. Sometimes, this is done through socially acceptable mechanisms such as majority vote, the authority of the leader, or the determination of a judge. Sometimes, it involves secret strategies, threat, innuendo – whatever works is acceptable, i.e., the ends justify the means. The valued outcome is to have one victorious and the other defeated, who prepares very carefully for the next round to win. In the long run, everyone loses.
- b. The **lose-lose strategy** is exemplified through compromise. Neither party is aware that by confronting the conflict fully and cooperatively they might have created a more satisfying solution. This approach is adopted realistically to make both the parties partially satisfied.
- c. The **win-win approach** is a conscious and systematic attempt to maximize the goals of both parties through collaborative problem solving. The conflict is seen as a problem to be solved rather than a war to be won. In this case communication is open and direct rather than secretive and calculating. Threat and coercion are proscribed. The win-win approach requires a very high degree of patience

and skill in human relations. Thus if we work to understand and manage it effectively, we can improve the quality of our social relationships.

3.5.1 Conflict-Resolution

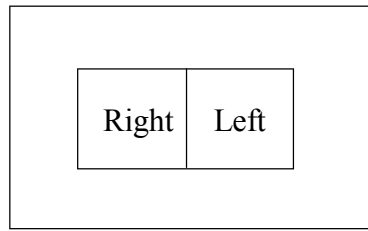
It is important to identify the ways from preventing conflict from happening in the first place. Once you find yourself in a conflicted situation with someone else, it is important to reduce the emotional charge from the situation so that you and the other person can deal with your differences on a rational level in resolving the conflict.

- i. **Diffusion:** We simply validate the other's stance so that we can move on to a healthier resolution of the conflict. This may be hard to do in a volatile situation, but a sign of individual strength and integrity is the ability to postpone our immediate reactions in order to achieve positive goals. Sometimes it is wise to lose in order, ultimately, to win.
- ii. **Empathy:** Empathy as an important technique helps in giving the feedback that he or she is being heard. There are two forms of empathy. *Thought Empathy* (that gives the message that you understand what the other is trying to say) and *Feeling Empathy* (which is the acknowledgment of how the other person probably feels.) *Exploration:* it is to ask gentle, probing questions about what the other person is thinking and feeling and encourage the other to talk fully about what is on his or her mind.
- iii. **Identification:** It is necessary to have a discussion to understand both sides of the problem. Define the things that you both agree on, as well as the ideas that have caused the disagreement. It is important to listen actively to what the other is saying, use "I" statements and avoid blame.
- iv. **Brainstorming:** This is an important phase, through which many ideas/points are generated and the shared ideas and interests are listed and discussed for the benefit of the mutual parties.
- v. **Evaluation:** In this process one goes through the list of alternative solutions to the problem. Consider the pros and cons of the remaining solutions until the list is narrowed down to one or two of the best ways of handling the problem. It is important for each person to be honest in this phase. The solutions might not be ideal for either person and may involve compromise.
- vi. **Selection:** Select the solution that seems mutually acceptable, even if it is not perfect for either party. As long as there is a mutual commitment to work with the decision, the conflict has a chance for resolution.
- vii. **Implementation:** It is important to agree on the details of what each party must do, who is responsible for implementing various parts of the agreement, and what to do in case the agreement starts to break down.

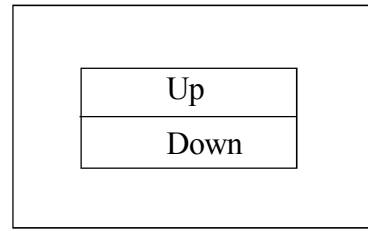
As conflicts occur due to clash of ideas or values we can very well bring out the remedies to avoid conflict. The remedies to avoid conflict are the good values that are required to be consciously practised such as: forgiveness, understanding, cooperation, respect, empathy, patience, positive attitude, polite, courteous, consistency, obedient, disciplined, respect for age and gender, belief in just world.

3.5.2 Conflict Resolution Technique (CRT)

Please take a paper and pencil. On the top of the paper write the name of the conflict you want to resolve. Then divide the paper into two parts; it can be right and left or up and down. See the box (a) and (b) for division of page. We can choose either box (a) or (b).



Box (a)



Box (b)

On the right side or the upper part of the paper write the factors that are pulling you to avoid conflict. Similarly, on the left side or on the down part of the paper write the factors that are pushing you into conflict. Analyze them and resolve your conflict

3.6 MORAL CONFLICT

Moral conflict occurs when two groups have radically different ways of thinking or attitude towards human life. One group will be perceived by the other as evil or foolish. This is because an action that one moral order deems perfectly acceptable may be regarded as negative by the other group. If we take the issue of marriage we find that traditionalists would see it as evil — harming their race or religion. Likewise some traditional/ religious groups find for instance, wearing of western dresses by women, freedom of movement, education, and/or public involvement as abominable attitudes Whereas in western societies there the freedom to wear what one wants, and do what one wants, is seen as a woman's right. This same is abhorrent to very traditional Muslim cultures. In short, the two groups have clashing conceptions of moral value.

In many cases, culture has a powerful influence on the moral order. Different cultures develop different ideas about morality For example, some cultures place great moral emphasis on the family, while others stress the importance of individual autonomy. To take for example women with children are easily acceptable and given remarriage in certain tribal societies whereas till today widow remarriage is still banned in certain conservative societies of Rajasthan and Haryana These cultural differences become even more problematic when groups have radically different expectations about what is virtuous in India, what is right, and how to deal with moral conflicts Thus, culture wars are often driven by moral conflicts.

3.6.1 Features of Moral Conflict

To further understand moral conflict and deal with it effectively, it is helpful to understand its common features.

a. Misunderstanding

The first general feature is the tendency for each side to misunderstand the words and actions of the other. People from different traditions have trouble in communicating

because they rely on different systems of meaning, norms of communication, and behavioral expectations. In India to address elders by name is considered as disrespectful whereas in western countries elders are addressed by the first name. This is a source of misunderstanding. Ideas about fairness and images of justice can also vary among different groups.

b. Mistrust

The second feature of moral conflict is that group members tend to develop feelings of mistrust and suspicion toward the other group - even a sense that the other group poses a danger to their very survival. The groups' different conceptions of morality lead to misunderstanding, which in turn contributes to conflict escalation.

c. Strained Communication

Another feature of moral conflicts is the communication between the parties, the patterns of communication in moral conflicts that consist primarily in personal attacks, denunciations, and curses... In many cases, groups rely on rigidly held social or political beliefs, or ideology, to indicate why their position is morally superior. This is the reason that we observe that America is blaming Pakistan for encouraging terrorism and vice versa.

d. Negative Stereotyping

People in moral conflicts tend to invidiously categorize and denounce the personalities, intelligence, and social manners of those with whom they disagree. They attribute negative characteristics to those who violate their culture. Groups with radically different conceptions of morality at times feel offended by the actions or words of the other group and denounce those actions or the group as a whole.

e. Non-negotiability

In case of non-negotiability the ideological beliefs disallows the different groups to reach a common consensus. The groups may even get to the point that the goal of harming the other becomes more important than helping oneself. This is observed between the failure of dialogue between Govt. and the different terrorist organizations.

Thus the effects of moral conflicts affect all the participants. The dehumanization of one's opponent that often occurs in moral conflict paves the way for hateful action and violence. It often leads to human rights violations or even attempts at genocide, as parties may come to believe that the capitulation or elimination of the other group is the only way to resolve the conflict.

3.6.2 Dealing with Moral Conflict

The following techniques may be consciously adopted to deal with moral conflicts.

a. Changing the Stories

One way in which people can change the pattern of conflict is by telling different stories about what they are doing. By using narratives and story-telling to communicate they can enrich the views that each side has about the other, often revealing commonalities in the midst of all the differences.

b. Reframing

Third parties can sometime help the disputants to redefine or reframe their conflict, focusing more on attainable interests and less on non-negotiable positions or negative stereotypes. They can also help parties to seek mutually beneficial outcomes rather than competitive, win-lose outcomes.

c. Dialogue

Similar to story-telling, dialogue is a process of in-depth communication that allows parties to get to know each other better and to find commonalities with the other side. It has been observed that due to the efforts of constant dialogues the political differences among nations have lessened in the global arena in a constructive manner. They have thereby found a way to manage their conflicts.

ACTIVITY

Can you recall an incident where you were successful in avoiding conflict? What values you used to avoid conflict. Narrate your conflict Management skills.

3.7 LESSON ON LIFE

Conflict situations arise in everyday life. The story beautifully depicts a situation where a tough decision had to be taken. A dilemma remains like which railway track one has to choose? Just discuss the story with your friends and try to understand the conflict prevailing in the story. Isn't it relevant in today's perspective? The reflection is marvelous. Let us try to follow in our life.

• **Inspirational Story**

The Right Decision

A group of children were playing near two railway tracks, one still in use while the other disused. Only one child played on the disused track, the rest on the operational track.

The train is coming, and you are just beside the track interchange. You can make the train change its course to the disused track and save most of the kids. However, that would also mean the lone child playing by the disused track would be sacrificed. Or would you rather let the train go its way?

Most people might choose to divert the course of the train, and sacrifice only one child. You might think the same way, I guess. Exactly, to save most of the children at the expense of only one child was rational decision most people would make, morally and emotionally. But, have you ever thought that the child choosing to play on the disused track had in fact made the right decision to play at a safe place?

Nevertheless, he had to be sacrificed because of his ignorant friends who chose to play where the danger was. This kind of dilemma happens around us everyday. In the office, community, in politics and especially in a democratic society, the minority is often sacrificed for the interest of the majority, no matter how foolish or ignorant the majority are, and how farsighted and knowledgeable the minority are. The child who chose not to play with the rest on the operational track was sidelined. And in the case he was sacrificed, no one would shed a tear for him.

The great critic Leo Velski Julian who told the story said he would not try to change the course of the train because he believed that the kids playing on the operational track should have known very well that track was still in use, and that they should have run away if they heard the train's sirens.. If the train was diverted, that lone child would definitely die because he never thought the train could come over to that track! Moreover, that track was not in use probably because it was not safe. If the train was diverted to the track, we could put the lives of all passengers on board at stake! And in your attempt to save a few kids by sacrificing one child, you might end up sacrificing hundreds of people to save these few kids.

While we are all aware that life is full of tough decisions that need to be made, we may not realize that hasty decisions may not always be the right one. 'Remember that what's right isn't always popular... and what's popular isn't always right'. Everybody makes mistakes; that's why they put erasers on pencils.(Source- http://shahnawazalam.wordpress.com/moral_stories/-retrieved 9.3.11)

Check Your Progress 2

1. What is value dilemma?

.....
.....

2. Name three situations for resolving conflicts?

.....
.....

3. What is CRT?

.....
.....

4. What is the moral of the inspirational story?

.....
.....

5. What are the different ways of conflict resolution?

.....
.....

3.8 LET US SUM UP

Conflict is disagreement, argument, disbelief, untrustworthy. Conflict leads to stress. There are various means suggested in the chapter where you can avoid conflict. Avoiding conflict is best done by conflict management and conflict resolution techniques. These techniques are applied with the help of good values consciously practiced by us in situations of crisis.

For applying conflict resolution techniques we need to learn skills of adjustment. The more we adjust, the less is the conflict. In the next chapter, we will understand the value of adjustment required for a peaceful life.

3.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

1. Conflict is a situation in which people, groups or countries are involved in serious disagreements or arguments.
2. a) Health reasons b) conflicting values c) perception d) socialization e) expectation
3. a) money b) power c) prestige.
4. The different reasons of conflict are health reasons, conflicting values, perception, socialization and expectations.

Check Your Progress 2

1. Value dilemma is a situation of uncertainty when we get confused and are unable to take a decision
2. a) win-win b) win-lose c) lose-lose.
3. Conflict Resolution Technique
4. What is right isn't always popular and what's popular isn't always right.
5. The different ways of conflict resolution are: defusion, empathy, identification of the problem, brainstorming, evaluation, selection and implementation.

3.10 REFERENCES

Blake, R.R., Shepard, H.A., & Mouton, J. S. (1964) *Managing inter group conflict in industry*, Houston, Texas: Gulf

John Gray (1992): *Men are from Mars and Women are from Venus*, Harper Collies Published alliance India Today Group; New Delhi.

Kevin Avruch, (1998) *Culture and Conflict Resolution*; USIP, Washington DC, USA

Parkinson C Nrthcote, Rustomji, M.K.Sapre (1987) *Great Ideas in Management*; India Book House, Bombay

Online Sources:

<http://shahnawazalam.wordpress.com/moral-stories/>-retrieved 9.3.11

<http://www.fotosearch.com>

UNIT 4 PROCESS OF HUMAN ADJUSTMENT

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Adjustment
 - 4.3.1 Adjustment and Values
 - 4.3.2 Criteria for the Process of Adjustment
 - 4.3.3 Pull Factors of Adjustment
 - 4.3.4 Push Factors of Adjustment
- 4.4 Adjustment Disorder
- 4.5 Men, Women and Values
- 4.6 Maladjustment and Values
- 4.7 Strategies to Help Maladjusted Children
- 4.8 Lessons on Life
 - 4.8.1 Inspirational Story
- 4.9 Let Us Sum Up
- 4.10 Answers to Check Your Progress
- 4.11 References

4.1 INTRODUCTION

In this last unit of ‘Social Dynamics and Value Development’ we shall discuss adjustment. We know that without adjustment there cannot be any improvement in relationships. The rule is simple: adjustment improves a relationship and lack of adjustment worsens the relationship. It is aptly said that it takes years to nourish a relationship and in minutes you can spoil a relationship. The choice is solely ours whether to adjust and keep alive the essence of life or to fight and be in conflict and ultimately break the relationship.

In this unit let us try to study the values we need to learn as a process of adjustment—how people relate to people, how we perceive ourselves and others, how we attempt to understand values and exhibit them in a crisis and how values are maneuvered. So let’s see how values are useful for personal and social adjustment in order to experience the joys of effective living.

4.2 OBJECTIVES

Once you go through this unit, you should be able to:

- discuss the meaning of adjustment;
- discuss the various factors of adjustment;
- explain desirable values leading to adjustment; and
- discuss the importance of adjustment in life

4.3 ADJUSTMENT

Adjustment is a change in order to correct or improve the relationship. Adjustment skills are important for maintaining peace and harmony in society. According to Ruth Strang (1949) “Adjustment is a process and not a state...adjustment is continuous throughout life” From the biological point of view adjustment would emphasize adaptation for survival, while a narrower view of it would be adaptation for need reduction. The efforts of the individual to adapt himself to the environment may be called the adjustment process. The adjustment process is affected and modified by the individual’s experiences and thus learning plays a significant part in aiding adjustment. From the cultural point of view adjustment is assessed when an individual is accepted by his cultural group. The maladjusted individual is one who is rejected by the group because of his non-conformity to the group mores, customs, conventions, etc. Thus adaptation involves effective adaptation. It consists in the reduction of inner needs, stresses and strains. It signifies a harmonious relationship of an individual to his environment which affords him a comfortable life devoid of stress, conflict and frustration.

4.3.1 Adjustment and Values

The other name of life is adjustment. As members of a society we make a lot of adjustments everyday. Adjustment is usually a two-way process. The usual relationships with whom we try to adjust for a happy and comfortable living are as follows:

- Husband-wife and vice versa
- Parent-child and vice-versa
- Grandparents-grandchildren and vice versa
- Brother-sister and vice versa
- Siblings, cousins, relatives and vice versa
- Landlord-tenant and vice versa
- Employer-employee and vice versa
- Master/mistress-Servant and vice versa
- Politician-citizen and vice versa
- Bureaucrats-public and vice versa
- Police-public and vice versa
- Teacher-taught and vice versa
- Doctor-patient and vice versa
- Professionals-non professionals and vice versa
- School management-parents and vice versa
- Law-makers-law breakers and vice versa
- Others

There is no golden rule of adjustment skills because every individual is unique and so is his/her behavior pattern. Every situation is unique so the rule of adjustment keeps changing. What may be appropriate in one situation may not be appropriate in another. But there are ways of proper behavior which leads to good adjustment.

In the previous units on socialization, social interaction and conflict we have looked at the approved and logical behavior required to be exhibited by an individual to fit in as a member of society. Since studying the adjustment skills on the basis of relationships would be quite time consuming, we have classified all the human beings into two broad categories on the basis of sex such as i) Male/Men ii) Female/Women. Male represent all men belonging to any category and profession and female represent all women of any status.

Here we shall highlight some of the typical features of adjustable persons. Some of the values exhibited by such persons are modesty, tact, kindness, helpfulness, patience, sincerity and honesty.

4.3.2 Criteria for the Process of Adjustment

There are a number of criteria related to the process of adjustment and they are as follows:

Responsibility: A well adjusted individual has the required maturity to undertake responsibility and can well understand his own feelings. He has a certain freedom of emotional expression and self-control.

Sense of Security: A well adjusted student has feelings of adequacy and of being appreciated. He has comfortably adjusted his aspirations to reality in the light of his talents, social position and opportunities. He is free from anxiety, depression, worry and disturbing fears.

Integration: A well adjusted person is free from inner conflicts and is therefore in a position to concentrate his energies on his goal.

Ego Development: A well adjusted person is able to work efficiently and effectively, looking realistically at the world around them. He is able to plan for the successful accomplishment of his goals.

Curiosity and Spontaneity: A well adjusted person shows normal curiosity and exhibits a natural and easy spontaneity in social relationships. He learns to put his energies to constructive and socially desirable ends. He perceives the world about him as a warm, friendly place inhabited by people largely benevolent.

4.3.3 Pull Factors of Adjustment

The pull factors of adjustment are those factors that pull us from making any adjustment in life. There are many pull factors. Let us discuss few of them briefly.

Aggression

It leads to problems in social adjustment. Aggression is behavior that results in harm to another person or his property. Aggression is a matter of value judgment and aggressive behavior differs from community to community. It is a way of expressing frustration and usually ends in violence which is not a good value to be cherished. The small acts of aggression result in bigger problems of adjustment. Throwing

tantrums, insulting others shouting, showing anger, physically attacking others or just being nasty and rude to others are forms of aggression.

Parents have a habit of exaggerating the virtues of their children although they know that the child strikes his parents through temper tantrums; attack other children physically/verbally without provocation or displays uncontrollable destructive activities. Aggressive children later transform into aggressive adults.

Anger

Anger is an emotion. It occurs when things don't go our way and we all boil at different degrees. Aristotle says that anyone can become angry, that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way is not easy. We know that aggression and anger are not acceptable forms of behavior. By aggression we cannot win friends and influence people. Aggression leads to anger, violence and cruelty. If you show violence, the same would be shown to you. Justifying your behavior for violence will do little to improve your social adjustment. Does this mean that anger and aggression can be reduced? Yes, by deliberately adapting good values one can overpower anger and aggression. The good values that are important for adjustment are called as Push factors of adjustment that makes you nice and cooperative. We shall discuss some push factors in the sub-section 4.3.3.

Fear

We tend to adjust quickly if we sense fear. Threat induces fear and fear has been used by some people to get other people to comply. Most of us are god-fearing persons and we have consciously filtered this trait to present-day child-rearing practices as a means of control over others.

Emotional instability is thus indicated by the presence of non-adjustive behavior, disturbances in emotional sphere, unreasoned fears, feelings of personal insecurity and a sense of inferiority etc. Such behaviors accompanied with symptomatic manifestations like insomnia, lack of appetite, trembling, twitching etc. are symbolic of mental health problems.

4.3.4 Push Factors of Adjustment

The push factors of adjustment are those factors which push or force us to make adjustments in life. Some of them are empathy, sympathy, humor, obedience and chivalry. The push factors of adjustment make the person feel recognized, responsive and secured. There are many push factors let us discuss few of them briefly.

- i. **Empathy:** To see and experience emotions from others eyes. The word empathy is best defined by this phrase, 'It takes one to know one.' To have an empathic attitude shows the process of social adjustment.
- ii. **Sympathy:** Sympathy is a powerful tool for adjustment.

Humor: To adjust and laugh all problems of life is called humor. A sense of humor makes persons happy and cheerful. We like to laugh with our family, friend's relatives and colleagues. Laughter helps in avoiding certain personal problems and it helps us to adjust with various problems of life.

iii. Help: The willingness to express concern and care for others is a deeply ingrained humanistic value. It gives lot of satisfaction to the one showing care in many ways. Altruism is a helpful act for which nothing is expected in return. There is a saying, 'we must assist one another and it is the law of nature'. But do we really help one another? Have you heard of bystander-apathy? Such people simply stand and watch the person suffering but do not come forward to help.

It may not be true that nobody would help if someone is left bleeding by the side of the road; somewhere and sometimes people help each other out, for instance we help by donating blood, contributing to charity, give alms to beggars, give food to poor, help a blind cross the road. The list of helping behaviors is virtually endless. Even then we have so many bystanders' apathy. Do you think helping depends on the situation at hand, upon the characteristics of the helper or upon the characteristics of the victim?

Activity I

Keep a track record of your helping behavior. Write them in numbers and keep on adding your helping behavior every year.

In many instances we tend to help those who have helped us in our need. This way we perform our responsibility, by fulfilling our social obligation. Such kind of help is called reciprocal help. In emergencies, helping requires quick and decisive action and the one who hesitates is lost. Do we think on the consequences of help? A warm glow of success can make you a more helping person. How about help extended by men to women and vice versa. Do we mean to say that, 'chivalry is dead or alive in our country'?

Guilt: On number of occasions we feel guilty because of our behavior. The feeling of guilt will make a person modify his behaviors and thereby make so many adjustments.

Obedience: Obedience leads to adjustment in many situations.

Let us quickly learn the tips for adjustment in case we may need them in future:

Knowing well that we cannot have control on others' behavior we need to control our own behavior. Following are some useful tips for adjustment.

Relax: Tools like deep breathing help calm you down. Breathe deeply from the belly.

Mind your language: We need to control our language. We must try to have artificial smile if needed.

Count Backward: Begin 20, 19, 18.....It would distract you from your situation.

Pinch Yourself: In an aggressive moment pinch yourself.

Road Rage: Caught in a traffic signal? Insert your favorite CD and listen to music, Carry a magazine and try flipping through it.

Use a punching Bag: Buy a punching bag and write the name of the person you are angry with and punch away your aggression.

4.4 ADJUSTMENT DISORDER

An adjustment disorder is defined as an emotional or behavioral reaction to an identifiable stressful event or change in a person's life that is considered maladaptive or somehow not an expected healthy response to the event or change. The reaction must occur within three months of the event or change happening. The identifiable stressful event or change in the life of a child or adolescent may be a family move, parental divorce or separation, the loss of a pet etc.

An adjustment disorder is a debilitating reaction, usually lasting less than six months, to a stressful event or situation. Adjustment disorder often occurs with one of the following: anxiety, depression, mixed disturbance of emotions, conduct or problems that may be related to work, physical complaints or social isolation. Adjustment disorders are quite common in children and adolescents but occur equally in males and females. Adjustment disorder occurs in all cultures; however the underlying stressors and signs may vary, based on cultural influences. Adjustment disorders occur at all ages, however, it is generally agreed that characteristics of disorder are different in children and adolescents than they are in adults.

- Depressed mood
- Anxiety
- Mixed disturbance of emotions and conduct
- Hopelessness
- Frequent crying
- Impaired occupational/social functioning
- Agitation
- Trembling or twitching
- Palpitations
- Conduct disturbances
- Physical complaints
- Withdrawal
- Occupational functioning is decreased
- Anxiety, stress, and tension

Remedy

The primary objective will be to relieve the symptoms by achieving a level of adaptation. Psychosocial treatment for this disorder includes individual psychotherapy, family therapy, behaviour therapy, and self-help groups. Realistic short-term goals should be made at the start of therapy as Adjustment Disorder is short-term in nature. Goals of therapy will typically centre on supports available to the individual in his or her life in the form of family, friends and community. The individual's coping skills will be explored and possibly developed; and relaxation techniques are often used to help the individual deal with feelings of stress. More specific goals of treatment

will include helping the individual understand his or her role in the stressful event or teaching ways to avoid such events in the future.

4.5 MEN - WOMEN AND VALUES

We have preferred to talk on values displayed by men and women as they display different values towards each other. Men and women together form a family, many families join together to form a group and several groups make a community. Communities together make society; Societies together make a Nation. Thus, from two separate individuals Adam and Eve (men and women) the world was formed. The book ‘ Men are from Mars and Women are from Venus’ by John Gray beautifully throws light on adjustment each sex has to make, towards the other, thereby understanding one’s partner, colleagues and friends better than ever before.

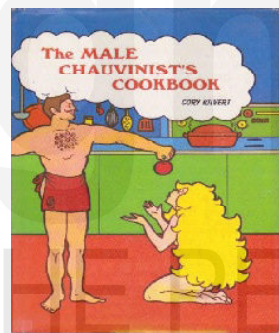
We are aware that men and women have different appearances, different preferences and different life styles. Some of these differences are anatomical and others are attributed by culture. Do you strongly believe that men and women differ in their values, attitudes and behavior? If you believe in ‘Male Chauvinist’ or ‘Aunt Jemima’ then probably you are right.

Male Chauvinist



This phrase is derived after the name of Nicolas Chauvin, a French Soldier & follower of Napoleon. Chauvin believed that French were all powerful. Male Chauvinists refer to the

belief that women are inferior to men.



(Both the photographs depicting Male chauvinists are accessed from www.fotosearch.com).

Aunt Jemima



Aunt Jemima refers to the term ‘oppressed’ – female counter poet of Uncle Tom. The trademark of Aunt Jemima mirrored America’s changing perceptions of African-American women. The idea of Aunt Jemima was first conceived by newspaperman and entrepreneur Chris Rutt, according to the Afro-American almanac a tune called “Aunt Jemima” The term “Aunt Jemima” is sometimes used colloquially as a female version of the derogatory label “Uncle Tom”. In this context, the slang term “Aunt Jemima” falls within the “Mammy

Archetype” and refers to a friendly black woman who is perceived as obsequiously servile or acting in, or protective of the interests of whites. Aunt Jemima is frequently pronounced as “Aun’t Cha Mama”, slang for “am/is not your mother” in popular discourse. The real difference is not the existence of sex differences. What is really at stake, is to know to what extent, such differences are inculcated into our value system by the society in which we live? The answer is that we are exposed to this difference from birth to maturity till death. Read the box carefully. (Source:<http://www.googleco.in>- the photograph is accessed from www.fotosearch.com dated 9.3.11)

Little girls should play with dolls, wear pretty dresses, and act quietly around the house. When they grow up they should love children, be susceptible to flattery and above all be understanding. After all, that is what being a woman all is about. Boys, on the other hand, should play with footballs and frogs and engage in rough-and-tumble play. When they grow up they should be competitive, forceful and make instant decision. If a little boy enjoys girlish activities he is a sissy most likely to turn into a ‘fag’ while his female counterpart is a tomboy most likely to become a ‘dyke’.

From the box can you draw the stereotype traits for male and females? Few of them are listed below:

Masculine Traits	Feminine Traits
Aggressive	Cheerful
Ambitious	Childlike
Analytical	Compassionate
Dominant	Gentle
Decision-maker	Shy
Masculine	Soft Spoken

Can you add the list?

Activity- II
 Think of your own life. Recall an instance where your behavior was influenced by sex-defined role.

These traits may sound funny or absurd; it is, nevertheless, the essence of a commonly advocated solution for better adjustment. This does not imply that we are dividing the world in to male and female subsections. This simply means that to have good adjustment a man and a woman should have equal status in the house. They should not be viewed from the camera of stereotyped sex roles. The attitudes towards sex lead to many adjustment problems.

As a member of the society we make several types of adjustment like emotional/ psychological adjustment, social/cultural, economic and political adjustment.

What ever may be the type of adjustment just remember the thumb rule of life, “Treat others in the manner you want to be treated by them.”

4.6 MALADJUSTMENT AND VALUES

In this section let us study the typical features of maladjusted persons. The behavior of such people is as follows:

<p>Clothing</p>	<p>Dress inappropriately to occasion</p> <p>Un-pressed clothes.</p> <p>Unfit cloths</p> <p>Unmatched clothes</p>	<p>Dirty shorts</p> <p>Dirty shoes</p> <p>Hung clothes</p>
<p>Cleanliness</p>	<p>Dirty hair</p> <p>Unwashed face</p> <p>Dirty hands</p>	<p>Dirty elbow</p> <p>Irregular in bath</p>
<p>Appearance</p>	<p>Un brushed hair</p> <p>Inappropriate hair style</p> <p>No lipstick</p>	<p>Untrimmed fingernails</p> <p>Bitten finger nails</p>
<p>Physical posture</p>	<p>Head down</p> <p>Bent back</p> <p>Stomach out</p>	<p>Shuffling</p> <p>Heavy walk</p> <p>Sprawls</p>
<p>Verbal behaviours</p>	<p>Screams</p> <p>Giggles</p>	<p>Talk to self</p> <p>Vulgar comments</p>
<p>Social behaviours</p>	<p>Touches others</p> <p>Inappropriate gestures</p>	<p>Nose picking</p> <p>Eating beetle leaf/ chewing gum.</p>

Source: Karen Grover and Atwater, see 4.10 (2007)

4.7 STRATEGIES TO HELP MALADJUSTED CHILDREN

Children who are maladjusted lack the social skills necessary to interact effectively with peers and engage in healthy, cooperative activities. While maladjustment is not something that can be rectified over night, with help, maladjusted children can operate as effective members of society. By assisting a maladjusted child in navigating the complex web of social relationships, you can help prepare the pupil for future interactions with others.

Maladjustment can be spurred by a number of things so if the student's problems stems from an issue within the home, you must report this to social services, as you are a mandated reporter.

By engaging in regular communication, the child can begin to learn the principles of socialization. Set aside 5 to 10 minutes daily and devote this time to making small talk with the child.

Take the child to places where he can interact with peers in play. Visit popular

parks or other recreation areas in which children commonly play. Encourage the child to engage in play with his peers.

Introduce the child to kind and helpful same-age peers. Some children are particularly adept at working with peers who struggle. If you know of a conscientious and polite child, ask this child to buddy up with the maladjusted child and engage in conversation or participate in play.

Discuss misbehavior with the child. It is not effective to merely punish the child for misbehavior. In place of punishment, have a conversation with the child. Explain to her/him why what she/he did was wrong, so she can better understand why she shouldn't repeat the behavior.

Help the child create a list of alternatives to misbehavior. If the maladjusted child continually exhibits the same behavior, he may be doing so because he does not know an alternative. If, for example, the child pushes his peers down and takes their toys when he wants to play with them, help discover alternatives to this destructive behavior by listing options. Tell him that he could ask the peers to share; he could wait his turn, and so forth. As the child learns these alternatives, he may be more likely to use them in the future.

The assessment and systematic teaching of social skills through modeling, discussion, and rehearsals are helpful to students for increasing control over their behavior and improve their relations with others. In addition, supportive therapies involving music, art, exercise, and relaxation techniques, as well as affective education, individual, and group counseling are sometimes employed to improve self-understanding, self-esteem, and self-control.

4.8 LESSON ON LIFE

The inspirational story of a glass jar symbolizes our own skills of adjustment. Please go through the story and analyze it. The reflection is true and realistic.

4.8.1 Inspirational Story

A Professor of Philosophy entered the class room and told the students today I will teach you important lessons of life and adjustment. He brought a jar, made of earthen ware. He started putting table-tennis balls in that jar till it was full. He asked his students whether the jar was full and the reply was yes. Now he took out another bag and this bag was full of pebbles. Slowly the Professor started pouring the pebbles in that jar and in between he was shaking it so that the pebbles could adjust in the jar which was already full of tennis balls. Now the professor again asked the students whether the jar was full and the students replied in the affirmative. The jar was really full with balls and pebbles. The Professor now had another bag which was full of sand. He started pouring the sand in the already filled jar of balls and pebbles. The sand also got settled well in the jar. Now the Professor asked the students whether the jar was full. The students again replied yes. Then the Professor brought two cups of tea and poured the tea into the jar. The tea was also adjusted in that jar.

This time the Professor was serious. He firmly told the students that human life is like this jar. There should be space for adjustment. Try to adjust well in life.

Tennis balls symbolizes our socialization

Pebbles symbolizes our interaction

Sands symbolizes our conflict

Tea symbolizes our adjustment

If we do the reverse filling in the jar, first the tea would be followed by sand, pebbles and lastly tennis balls. Perhaps nothing will adjust in the jar. Always have scope for tea. The message is to thus have scope for adjustment.

(Source: <http://www.informationbible.com/article-glass-jar-and-twocups-of-tea14889.html> Accessed on 9.3.11)

Check Your Progress 2

1. What are useful tips for adjustment?

.....
.....

2. What are the stereotype traits for male and female?

.....
.....

3. Analyze two strategies of how to tackle maladjusted children?

.....
.....

4.9 LET US SUM UP

Good and fruitful relationships are based on good values learned and practiced. In the long run values give you long lasting (success) pleasure. The push factors as discussed in the unit helps us to make good adjustments in life and the pull factors as discussed in the unit literally pulls us to make adjustment with others. The values learned as part of socialization, the value-loaded interactions, the conflict resolution methods and the values of adjustment - all contribute to the making of a good human being. Good values practiced by an individual gives stability to his personal life, social life, cultural life, service life, relationship and in long run contributes to the making of a harmonious and peaceful society. In UNESCO preamble it is rightly said, Since the wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed. Thus it is we as human beings who are entrusted with the responsibility of creating a just world, a place with moral standards, good codes of conduct, good values to inculcate and imbibe among us. The dynamics of human behavior is always in motion. But one thing that remains constant and static is good behavior and values to cherish and practice. There is always a positive way to do every thing. Elmer G. Letterman rightly says, *‘Personality can open doors, but only character can keep them open’*. (Source: <http://thinkexist.com/quotes.com>.)

4.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- (i) Aunt Jemima refers to the term ‘oppressed’—female counter part of Uncle Tom. Aunt Jemima’s trademark mirrored America’s changing perceptions of African-American women
- (ii) Empathy, sympathy, humour, help, guilt, & obedience.
- (iii) Male chauvinism is derived after the name of Nicolas Chauvin, a French Soldier & follower of Napoleon. Chauvin believed that French were all powerful. Male Chauvinism refers to the belief that women are inferior to men.

Check Your Progress 2

- (i) Relax, mind your language, pinch yourself, road rage, use a punching bag.
- (ii) The stereotype traits of male and female.

Masculine Traits	Feminine Traits
Agressive	Cheerful
Ambitious	Childlike
Analytical	Compassionate
Dominant	Gentle
Decision-maker	Shy
Masculine	Soft Spoken

- (iii) a. Take the child to places where he can interact with peers in play. Visit popular parks or other recreation areas in which children commonly play. Encourage the child to with his peers.
- b. Introduce the child to kind and helpful same-age peers. If you know of a conscientious and polite child, ask this child to be friendly with the maladjusted child and engage him in a conversation or play.

4.11 REFERENCES

John Gray (1992). *“Men are from Mars and Women are from Venus”*. Harper Collins Published alliance India Today Group, New Delhi. (pp. 27-66)

John W. Santrock (2006). *Human Adjustment*. McGraw-Hill. (pp. 2-20)

Karen Grover Duffy and Eastwood Atwater (June 2007). *“Psychology for living: Adjustment, Growth and Behavior Today”*, Prentice Hall (pp. 384, 422, 509)

Online sources:

<http://thinkexistcom/quotescom>

<http://wwwinformationbiblecom/article-glass-jar-and-twocups of tea14889.html>
Accessed on 9.3.11)

<http://www.googleco.in>. The photograph is accessed from wwwfotosearch.com dated 9.3.11)