

**COURSE
GUIDE**

**EGC 811
PRINCIPLES OF INTERPERSONAL RELATIONSHIP**

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MODULE 1

Unit 1	Concepts in Interpersonal Relationship
Unit 2	Principles of Interpersonal Relationship
Unit 3	Difficulties in Forming Relationships
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UNIT 1 CONCEPTS IN INTERPERSONAL RELATIONSHIP**CONTENTS**

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1.0 INTRODUCTION

Any worthwhile book on the principles of Interpersonal Relationship will definitely be discussing the nature of the course. The principles of this course include conceptual classifications of significant concepts that are related to the subject matter of discourse definitions, purposes and principles. This unit will provide the definitions and meanings of the terms interpersonal relationship, values of interpersonal relationship, the need for it and its functions in organisations.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define interpersonal relationship
- list the concepts of interpersonal relationship
- enumerate the objectives of interpersonal relationship.

3.0 MAIN CONTENT

3.1 Definitions

3.1.1 Meaning of Interpersonal Relationship

The term interpersonal relationship is explained in different ways by various and many authors, but they all are pointing to the same meaning. Devito (2004) defines interpersonal relationship as communication that takes place between two persons who have established a relationship, the people are in one way or the other connected. Thus, relationship can occur between romantic partners, business associates, doctors and patients, counselors and counselees, and so on, it permeates our lives. Berschild (1999) defines interpersonal relationship as a strong, deep or close association and acquaintance between two or more people that may range from duration to enduring. This association may be based on love, inference or solidarity. The context can vary from family or kinship, friendship, work, clubs, neighborhood and places of worship. Levinger (1983) proposed a relationship model called heterosexual adult romantic relationships but has been applied to other kinds of interpersonal development of a relationship that follows five stages:

- (1) Acquaintance and acquaintanceship: this is having a personal knowledge or a state of familiarity and having a relationship with a person you know just slightly, that is the situation of not too strong friendship.
- (2) Buildup: to build up a quality entire relationship, these rules are to be followed.
 - i. maintaining regular contact with each other
 - ii. ensuring that time spent together is meaningful
 - iii. seeking values agreement or concord and acknowledge each other
 - iv. showing empathy and experience in interactions
 - v. providing chances for mutual progress in different aspects of interpersonal relations.
- (3) Continuation: for a relationship to grow or continue, some friendship rules should be maintained. Such are:
 - i. standing up for a friend in absentia
 - ii. information and feelings about successes should be shared
 - emotional support should be demonstrated
 - there should be trust and confidence
 - help should be rendered in times of need
 - making each other happy when together is vital
 - do not criticise your friend in public
 - confidences should be kept

- do not be jealous or negative about other relationships around you
 - respect each other's privacy.
- (4) Deterioration: This is the stage in a relationship when the connecting bonds between the partners weaken and there is drifting from each other.
- (5) Termination: There are five ways to terminate a relationship. They are differentiating; circumscribing, stagnation, avoidance, and termination.

Termination according to Baxter can be incremental or can go through a critical event. Incremental means to slowly drift apart, which unravels itself in steps. It can also be referred to as disengagement. Gottman (1999) proposes the theory of magic ratio for successful marriages. The theory says that for a marriage to be successful couples must have the average ratio of five positive interactions to one negative interaction, as the ratio moves to 1.1, divorce becomes more likely. In addition, Seligman (2011) proposes the concept of active constructive-responding, which stresses the importance of practicing attentive skills.

From the above, interpersonal relationship can be summarily defined as a process involving the nonstop, interrelated thoughts, feelings and behaviours of persons in a relationship or association in which they respect empathy, social skills and active participation.

3.1.2 Concepts in Interpersonal Relationship

An interpersonal relationship is a strong, deep or close association and acquaintance between two or more people that may range from brief duration to a long enduring relationship. According to Adegoke (2011), it means a process of understanding human relationships with emphasis on social skills, self analysis techniques of effective communication and resolving interpersonal conflicts. Interpersonal Relationship

Attribution Theory: This argues that we attempt to assign motive or cause to the behaviour of another individual. It is a humanistic theory that believes that there is a direct relationship between our behaviour and its causes. From the humanistic outlook of attribution theory, epistemological assumption posits that there are multiple truths or realities as opposed to only the truth. As for the ontological assumption, it states that our human nature is of free will and not predetermined. In the case of axiological assumption, values are important in studying the discipline of communication as opposed to objectivity.

Implicit Personality Theory: It argues that we develop a list of associated qualities that we attribute to the individuals with whom we interact. This allows us to make guesses about an individual's personality based on whatever information we currently have about him. It is about the inward sense of our body, its tension or its well being. Toward a further reflection, we can notice that only its direct sensing do we have meanings to what we say and think. We need to have our 'feel' before verbal symbols can have concrete meanings.

Impression Formation Theory says we form impression about others on their qualities and behaviours, the information given about them and the information third parties give about them.

Social Exchange Theory: It talks about rewards of a relationship or the derived outcomes of a relationship. It explains that the outcomes must be greater than or equal to the investment costs of the relationship. Rewards can be love, status information, money, goods, service and the like.

Systemic Coaching: This is a form of individual coaching in a relationship. It is used to identify problems in an evident and immediate way. In another form, they show different possible solutions. It is a very effective tool for conflict resolution in any interpersonal relationship.

Equity Theory: It is a more complex version of the social exchange theory. It explains that people are concerned about equity in their relationships which is the fact that rewards and costs they experience in a relationship should be roughly equal to the rewards and costs experienced by their relationship partners.

Relational Dialectics: It is a concept within the communication theories introduced by Leslie Baxter and Barbera M. Montgomery in 1988. It focuses on the contradictions in relationships. It stems from the concept of the extreme that will sustain the sources of the contrary. This arises when two people of varying differences maintain a dialectics in a relationship. The most dialectics in a relationship are:

- i) **Openness and Closeness:** Both partners expect openness in their communication as to be a dependable one and to also maintain a healthy relationship. However, on the contrary, one of them desires privacy.
- ii) **Certainty and Uncertainty:** Certainty is a bonding factor in a relationship. It is a promise kept to comfort partners in a relationship. However, on the contrary, predictability makes the relationship uncomfortable.

- iii) **Connectedness and Separateness:** It is natural to desire a close and permanent bond in a relationship. However, a partner in the relationship may want to be alone. Too much staying together may result in the loss of an individual's identity.

Socionics: This projects the idea that a person's character acts like a set of blocks called psychological functions result in the different ways of producing and accepting information which results in different behaviour patterns and character types.

Minding Relationship Theory: It is the mindfulness theory that projects how closeness in relationships may be maintained and enhanced. It explains why thoughts, feelings, and behaviours of individuals in a relationship should be reciprocal. The five components of 'minding' can be:

- i) **Knowing and being known-** each partner should seek to understand themselves and be understood.
- ii) **Making relationship –** enhancing attributes for behaviours, that is, giving the benefit of any doubt.
- iii) **Accepting and respecting** empathy and social skills.
- iv) **Reciprocity** should be maintained.
- v) **Continuity** should exist in 'minding' and 'mindfulness' should persist.

Attachment Style: according to Bolt (2004) says it is by "both nature- the infant's inherent need to bond and belong- and nurture parental responsiveness. There are three factors determining the achievement styles. These are care, or safety; commitment and physical closeness. The type of attachment an individual has developed as a child. It has a predictive effect on the type of love relationships one develops as an adult.

3.1.3 Types of Interpersonal Relationship

There are three major types of interpersonal relationship. They are nonverbal, written and oral interpersonal relationships.

Non-verbal interpersonal relationship: This involves communication that is void of words; such as gestures, actions, facial expressions, body language and other aspects of physical appearance. Effective communicators send, receive and interpreted non-verbal messages, the same way, they would oral or written communication.

Written interpersonal relationship: Human interpersonal relationship, especially, in an organisational setting, refers to those messages that are

transmitted via writing. Advantages of written communication, E-mail, for instance, is less expensive than long distance phone calls and certainly less than travel expenses, especially when a message needs to be conveyed to a large number of people. It enables efficiency and accuracy. Written communication also allows for reflection.

Oral communication: A manager would use oral communication for a variety of things, such as meetings, interviews, and performance reviews, presentations trainings, soliciting and providing feedback to subordinates or when communicating progress to upper management.

3.2 Classification of Interpersonal Relationship

Interpersonal relationship can be classified according to different spheres of life in which human beings could encounter problems.

These are:

- (a) Love or marital relationship
- (b) Family or kinship relationship
- (c) Workplace relationship
- (d) Neighborhood relationship
- (e) Places of worship relationship.

All these relationships may be regulated by law, custom or mutual agreement, as they form the basis of social groups and the society as a whole.

SELF-ASSESSMENT EXERCISE

What are the classifications of interpersonal relationship?

3.3 Approaches to Interpersonal Relationship

There are many approaches to interpersonal relationship, and these approaches can be grouped under the following headings.

- (a) **Indirect approach:** The indirect approach to interpersonal relationship allows the counselee to express self while the counselor only listens with apt attention and intermittently, when necessary, injects words that can elicit more responses on the discourse. The professional counselors that use this approach rely on the tenets of the Client-centered Theory as their counseling skill.
- (b) **Direct approach:** This is just the opposite of the indirect approach. In this approach, talking is done by the counselor who

uses questions and counseling skills to elicit responses from the counselee about the problem at hand. Here the counselor dictates the pace and alive is the counselee based on what can be made out of the sparing responses gathered from the counselee.

- (c) **Eclectic approach:** This approach to interpersonal relationship in counseling is not totally an indirect or a direct approach. Rather it finds the two approaches named above with any other suitable one handy during counseling sessions. It thereby relies on chosen skills that suit the counseling session at hand, from all available approaches to resolve the counselor's conflict.

4.0 CONCLUSION

The unit acquainted you with what interpersonal relationship is. This will in no doubt help lay the necessary foundation as you work through the course for better understanding of the subject matter.

5.0 SUMMARY

In this unit you have been introduced to the meaning of interpersonal relationship, its principles, techniques and the values that have been established.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the different types of interpersonal relationship, describe each of them.
2. What is eclectic approach?

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UNIT 2 PRINCIPLES OF INTERPERSONAL RELATIONSHIP

CONTENTS

- 1.0 Introduction
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- 3.0 Main Content
 - 3.1 Basic Principles of Interpersonal Relationship
 - 3.2 Values of Interpersonal Relationship
 - 3.3 Formation of Interpersonal Relationship
 - 3.4 Techniques of Interpersonal Relationship
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit you will learn about the basic principles of interpersonal relationship. The values and justification for the course will also be discussed. The knowledge from this unit will help justify the reactions for introducing this important course in the tertiary education's curriculum in Nigeria.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss the basic principles that guide the human behaviour towards healthy and positive interpersonal relationship
- enumerate the values and justification for interpersonal relationship.

3.0 MAIN CONTENT

3.1 Basic Principles of Interpersonal Relationship

The basic principles of interpersonal relationship accepted by most authorities in the field of social psychology and relationship science are described as follows:

1. The study of interpersonal relationship involves several branches of social sciences including such disciplines as sociology, psychology, anthropology and social work.

2. Interpersonal skills are extremely vital when trying to develop a relationship with another person.
3. Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan and an end.
4. All relationships are governed by Levinger model, a model developed by George Levinger to describe heterosexual, adult romantic relationships. According to the model, natural development of a relationship follows five stages:
 - (a) Acquaintance/acquaintanceship- becoming acquainted depends on previous relationships, physical proximity, first impressions and other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely.
 - (b) Build-up – During this stage people begin to trust and care about each other. The need for intimacy, compatibility and such filtering agents as common background and goals will influence whether or not interaction continues.
 - (c) Continuation: This follows a mutual commitment to quit a strong and close long-term friendship, or even manage. It is generally long, relative stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important to sustain the relationship.
 - (d) Deterioration: Not all relationships deteriorate, but those that tend to show signs of trouble, boredom, resentment and dissatisfaction may occur, an individual may communicate less and avoid self-disclosure. Loss of trust and betrayals may take place as the downward spiral continuous deterioration may eventually end the relationship.
 - (e) Termination: The final stage marks the end of the relationship, either by break-up, death, or by spatial separation for quite some time and severing all existing ties of either friendship or romantic cure.
5. The list of interpersonal skills needed for healthy and positive relationship include:
 - verbal communication - what we say and how we say it
 - non-verbal communication – what we communicate without words, body language is an example
 - listening skills – how we interpret both the verbal and non-verbal messages sent by others
 - negotiation- working with others to find a mutually agreeable outcome
 - problem-solving – working with others to identify, define and solve problems

- decision making: exploring and analysing options to make sound decisions
 - assertiveness – communicating our values ideas, beliefs, opinions, needs and wants, freely.
6. Healthy relationships are built on a foundation of secure attachment. Secure attachment models represent an internal set of expectations and preferences regarding the intimacy that guide behaviour.

Characteristics of relationship: They include goals. These are mutual support goals, problem solving goals, individual growth in the relationship goals, structural goals, financial goals, and family goals. These are meant to be pillars holding the whole water front of relationships.

Mutual support goals

- i) to nurture one another
- ii) to communicate with one another
- iii) to determine how independent of each other
- iv) openness
- v) the length or duration of the relationship
- vi) what extreme to take when the relationship grows cold
- vii) how pleasurable will the relationship be
- viii) how much can people be allowed or included in the relationship without affecting the support for each other.

Problem solving goals

- i) how to approach problems in the relationship
- ii) what will be the problem solving model to be adopted
- iv) how to tolerate each other
- v) how to fight or quarrel
- vi) how to handle such fights and resolution strategies
- vii) when to seek third party's involvement
- viii) how to encourage each other to be good problem solver.

Individual growth in the relationship

- i) how to ensure mutual growth in the relationship
- ii) how open will taking joint and individual responsibility of the relationship's needs
- iii) how to use the unique and individual personalities to assist each other
- iv) what steps to take if any of the partners need mental health assistance
- v) what steps to take to handle jealousy or a sense competition
- vi) how to help each other to have pleasure in the relationship

Structural goals

- i) planning for time limits in achieving goals
- ii) arranging for schedules to pursue specific and individual interests
- iii) level of freedom allowed to pursue the interests
- iv) commitment to settling long-term relationship goals
- v) right placing the position of religion, hobbies, sports and any other outdoor interests.

Financial goals

- i) what career goals do each have, should be discussed
- ii) how to promote each other's career
- iii) who pays the bills
- iv) how to pay for wants or luxuries
- v) agreements on insurance, savings, investments, retirement and so on.

Family goals

- i) how to handle the role of in-laws
- ii) how many children should they have and at what intervals
- iii) how to fit the children into the relationship without losing the other
- iv) how to educate the children
- v) how to be functional as parents
- vi) how the children will not affect the pleasure timing.

Attitudes: They have a powerful influence on behaviour. Attitude is a relatively enduring organisation of beliefs, feelings and behavioural tendencies. It is an expression of favor or disfavor towards a person, place, thing or event.

Behaviour: It is a range of actions and mannerisms exhibited by a person.

Relationships are activated through communication. Relationships are used to mould people to adapt and adjust to situations affecting each other. Relationships are transitory:

- a) Deep
- b) Moderate
- c) Casual
- d) Passing.

7. Lastly is the principle of Confucianism, which means that an individual knows his place in the social order and plays his or her part well. For instance, juniors are considered in the principle of Confucianism as owing their seniors, reverence and the seniors

have their duties to benevolence and concern towards their juniors.

3.2 Values of Interpersonal Relationship

The main objective of this course is to identify and describe the usefulness of interpersonal relationships in different areas of life with a view of assisting the students to discover the value of interpersonal relationship. The values of interpersonal relationship include the following:

- knowing and being known - seeking to understand the partner
- making relationship – enhancing attributions for behaviours, giving the benefit of doubt
- accepting and respecting empathy and social skills
- maintaining reciprocity- active participation in relationship enhancement
- continuity in minding and persisting in mindfulness.

Sternberg (1999) theorises that love is a mix of three components (1) Passion or physical attraction (2) Intimacy or feelings of closeness and (3) commitment, involving the decision to initiate and sustain a relationship. The presence of all these three components characterises consummated love, which is the most durable type of love. In addition, the presence of intimacy and passion in marital relationship predicts marital satisfaction. Again, effective communication in the work place, is fully attained as there is improved interpersonal communication through empathising with the speaker, maintaining interest, postponing evaluation, organising information, showing one's interest and providing feedback. Thus communication in the work place must be credible, trustworthy, persuasive and physically attractive.

3.3 Formation of Interpersonal Relationship

These are stages of help in the formation of interpersonal relationship

- i) awareness
- ii) acquaintance
- iii) groundbreaking
- iv) rapport building
- v) exploration that is:
 - a) seeking information and
 - b) giving information
- vi) negotiation
- vii) self disclosure which involves a) formation of bond; b) reduced need for further testing

- Identification a) efforts made to determine the partner's needs; b) efforts made to meet the partner's needs
- viii) breakdown.

3.4 Techniques of Interpersonal Relationship

- i) avoid criticism and condemnation of other people
- ii) don't complain about people
- iii) resolve conflict
- iv) communicate clearly
- v) appreciate people
- vi) display sense of humor
- vii) attend to your problem and others too
- viii) smile at people
- ix) demonstrate genuineness in your interaction with other people
- x) demonstrate attentiveness and good listening
- xi) show others that they are important
- xii) admit your guilt or fault
- xiii) manage your anger
- xiv) suggest to people what to do, do not enforce
- xv) understand other people's feelings
- xvi) understand your feelings too
- xvii) synchronise cooperatively
- xviii) act authentically
- xix) acknowledge generously
- xx) feel empathetically

4.0 CONCLUSION

Interpersonal relationship activities should therefore be based on the continuous need for improved interpersonal relationship at home, social groups and work place. This background has prepared you for the next unit where you will read about how to avoid the pitfalls of negative human relationships.

5.0 SUMMARY

This unit has exposed the values of interpersonal relationship at home, social clubs and in the work place. It has also shown that it is very expedient to be exposed to the justification of the course.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss why the learners need the inclusion of interpersonal relationship in the counselor education curriculum.
2. What are the basic principles of interpersonal relationship using your own words? Discuss the key aspect of interpersonal relationship.

7.0 REFERENCES/FURTHER READING

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UNIT 3 DIFFICULTIES IN FORMING RELATIONSHIP

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- 2.0 Objective
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 - 3.1 Causative Factors for Interpersonal Skills Deficit
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- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Interpersonal skills are sometimes also referred to as people skills or communication skills. Interpersonal skills are the skills a person uses to communicate and interact with others. Interpersonal skills are used often in business contexts to refer to the measure of a person's ability to operate within business organisations through social communication and interactions.

2.0 OBJECTIVE

At the end of this unit, you should be able to:

- explain factors that are responsible for difficulties in forming relationships.

3.0 MAIN CONTENT

3.1 Causative Factors for Interpersonal Skills Deficit

The discovery of the establishment of common ground between individuals is a fundamental component for enduring interpersonal relationship. Due to loss of common ground, which may occur over the time, many tend to end interpersonal relationship. For each relationship, certain set of skills are needed and without these skills, more advanced relationships may not be possible. Systemic-coaching advocates a hierarchy or relationship from friendship to global order. Expertise in each relationship type requires skills of all previous relationship types (for example, a partnership requires friendship and team work, skills).

Interpersonal relationship through consanguinity and affinity can persist despite the absence of love, affection or common ground. When these

relationships are in prohibited degrees, sexual intimacy in them would be a taboo of incest. Relationships are not necessarily healthy. Unhealthy examples include abusive relationship and co-dependence. Sociologists recognise a hierarchy of forms of activity and interpersonal relations, which divides into behaviour, action, social behaviour, social action, social contact, social interaction and finally social relation. Therefore the various difficulties in forming relationships include:

- (1) **Lack of sensitivity to receiver:** A breakdown in relationship may result when a message is not adapted to the receiver. Recognising the receivers' needs, status, knowledge of the subject matter and language skills, assist an individual in living a healthy relationship. If a customer is angry for instance, an effective response may be just to listen to the person's vent, for a while.
- (2) **Lack of basic communication skills:** The receiver is less likely to understand the message, if the sender has trouble with choosing the precise words and arranging these words in a grammatically correct sentence.
- (3) **Emotional distractions:** If emotions interfere with the creation and transmission of a message, they can also disrupt the reception. If you receive a report from your supervisor regarding a proposed change in work procedure and you do not particularly like your supervisor, you may have problem reaching the report objectively. You may find fault by misinterpreting words for negative compressions, consequently, there may be a strain relationship.

Social skills are very critical to successful functioning in life. They enable partners to know what to say, how to make good choices and how to behave in diverse situations. They include:

Basic interaction skills

- i) making frequent eye contact
- ii) smiling when greeting people
- iii) showing confident body language
- iv) basic politeness
- v) showing interest in others

Making conversation

- i) taking turns when talking
- ii) listening and showing interest in what the other person has to say
- iii) do small talks
- iv) nodding and smiling to indicate that you are following along
- v) using humor

- vi) knowing when to disclose personal information and when not to.

Building and maintaining friendships

Approach skills:

- i) being able to start talking to someone
- ii) sharing decision making
- iii) maintaining contact
- iv) showing appropriate affection and appreciation
- v) being supportive – showing concern in hard times
- vi) allowing distance and closeness
- v) thoughtfulness.

Empathy: This is putting oneself in someone else's shoes and recognising their feelings

- i) noticing other people's feeling
- ii) expressing concern at other people's distress
- iii) being able to recognise what someone else might be feeling in a given situation
- iv) showing sensitivity to others' feelings when communicating, especially when criticizing

Dealing with conflict:

- i) Assertiveness or being able to say what you are feeling without being aggressive or getting personal.
- ii) Negotiation skills: being able to discuss a conflict calmly and rationally to get at solutions.

All these social skills if not attainable, result in the following deficits:

- (i) **Alcohol:** Social skills are significantly impaired in people suffering from alcoholism due to neurotoxic effects of alcohol on the brain, especially the prefrontal cortex area of the brain. The social skills impaired by alcohol abuse include impairments in perceiving facial emotions, prosody perception problems and mind deficits, the ability to understand humor is also impaired in alcohol abusers.
- (ii) **ADHD:** Attention Deficit Hyperactivity Disorder Studies have revealed that half of the ADHD children and adolescents experience peer rejection compared to 10 – 15 percent of non-ADHD children. Adolescents with ADHD are less likely to develop close relationships. Going into relationships might be easier by the time adolescents grow into adulthood and enter into the workplace. Poor peer relationship can constitute major depression, criminality, school failure and substance abuse disorders. Adolescents with ADHD are more likely to find it

difficult in making and keeping friends due to their attention deficits, causing impairment in processing verbal and non-verbal language, which is important for the development of social skills. Romantic relationships are usually difficult in the adolescent who are of the college age because of the lack of attention of nonverbal cues such as flirting gestures, tone of voice which may include misinterpretation of whether the person is romantic or not.

- (iii) **Autism:** People with autistic spectrum disorders such as Asperger's syndrome, generally have difficulty in social skills, they hardly understand people's emotions. Most people in the spectrum have many social idiosyncrasies such as obsessive interest and routines, lack of eye contact, one-sided conversations, abnormal body language and non-verbal communication.

According to Schneider & Byrne (1985) the procedure for training social skills had the largest effect size, followed by modeling, coaching and social cognitive techniques. Behaviour analysts prefer to use the term behaviour skills to social skills. Interpersonal skills can be measured on about how you treat other people and how you react to them.

4.0 CONCLUSION

There is harmony between the behaviour and theoretical analysis of interpersonal deficits or social skills deficits. As stated in the unit, the knowledge of the two aspects will help in the understanding and appreciating the depth of the difficulties in forming healthy relationships.

5.0 SUMMARY

The synergy of the theoretical and behavioural analysis of the difficulties in forming a healthy relationship provides the format of understanding. It also shows that the various deficits in social skills cannot be trivialised. The characteristics of each problem cannot be over emphasised either.

SELF-ASSESSMENT EXERCISE

Mention the various precipitating factors that are capable of causing unhealthy relationships.

6.0 TUTOR-MARKED ASSIGNMENT

Mention the essential characteristics of each factor that inhibits forming relationships.

7.0 REFERENCES/FURTHER READING

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UNIT 4 FORMING AND MAINTAINING POSITIVE RELATIONSHIPS

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 - 3.2 Building Trust with the Family
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1.0 INTRODUCTION

It is important to note that all forms of families are equally important as long as they share the basic features of a healthy family, these features include:

- i. **Affection** – Love for each other, encouragement and commitment to each other.
- ii. **Respect** – Positive communications and interactions with each other.
- iii. **Emotional strength** – ability to deal with stress and resolve conflict.
- iv. **Shared experience** – enjoying each other’s company. The old expression “You cannot judge a book by its cover” is something to remember when you work with families. The structure of the family is the cover. The real story is how the family loves, respects, encourages and enjoys one another.

2.0 OBJECTIVE

At the end of this unit, you should be able to:

- explain as a counsellor, how you can form, build and maintain positive relationship with the family.

3.0 MAIN CONTENT

As a counselor, you will in very practical ways interact with families. This means working together to achieve a common goal. Other qualities; you must be reasonable and friendly with the family, seek and share information in a respectful manner in order to help create positive

relationships with the family, you must build trust and share information with the family.

The relationship between parents and professionals was marked by what is called social distance. The relationship is impersonal and cold; and it is no longer suitable for most direct support work. The parents of today expect and want to share power, responsibilities and information with the people and support a family member. Therefore the counselor can promote positive relationships by being friendly, showing interest, asking questions and sharing information.

3.1 Sharing Information with the Family

For the relationship between the counselor and the family to work, you will have to share information about the person you are helping, and the family will need information about you as the helper. Most parents want to know how things are going on with their children, and they will work up to you for this information.

3.2 Building Trust with the Family

Trust is a key component of any partnership between the family and the counselor. Families have to trust you to care for their children. Remember you are at a point a stranger to the family. The challenge for you is to move from a stranger to a trusted ally. How can you get the family to believe you? How can you get them to take you as a person who is worthy of their trust?

Byrne (2008) proposed the keys to good practice in the family, interacting with children and young people.

Appropriate behaviour	Inappropriate behaviour
Using correct terminology	Discussing own problems
Responding honestly to questions	
Listening to problems and concerns	Sitting an older child on your knee/ kissing them.
Giving space	
Using appropriate touches	
Offering options and choices	Giving advice that contradict policies

Coleman (2004) advocates for a healthy relationship among valuable groups including parents. Among other tips, he proposed the following:

1. **Smile when you see parents and greet them:** Most parents only occasionally interact with counselors only when they are positive, warm and friendly. The impressions left from first encounters last for a long time.
2. **Learn their names:** Learn how they want to be addressed and how to pronounce them correctly.
3. **Declare your intention:** Tell them that you want to partner with them, that you appreciate their support and look forward to working together.
4. **Communicate often and in various forms:** Provide information about what is going on in your class. A weekly report will be a good idea on what students are learning, what they have accomplished, what you are excited about, what they are excited about, the learning and growth you are seeing. Suggest what they might ask their children about.
5. **Your language is powerful:** It communicates awareness that there are many difficult kinds of families. Be careful not to assume a mother is or not married even she is married to a man. Learn how to ask open-ended questions and understand that, sometimes parents/guardians might not want to share some information.

4.0 CONCLUSION

This unit acquainted you with how as a counselor you can form, build and maintain a positive relationship with the family, as you work through the course for better understanding.

5.0 SUMMARY

In this unit, you have been introduced to the various ways and techniques through which a positive relationship can be built and maintained with the family. The appropriate ways of dealing with the children and young people are also established.

6.0 TUTOR-MARKED ASSIGNMENT

What are the various ways of forming and maintaining positive relationship within the family?

7.0 REFERENCES/FURTHER READING

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UNIT 5 SELF-DISCLOSURE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Conceptualising Self-Disclosure Relationship
 - 3.2 Characteristics of Self-Disclosure
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The goal of this unit is to assist learners to develop the ability to be open to each other with a view of developing a lasting relationship. Essentially, self-disclosure is conceptualised as verbally revealing thoughts, feelings and experiences to others (Derlega, Petromio and Margulie, 1993). But self-disclosure is more than personal and private talk (Billetter, 2000). Studies have revealed two types of self-disclosure; self-disclosure given and self-disclosure received.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss self-disclosure
- enumerate the concepts of self-disclosure in human relationships.

3.0 MAIN CONTENT

3.1 Conceptualising Self-Disclosure Relationship

Self-disclosure is sometimes referred to as verbal and non verbal activities like in the case of thoughts, feelings and experiences of others.

These activities are used often to express ideas, descents, deep seated feelings and judgment, the knowledge to relate better with peers and help others in dire need of relationship sincerity. Self-disclosure given is referred to as, self-reported self-disclosure. This refers to disclosing one's personal feelings, thoughts and experiences. Self-disclosure received is also referred to as information disclosure by others.

Billetter (2000) identified the direction of self-disclosure as friendship disclosure, which according to Sprecher (1987) was found to be a more important predictor of liking, love and stability in romantic relationships. Derlega, Gerzelak (1979) posited that non-verbal menaces are intended to communicate information. Self disclosure is a transaction that occurs between two or more people. They play the roles of disclosure giver and the disclosure recipient or listener. Some aspects of disclosure or non disclosure may influence how close a relationship begins, including privacy regulation. It shows how much of the actions of the discloser and the disclosure recipient's behaviour, that are contributing to the underlying reactions. Information is conveyed from the discloser and the disclosure recipient's behaviour reveals the reasons underlying each person's reaction.

Taylor, Gowld and Brounistein (1981) are of the opinion that self-disclosure may be perceived as personalitic (like, uniquely intended for a recipient) or non-personalitic (such as, intended anyone for the basis for social penetration). Social penetration theory as proposed by Irwin Altman and Dalmas Taylor (1973) provided important early perspective about self disclosure, the development about self disclosure and the development of close relationship. According to this theory, at the start of a relationship, prospective partner may be limited to fairly stereotyped and superficial behaviours, but as relationship progresses , individuals are predicted to increase the range of activities they share with one another, including disclosing more personal information to one another. Partners also compose a mental picture of one another, based on positive and negative experiences. Social penetration include any behaviours that is interpersonal-verbal (self-disclosure) non-verbal like someone moving a chair to sit closer or farther away from the other person.

Yum and Hara (2005) also reported the increase in the breadth and depth of self disclosure in internet communication which was associated with increased feelings of liking, love and interdependence with one's partner as based on a survey of Japanese American and South Korean internet users. This is consistent with self disclosure in counseling.

The knowledge and competence of the counselor in self-disclosure will facilitate the following;

- a) Ability to keep the client and find the appropriate words to disseminate his emotion.
- b) Ability to help the client to verbalise the key concerns, meanings and memories which arose from emotional arousal.
- c) Ability to help the client to verbalise the wishes, needs, behaviours and goals associated with failings and emotions.

- d) Ability to suggest imagery and metaphor to help the client to become more aware and to articulate the meaning of their experiences.

3.2 Characteristics of Self-Disclosure

- i) The story is always representing the individual disclosing
- ii) It is influenced by the culture of the person disclosing
- iii) Self-disclosure is usually symmetrical
- iv) It stimulates feedback
- v) It can be most revealing
- vi) It occurs incrementally
- vii) Too elaborate amount of self-disclosure is not necessary
- viii) It is usually rare.

4.0 CONCLUSION

This unit acquainted you with how as a counselor you can understand the value of self-disclosure and develop the needed competencies for counseling needs that care to do with emotional disturbance and relationship instability.

5.0 SUMMARY

In this unit, you have been introduced to the various concepts in competencies that a counselor should develop in order to help his clients.

6.0 TUTOR-MARKED ASSIGNMENT

In what ways can a counselor develop self-disclosure in the client?

7.0 REFERENCES/FURTHER READING

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MODULE 2

Unit 1	Impression Management in Interpersonal Relationship
Unit 2	Interpersonal Relations in Organisation
Unit 3	Adolescent Interpersonal Behaviour
Unit 4	Interpersonal Attraction and Developing Relationship
Unit 5	Fostering Positive Parent-Teacher Relationship in the School System

UNIT 1 IMPRESSION MANAGEMENT IN INTERPERSONAL RELATIONSHIP

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Impression Management in Interpersonal Relationship
3.2	Motives to Engage in Impression Management
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

Impression management is the goal-direct activity of controlling or regulating information in order to influence the impressions formed by an audience. Through impression management, people try to shape an audience's impressions of a person, for example, self, friends, enemies, objects like, a sub unit, organisation, a gift, a course, product or an event, such as a transfer, a task, and performance.

This unit offers theoretical and research findings that establish impression management and how individuals can appropriately influence one another in a healthy manner.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss the basic concepts of impression management
- explain the implication of impression management for counselling situations.

3.0 MAIN CONTENT

3.1 Impression Management in Interpersonal Relationship

Impression management refers to the process in which individuals attempt to influence themselves. Impression management is also referred to as, self-presentation. It is a goal directed activity that helps to establish the boundaries or what is considered an acceptable behaviour.

Writings on impression management were introduced by Goffman (1959). In his seminar report, 'the presentation of self in everyday life', Goffman showed that individual is influenced by his or her environment and the perceived audience. Jones and his colleagues (Jones & Pittman, 1982, Jones & Wortman, 1972) championed strategic self-presentation. Strategic impression management emphasises the power dynamics and goals that characterise most social interactions. Jones (1990) suggested that the goals in strategic impression management are aimed at negotiating the power dynamics in social relationship.

Considerable theory (Bozeman & Kacmar, 1997, Ferris & Judge, 1991) and researches, suggest that impression management uses and effectiveness, may vary from situations to situations. According to Schneider (1981), there are a number of ways in which individuals may manage their impressions. The general definition used by scholars is that impression management is the process through which individuals attempt to influence the impressions other people form of them (Gardner, 1992).

3.2 Motives to Engage in Impression Management

Being trained in the process of impression management is becoming more significant for managers and it is especially true in work places characterised by high pressure, also where quick decisions need to be made in dynamic environment. Individuals, who are not aware of this aspect of organisational life, run the risk of performing poorly, or even being moved to lower positions in the organisation (Gardner 1992).

Some theorists have explained their motives behind impression management. These include social, personal and situational factors or when it can be called, the cost –benefit analysis (Scherer, 1980).

The main objective of impression management is to create desirable image, finding out how revenue would be generated and protecting or defending employees when feeling threatened.

Assertive technique is to create the desirable image. The fact of non-verbal communication cannot be ignored in the social setting as it consists of more than 6% of communication. To be an effective communicator, one has to become part of the environment or adapt to the environment quickly. Non-verbal and verbal tactics constitute the behaviours that can be used to reach goals.

Non-Verbal Tactics: Involve facial expressions, touching, body orientation, posture and interpersonal distance that can strongly influence the impressions that others form of us, and those we form of other individuals (Depanlo, 1992).

Verbal Impression Tactics: This can be related to assertive impression management tactics and defensive management tactics.

Assertive Impression Management: According to McFarland, Yun, Harold and Moor (2005) is smiling, head nodding and handshaking. Goffman (1959) also noted body posture and facial expression as indices of impression management. Non verbal behaviour is irrepressible and it is linked to emotions.

Verbal tactics has been spread to include protective tactics and acquisitive tactics. Protective tactics are used as responses to poor performances which acquisitive tactics have the purpose of establishing as a certain identity.

Jones & Pitman (1982) identified the following tactics.

- a. **Ingratiation:** It has the purpose of being seen as likeable.
- b. **Self promotion:** This aims at creating an image of competence.
- c. **Exemplification:** It refers to people who manage the impressions of self-sacrifice and going beyond the call of duty in order to gain the attribute of a moral model and dedication.
- d. **Intimidation:** These are the tactics that signal the power or the potential to punish others.
- e. **Supplication:** It refers to tactics aimed at creating a needy or pitiful image by means of demonstrating workmanship and competence.

4.0 CONCLUSION

Impression management should be based on the tactics as propounded by Jones (1959), Depanlo (1992) and Morrity (2002). The background provided by this unit equips you with the capability to manage impressions, individuals and organisations.

5.0 SUMMARY

This unit has exposed you to the rudiments and basics of impression management. It has also shown that it is very expedient to understand self and others in the science environment.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the concept of impression management.
2. What are non-verbal and verbal tactics in impression management?

7.0 REFERENCES/FURTHER READING

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UNIT 2 INTERPERSONAL RELATIONS IN ORGANISATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Basic Human Interaction
 - 3.2 Cultural Barriers
 - 3.3 Increasing Employees' Values
 - 3.4 Sharpening Listening Skills
 - 3.4.1 The Expert or Medical Approach
 - 3.4.1 The Listening Techniques
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Interpersonal relations at work serve a critical role in the development and maintenance of trust and positive feelings in an organisation. Quality interpersonal relationships help in producing worker productivity. In this unit, emphasis will be laid on basic concepts of human interactions as it affects the workers in general and the supervisors in particular. At times, individual and cultural differences may complicate working relations. This unit will provide information on these concepts.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the influence of basic human interaction on organisation
- list the steps involved in effective listening
- enumerate various needs of the employee in the organisation.

3.0 MAIN CONTENT

3.1 Basic Human Interaction

The basic principle of interpersonal relations in the organisation is the fact that an effective supervisor should abstain from showing favoritism, make difficult, sometimes unpopular decisions, show concern for

subordinates without appearing to pry and avoid supervisory power, the basic unit of wholesome. In a study conducted on interpersonal and organisational dialectical tensions, it is assumed that relational partners experience contradictory needs and examine the strategies used to manage the tension (Jameson, 2004).

The term stroke connotes intimate contact such as what is received by an infant who is caressed, pinched or patted. At work, most strokes take place in the way of verbal communication and body language. Examples include waving, smiling, glance of understanding, saying hello and sending a card or flower.

Physical strokes may include placing a hand on another's shoulder, elbow or back, while some do not feel these gestures. The need for personal validation is great. People may prefer negative attention to being totally ignored. Interpersonal relationships are important because it is the heart and soul of human experience for procreation and survival of the society. Interpersonal relationship in the workplace enables workers share ideas, brainstorm and come up with decisions that one brain could not come up with. Interpersonal relationship cultivates the culture of an organisation through motivation and appreciation of workers. However, Kant (2009) proposed four ways to improve organisational interpersonal relationship:

- a) *Communicate frequently*: If you fail to communicate, you will likely lose focus of what your partner in the relationship needs and as a result harm your relationship.
- b) *Listen actively*: When communicating with others, pay careful attention to what they are telling you. Many people listen passively, not really absorbing what they are being told. Instead of falling into this situation, paraphrase what the other person is saying, to ensure that you fully comprehend the message.
- c) *Express your appreciation*: A thank you can go a long way in maintaining your relationship health. Don't assume the other person in your relationship knows you are grateful. Instead say thanks often, showing the other person that you value him.
- d) *Deal with conflicts productively*: You cannot always avoid conflict, but you can always deal with them in a productive way.

3.2 Cultural Barriers

Communication and organisational culture are closely linked concepts. Communication practices influence culture and vice-versa. Language barriers and divergent communication practices can overshadow cultural practices. Fitzgibbon and Seeger (2002) found that cultural differences were one of the primary factors in determining organisational

productivity. Hall (1976) proposed a concept of high versus low context as a way of understanding cultural orientation. In Hall's view, a high context is the one in which people are deeply involved with each other, and as a result of intimate relationship among people, a structure of social hierarchy exists, individual inner feelings are kept under strong self control and information is widely shared through simple messages with deep meaning. The communication styles of Asian and Arab nations, for example, are high context cultures. In contrast, European and American communication styles are considered low context cultures. A low context culture is one in which people are highly individualised, somewhat alienated and fragmented and there is little involvement with others, as a result, social hierarchy, as well as society in general, imposes less on individual lives, and communication with people is more impersonal.

Hofstede (2001) defines culture as the collective programming of the mind which distinguishes members of the human groups from another; hence there are the fundamentals for understanding business and cultural communication.

3.3 Increasing Employees' Values

Careful selection, training and appraisal of employees are ways in the management, providing safe working environment and communicating company's policies. Equally critical are factors affecting interpersonal relations such as involving workers in decision making, effective communication styles, listening to employees and avoiding one-way communication.

3.4 Sharpening Listening Skills

Listening is not the same as being quiet, the right question may help an employee to know that we are listening, and thereby explain him better. Hofstede (2002) identified two major approaches to effective listening: Expert Approach also known as the Medical Approach, and the Listener Approach.

3.4.1 The Expert or Medical Approach

This approach is directive. The supervisor listens to the problems presented by the employees, makes a diagnosis and then recommends the best solution. A skillful advice giver will try to diagnose the situation through a series of questions.

3.4.2 The Listening Techniques

This is where the supervisor is more focused on attending to the needs and feelings of the employees, by trying to solve a problem. Most often it is about celebrating one person's successes or sharing in another's sadness. There is emphatic listening. In empathic listening, we need to give the gesture a chance to tell how they actually feel. Others are clarification, empathising, reflection, paraphrasing, praise and encouragement and summarising.

4.0 CONCLUSION

This unit acquainted you with the patterns of interpersonal relationships in the organisation. This is explained to show case the expectations from the various stakeholders in the context.

5.0 SUMMARY

In this unit, you have been introduced to the meaning of organisational interpersonal relationship. How to value employees and sharpening listening skills were also established.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the concept of basic human interaction in organisational culture.
2. How can the supervisor sharpen the listener skills of the employees?

7.0 REFERENCES/FURTHER READING

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UNIT 3 ADOLESCENT INTERPERSONAL BEHAVIOUR

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Understanding the Adolescents
 - 3.2 Enhanced Thinking Skills
 - 3.3 Social Skills Training
 - 3.4 Interpersonal Behaviour
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The role of emotions in interpersonal relationship cannot be overemphasised. The importance is globally accepted as a major concept of interpersonal relationships. This unit will provide vital information on the adolescents and their interpersonal behaviour.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the word adolescence
- list various factors that contribute to positive adolescent interpersonal behaviour
- explain the role of enhanced thinking skills in improving the adolescent's interpersonal behaviour.

3.0 MAIN CONTENT

3.1 Understanding the Adolescents

Adolescence is a time of growing up filled with changes. It is a time of rapid physical change and development, accompanied by hormonal changes that activate the development of secondary sex characteristics and bring along with it, heightened sexuality and new emotions. Parents should handle the child's growing pains during this stage if they understand what is happening to them.

The central task of adolescence is acquiring more independence, at around age 12 or 13. The child begins to grasp an understanding of the

larger world outside his family. He becomes sensitive to things that are going on elsewhere in the world. This motion is both exciting and scary. It is exciting because of the anticipation of gaining adult privileges, and scary because of self-doubts about handling adult responsibilities. This growing awareness, along with the onset of puberty, moves him to try. Early adolescence, those ages from twelve to fourteen, characteristically argue more with their parents than older adolescents do. An early adolescent is trying to establish himself as an independent person in the family and quite be pushing about doing it. Teenagers do not like being treated like children. They typically show more anger towards parents and other family members during this stage; a lot of this anger stem from being caught in between childhood and adulthood.

Adolescence is also a time of establishing personal identity. The struggle for a teenager to define who he is, what his lifelong goals are and how he will achieve those goals is a critical developmental task, which if not successfully accomplished will cause him to be less self-sufficient in adulthood. Of paramount importance to the adolescent is peer acceptance. Peer acceptance does not mean striving to be popular or part of an in-crowd. Peer acceptance for a teenager has more to do with knowing that he is capable of loving and being loved by peers in the general sense. The need for peer acceptance is further accelerated by the emergence of sexual maturity during the teen years.

Moodiness is another characteristic of adolescence, at times he/she is cheerful, relaxed and willing to be engaged by his parent, there are frequent changes in their moods, such questions as 'am I growing as my friends', 'am I normal', are sources of stress for the adolescents. Other sources of adolescence processes include, increased academic demands in school, peer problems, boyfriend-girlfriend issues, negotiating with parents for more freedom, and the frustration of being too young and too old, financial problems etc. Understanding the many facets of the adolescents will help us to nurture our teenager to grow up into responsible, functioning adult, who prospers in all aspects of living.

3.2 Enhanced Thinking Skills

Enhanced thinking skills are nothing more than problem solving skills that result in reliable knowledge. Human's constant processing of information, and enhancement of thinking (critical thinking) is the practice of procuring this influence in the most skillful, accurate and rigorous manner possible, in such a manner that leads to the most reliable, logical and trustworthy conclusions (Schafersman, 1991). Teaching strategies identified as promoting adolescents' thinking skills fall into four phases:

- 1) Tuning in Plane: the adult observes, listens, encourages and shows sensitivity to children before deciding to intervene in their practical activities.
- 2) Development Phase: the adult uses modeling scaffolding or questioning strategies to extend the thinking experience.
- 3) Creative Phase: the adult provides open-ended and practical tasks for the adolescent and make them to think beyond the routine, emphasising the importance of completing an activity with flair and imagination.
- 4) Reflective Phase: the adult encourages the adolescents to reflect on their experiences, introducing perhaps, a degree of ambiguity into the adolescent thought processes, to allow challenge to take place.

According to McGuiness (1999) there are general taxonomies of thinking available. Drawing on the work of Swatz and Parks (1994), McGuiness offers examples of an array of different kinds of thinking such as:

- sequencing and ordering information
- sorting, classifying and grouping
- analysing, identifying part/whole relationships, comparing and contrasting
- making predictions and drawing hypotheses.

Higgins (2004), Taggart (2005) and Venville (2002) pointed out that much of the existing literature addressed the need for thinking skills to be fostered. However, little attention is actually given as to how such objective can actually be achieved.

3.3 Social Skills Training

Social Skills Training (SST) aims to help individuals with serious and persistent mental disabilities to perform those physical, emotional, social, vocational, problem-solving and intellectual skills needed to live, learn and work in the community with little amount of support from the agents of the helping professions (Aulbury, 1979). Social Skills Training has its basis from Social Learning Theory of Bandura (1969) and Operant Conditioning (Lieberman, 1972).

In particular, the principles underlying the social skills training emphasise the importance of setting clear expectations with specific instructions. These include; coaching the individuals through the use of frequent prompts, using modeling or vacancies identification, engaging individuals in role playing, or behaviour rehearsal and offering abundant

positive feedback or reinforcement for small improvements in social behaviour.

Liberman (1994) pointed out that Social Skills Training is useful for the following reasons:

- Friendships
- Family life
- Workplace and
- Many individuals with schizophrenia.

A large body of research supports the efficacy of Social Skills Training for schizophrenia and other forms of serious and persistent disorders (Wallace (1980), Halford and Hayes (1991), Heinszen (2000), Kopelouriso & Smith (1999)). They all agreed that the effectiveness of skills training demands that, trainers be competent and faithful in the technology of teaching.

3.4 Interpersonal Behaviour

From the above, it is evident that Enhanced Thinking Skills (ETS) and Social Skills Training (SST) are based on the concept that emotions and behaviours result from cognitive processes, and it is possible to modify such processes to achieve different ways of feeling and behaving.

Social interactions are the integral part of individuals' daily lives. Interpersonal behaviour is closely related to social interactions, which is defined as any situation involving two or more people in whom the behaviour of each person is in response to the behaviour person (Rres & Wheeler, 1991). Social interactions have been found to affect both individual and organisational performances through facilitation of information and resource exchange (Tichy, 1981). Therefore, personal and social interactions play a critical role in an individual's everyday life.

4.0 CONCLUSION

This unit acquainted you with the details of adolescents' interpersonal behaviour. It also established the therapeutic values of Enhanced Thinking Training (ETT) and Social Skills Training (SST) were also established.

5.0 SUMMARY

In this unit, you have been introduced to the meaning of adolescence, characteristics and features of adolescence, Enhanced Thinking Training and Social Skills Training.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the concept of adolescent's interpersonal behaviour.
2. Explain the teaching strategy involved in promoting adolescent's thinking skills.
3. Discuss Social Skills Training (SST).

7.0 REFERENCES/FURTHER READING

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UNIT 4 INTERPERSONAL ATTRACTION AND DEVELOPING RELATIONSHIPS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Determinants of Liking
 - 3.2 Love and Liking
 - 3.3 Breaking Up
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Interpersonal attraction is a positive attitude held by one person towards another person. In this unit emphasis will be laid on determinants of liking, the growth of relationships, love, loving and breaking up relationships.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the concept of interpersonal attraction
- explain the theories of attractions
- enumerate the stages of development in relationships.

3.0 MAIN CONTENT

Factors that influence whom we select for relationship involves:

- i) daily routines that make someone accessible
- ii) proximity that makes it more rewarding to interact with some people rather than others
- iii) familiarity which produces a positive attitude toward those with whom we repeatedly come into contact.

According to the evolutionary perspective, men and women have an evolved disposition to mate with healthy offspring who will in turn mate and pass on their genetic code. Thus, we prefer young, attractive partners because they have high reproductive potentials. Many theories have been identified to govern attraction. For instance, in the

exchange theory, people evaluate interaction and relationships in terms of the rewards and costs that each is likely to entail. People are inclined to initiate or maintain the relationship.

3.1 The Determinants of Liking

Factors that influence whom we select include:

- 1) Our daily routines that make some more accessible.
- 2) Proximity makes it more rewarding to interact with some people rather than others.
- 3) Familiarity produces a positive attitude toward those with whom we repeatedly come in contact.
- 4) More exposure effect and repeated exposure to the same novel stimulus is sufficient to produce a positive attitude toward it.

Contact by itself does not ensure the development of a relationship. Whether a relationship between two people develops, depends on whether each is attracted to each other.

Choosing friends depends on several factors like:

- 1) Social norms: this means that, what kinds of people are appropriate as friends, lovers and mentors.
- 2) We prefer a more physically attractive person for esthetic reasons and because we expect rewards from associating with that person.
- 3) We choose, based on our expectations about the rewards and costs of potential relationships.
- 4) Norm of homogeneity is a norm that tells us which persons are appropriate as friends, lovers and mentors. In the United States for instance, the norm requires that friends, lovers and spouses be similar in age, race, religion and socio-economic status. Recent studies have shown that homogeneity is the characteristics of all types of social relationships from acquaintance to intimacy.
- 5) Evolutionary perspective: according to evolutionary perspective, men and women have an evolved disposition to mate with healthy individuals so that they will produce healthy offspring, who will in turn mate and pass on their genetic code.

Therefore, we prefer young attractive partners because they have high reproductive potentials.

3.2 Love and Liking

Liking is a positive attitude toward an object; while love is an attachment to and caring for another person. Love also may involve

passion. Passion is a state of intense physiological arousal and intense absorption in the other. The ideas of romantic love include the following;

- 1) True love can strike without prior interaction (love at first sight).
- 2) For each of us, there is only one other person who will inspire true love.
- 3) True love can overcome obstacle.
- 4) Our beloved is nearly perfect.
- 5) We should follow our feelings. We should base our choice of partners on love rather than on other, more rational considerations.

Stages of love

- i) Attraction
- ii) Initiation
- iii) Development
- iv) Sustaining and terminating.

3.3 Breaking Up

Breaking up in a relationship means dissolving the relationship, and this is determined by three factors:

- 1) Breaking up may result if one person feels that outcomes are inadequate.
- 2) The degree of commitment: someone who feels a low level of emotional attachment to and concern for his or her partner is more likely to break up.
- 3) Responses to dissatisfaction with a relationship include exit, voice, loyalty or neglect.

In reacting to the costs of breaking up, a longitudinal study of dating couples found that lower levels of support by friends for the relationship were associated with later termination of the relationship. In another development a study of married couples listed the following barriers to terminating their marriage.

- Children - 31%
- Religion – 13%
- Financial – 6%.

4.0 CONCLUSION

This unit intimated you with the pattern of interpersonal attraction and relationships. It also discusses the growth of relationship, love and liking and breaking up in a relationship.

5.0 SUMMARY

In this unit, you have been introduced to the meaning of interpersonal attractions and available means by which people could know those with whom we come in contact, no matter how fleeting.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the concept of interpersonal attractions.
2. What are the factors that influence our choices of friends?

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UNIT 5 FOSTERING POSITIVE PARENT-TEACHER RELATIONSHIP IN THE SCHOOL SYSTEM

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Parent-Teacher Partnership as a Positive Factor
 - 3.2 Home Support for Reading Skills
 - 3.3 Parental Involvement
 - 3.4 Trust Building between Parents and Teachers
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Living together in collaborative relationships with parents is crucial to a child's optimal reading success. Attitudes are among the most salient and powerful precursors to healthy relationship with parents. Constructive attitude allow teachers to ask: How can we work together to address academic or shared goal? To answer this question in this unit, many issues are raised ranging from parent-teacher partnership as a positive factor, home support for reading skills and others and the ultimate goal is to improve the learners reading and learning.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the parent-teacher partnership as a positive factor
- enumerate the stages involved in the home support for reading skills
- list the steps involved in effective parent-educator problem solving programme.

3.0 MAIN CONTENT

3.1 Parent-Teacher Partnership as a Positive Factor

The goal of family involvement with education is not merely to get families to get involved, but rather to connect important contexts for strengthening learning and development. Understanding the unique aspects of home-student classroom contexts and complementing

processes important to establishing positive connections. However, four components; approach, attitudes, atmosphere and actions describe conditions necessary for this goodness of fit. The components are defined as follows:

- 1) **Approach:** this is the framework for interactions with parents.
- 2) **Attitudes:** the values and perceptions had about parent-teacher relationships.
- 3) **Atmosphere:** the climate for parent-teacher interactions.
- 4) **Actions:** strategies for building shared responsibilities for students' reading progress and success.

The four A's serve as a guide in the development of parent-teacher connections for children's reading and learning. They represent a process that teachers can use to be control sensitive. Both parents and teachers have an important role to play, their roles do not replace but rather complement and reinforce the other's role, thus providing the students with a consistent message about reading and learning. Thinking of parents and teachers as "partners" refers to this mutual effort toward a shared goal. It also implies shared responsibility of parents and teachers for supporting students as learners (Christenson and Sharidan, 2001).

According to Christenson (2011), the features of a constructive parent-teacher relationship include:

- 1) A student focused philosophy where the teachers and parents cooperate, coordinate and collaborate to enhance learning opportunities, educational progress and school success for the student in four domains: academic, social, emotional and behavioural.
- 2) A belief in shared responsibility for educating and socialising children – both the teacher and the parents, creating constructive relationships (the head, the family and the teacher work together in meaningful ways) to execute their respective roles in promoting the reading success of the child is most important.
- 3) An emphasis on the quality of the interface and ongoing connection between the parent and the teacher.
- 4) A preventive, solution-oriented focus, one where the family and teacher strive to create conditions that encourage and support reading and student's engagement.

3.2 Home Support for Reading Skills

How teachers support families to enhance learning is different from parental home support for learning. To effectively support families, the following are offered for the consideration of the teachers in academic

and motivational support for learning. Scott-Jone (1995) suggested that parents can enhance learning at home and performance in the school by:

- valuing
- mentoring
- helping, and
- doing.

3.3 Parental Involvement

Parental involvement is the same thing as parental investment in educational pursuit. Families do not need to be fixed. They need to be supported in their efforts to educate the children in the way they seem fit. Hence, the teacher can help parents to navigate the school system, which understands policies, practices and foster a positive learning environment at home. However, learning at home entails the following:

- 1) Providing information on how to foster successful learning both at home and school.
- 2) Designing individualised home-school learning programmes.
- 3) Involving parents in a way the children perceived as helpful.

3.4 Trust-Building between Parents and Teachers

According to Haynes (1996), trust is defined as confidence that another person will act in a way that will benefit or sustain the relationship or the implicit or explicit goal of the relationship to achieve positive outcomes for students. At times parents and teachers or other school personnel do not get to this point of relationship. In order to help this situation, a number of measures have been suggested. Moles & Townronson (1996) for instance, postulate that school must be welcoming, family should be friendly and a have climate for participation. Weiss & Edwards (1992) refer to trust building as climate building between family and school. Davies (1991) is of the opinion that trust is the essential lubrication for more serious intervention. He however identifies the following as vanillas for creating a welcoming environment in the school.

- a) Cleanliness of the school.
- b) Meeting with the school personnel; to address concerns.
- c) Parent/teacher conferences.
- d) The relationship between the child and the teacher.
- e) How differences of opinions or conflicts are handled.

Furthermore, he goes further to identify conditions for trust building in the school system as follow:

- a) Accepting parents as they are
- b) Sharing information and references
- c) Keeping their words
- d) Preparing for meetings
- e) Discussing objectives openly
- f) Listening emphatically
- g) Focusing on the interactive process with the parents (Adams & Christenson, 1998, Mangolis & Bramigani, 1990).

4.0 CONCLUSION

This unit acquainted you with the principles and strategies of fostering positive parent/teacher relationships in the school system. It also discussed the conditions for trust building in the school environment. The various variables for creating a welcoming environment in the school system are also emphasised.

5.0 SUMMARY

In this unit, you have been introduced to the meaning of “trust-building” and how it can be sustained in the school system for positive learning outcomes on the part of the students.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the term “trust building.”
2. Enumerate various conditions for creating welcoming environment in the school system.
3. How will you explain home-support for reading skills?

7.0 REFERENCES/FURTHER READING

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MODULE 3

Unit 1	Causative Factors for Interpersonal Conflicts in the School System
Unit 2	Dynamics of Love and Attraction
Unit 3	Psychological Experience of the Aging Spouse
Unit 4	Group Processes
Unit 5	Language as a Tool of Interpersonal Relationship

UNIT 1 CAUSATIVE FACTORS FOR INTERPERSONAL CONFLICTS IN THE SCHOOL SYSTEM

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Causes of Conflicts
3.2	Behaviour Problems
3.3	Anti-Social Behaviour
3.4	Skills for Counsellors in Assisting Learners with Behaviour Problems
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

During the adolescence phase of human development, how can educators help students become responsible adults? Schools are places where students interact with one another. Many educators believe student's behaviour affects academic achievements, therefore, negative behaviour has always been a concern about student's behaviour that result in conflicts. Therefore, this unit emphasise the various causes of conflict in the school system.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain conflict in the school system
- list the various causes of conflict in the school system

- enumerate the skills that counselors need to assist learners with behaviour problems.

3.0 MAIN CONTENT

3.1 Causes of Conflicts

Conflicts are a natural part of life and therefore a natural part of school's life. Many causes have been attributed to the phenomenology of conflicts in the school system; and when students learn to resolve their conflicts, the atmosphere at school is more pleasant for everyone. Teachers can spend more time teaching and students can spend more time learning. The sources of conflict include change, power, security diversity, and civility. Anytime the status quo is about to change or has to change, there is the possibility that others will resist that change. This resistance and the subsequent actions are taken to overcome resistance.

The fear of losing control or not being in control creates conflict. Conflict in some situations is the process of reality to perceived threat. For example a new principal is assigned to a school; she reorganises the room assignment in the school, without consulting. In the departments, conflict ensues when everyone is trying to get a piece of the same resource for his/her purposes, so conflict is created. The resource may be money, time, space or anything that is limited in supply. When people do not feel that they have been treated with courtesy conflict may be created. Failing to listen, name-calling, refusing to participate in meetings and other behaviours that demonstrate lack of civility, must not be allowed or condemned.

3.2 Behaviour Problems

According to Weeles (1998), behaviour problems can be categorised into more serious behaviour, less serious behaviour and behaviour problems of a minor nature. More serious behaviour problems, such as juvenile delinquency and child sexual abuse affect only a small percentage of children and are usually related to psychiatric problems. Less behaviour problems, such as truancy or bullying, require professional assistance from a psychologist who can help the affected learners. Behaviour problems which are of a minor nature such as lying and not being punctual, are of temporary nature (Ashton & Elkins, 1994, Lamb & Kelter Linus, 1994), all these are capable of causing conflict in the school system.

3.3 Anti-Social Behaviour

Kerr and Nelson (1989) define antisocial behaviour as behaviour that violates socially prescribed norms or patterns of behaviour. Antisocial behaviour is a form of aggressive behaviour directly linked to negative social activities that cause conflict within the adolescent's relationship with other members of the society. It may lead to situations whereby the adolescent learner will experience difficulties in having relationships with other peers or family relationships. These manifest in form of attention deficit 40%, attention seeking behaviour 90%, aggressiveness 40% and refusal to work with others 10%, (Denzin, 1997).

3.4 Skills for Counselors in Assisting Learners with Behaviour Problems

The counselor in cooperation with the teacher has to create safe atmosphere for learners with behaviour problems; as they trust the learners and help them lovingly and patiently. Berger (1999) and Sharter & Strue (2001) agreed on the skills needed by the counselors in assisting the learners with behaviour problems. These include paying attention, listening, encouragement, exploration skills and actions.

Pay attention: The teacher/counselor can convey non-verbal skills to the learner to ensure he is paying attention.

Listening: There is the need for the teacher/counselor to pay attention through listening. There should be listening to the feelings that can be observed through the facial expressions or body posture.

Exploration skills: Exploration skills can be used to acquire information on how to assist the learner with behaviour problems. The teacher can reflect on the information given by the learners through her words or body posture.

Action skills: It is important to listen, understand and help the learner to attain new meanings as you take actions.

Emphatic understanding: Empathy is the cornerstone of a positive relationship between the learner with behaviour problems and the teacher/counselor. Empathy serves several functions as it creates moments when the learner with problems feels that the teacher is deeply concerned with him/her, that, he/she is truly understood.

Genuineness: By this, the teacher/counselor responds freely and naturally to learners with problems rather than being artificial. He is honest to establish trust in the relationship with the learner.

4.0 CONCLUSION

This unit acquainted you with the conceptual meaning of conflict and how it manifests in the school system. It also stressed the various skills the counselor can utilise to help students with behaviour problems.

5.0 SUMMARY

In this unit, you have been introduced to the meaning of conflict, and how it manifests in the school system. It highlights the various forms of behaviour problems and how it can be remediated.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the term conflict
2. Discuss the manifestations of behaviour problems of the adolescents in the school system.
3. How can the counselor assist learners with behaviour problems?

7.0 REFERENCES/FURTHER READING

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UNIT 2 DYNAMICS OF LOVE AND ATTRACTION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is Love and Attraction?
 - 3.2 Factors Leading to Attraction
 - 3.3 Issues in Love and Attraction
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Social psychologists have increasingly interest in the nature of relationships, particularly close relationships. In this unit, the focus will be on two lines of research. It will examine the discussion on issues in love and attraction. If feelings are absent in any relationship, this can affect its approval. Individuals who feel inadequate and are inequitably treated in their relationships are more often jealous than those who are more confident and believe they are equally treated. Stages of love will also be examined which include: attraction, initiation, development and sustaining versus termination.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state what love and attraction is
- enumerate the factors that lead to attraction
- outline issues involved in love and attraction.

3.0 MAIN CONTENT

3.1 What is Love and Attraction?

They can be considered to be the central factors that attract a potential mate to a creature. In nature, the evolutionary theory goes that if a creature mates with a weaker creature, their off-springs will also be weak and may not be able to survive against a harsh atmosphere.

Psychologists including Sternberg (1998) view love as a triangle that consists of passion, intimacy and commitment. When people share all of the three, they are said to be in a state of consummate love.

Love assumes many variations. Time and culture both have effects on core formed relationship. Time factor includes age or developmental stage of the individuals involved in the relationship or age difference, between the partners. Romantic love requires sexual attraction. This is what you see about the person, which gets you interested in knowing more about the person. This is commonly known as love at first sight. It is purely based on looks.

3.2 Factors Leading to Attraction

People share their time with other people. Several factors have been identified to be responsible for this which include: proximity, similarity, social norms, shared activities and reciprocal liking (Eagly, 1987).

- i. **Proximity:** Proximity increases the intensity in the initial reaction which ranges from neutral to definite, which results in friendship.
- ii. **Physical attractiveness:** A person's physical appearance is a determinant of how well others like him or her. Unlike character and personality, physical appearance is a factor over which we have little control; and hence it seems unfair to use it as a criterion for liking someone. It is generally believed that what is beautiful is good, hence it is attractive for a wide variety of stimuli such as music, visual art and comic strips under many different conditions.
- iii. **Similarity:** The birds of the same feather flock together. This aphorism is very true. Similarity produces liking as a rewarding experience. Persons with similar attitude, provide us with support of opinions.
- iv. **Social norms:** Culture determines the type of relationships people could have. These norms dictate which persons are appropriate as friends, lovers and mentors. In Nigerian society for instance, there is a norm of homogeny (this is a norm requiring that friends, lovers and spouses be characterised by similarity in age race, religions and socio-economic status).
- v. **Shared activities:** As people interact, they share activities. Shared activities provide opportunities for reinforcement, which leads to friendship and other forms of relationship.

3.3 Issues in Love and Attraction

Three major issues dominate the discussion of love and attraction. These issues include: social exchange, equity, and self-disclosure.

Social Exchange: This is a theoretical and economic model of human behaviour. It provides the general perspective for analysing all kinds of relationship (Homans, 1961). Its fundamental premise rests on the fact that relationships that provide more rewards and fewer costs will be more satisfying and endure longer. Rewards and cost do not occur in a vacuum psychologically. People trying with their relationships do have certain expectations (Eze, 1991).

Equity: The issue of equity is a version of social exchange theory. It stresses the ratio between what they get out of relationship (benefits) and what they put into the relationship. This basic equity formula is:

$$\frac{\text{Your Benefits}}{\text{Your Contributions}} = \frac{\text{Your Partner's Benefits}}{\text{Your Partner's Contribution}}$$

In the equity discourse, equity is not equality. It is the balance that counts.

Self-disclosure: This is the willingness to reveal intimate facts and feelings to another person; this plays a major role in an intimate relationship. Indicate there are multiple connections between self-disclosure and relationships as we like those who disclose to us as well as liking those to whom we have disclosed to. (Adebisi, 2008, Balogun, 1948 & Kestin, 1995).

4.0 CONCLUSION

Intimate relationships and partner's feelings for each other are closely intertwined with the basic issues as discussed in this unit.

5.0 SUMMARY

Just as closeness to another affects our reactions to a relationship, so can the configuration of various aspects of ourselves. Personality of individuals in their relationships is just one aspect of their lives which is relatively separate from other identities. This study has therefore explored the dynamics of love and attraction which had gone over to analyse the problems involved in interpersonal relationships.

6.0 TUTOR-MARKED ASSIGNMENT

1. Conceptualise the terms love and attraction in the discourse of interpersonal relationship.
2. Examine the factors that lead to attraction.

7.0 REFERENCES/FURTHER READING

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UNIT 3 PSYCHOLOGICAL EXPERIENCE OF THE AGING SPOUSE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Disengagement Theory and Aging Process
 - 3.2 Psychological Adaptation to Dying Experience
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Death and dying are not only biological but psychological concepts; hence the two interact and sometimes overlap with each other. However, death is marked by a cessation of vital body functions, as posited by Carvil, Miller and Nash (1976) that death can be categorised into four main dimensions functional, brain, cellular and spiritual deaths. Functional death is also known as somatic death which includes the absence of heart beat and spontaneous breathing. Pryle and Ross (1963) also described somatic death as involving an individual's cessation of respiration which they term as irreversible death; brain death is established by the use of an electro-encephalogram (EEG) which detects the absence of electrical impulse activity in the brain. Unresponsiveness to pain and unresponsiveness to stimulation as well as the absence of reflexes is established with the stiffening of the body muscles. It is known as rigor mortis, and also known as molecular death. For sometime after the somatic death, some cells may still be alive within the body and this made transplanting possible. Spiritual death is the dying of the mind. Meaningful personhood beyond the vegetative state is impossible (Udoh, 2006).

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- describe the experience of a dying person
- explain disengagement theory
- state various stages in dying process.

3.0 MAIN CONTENT

3.1 Disengagement Theory and Aging Process

Disengagement theory suggests that normal aging is a mutual withdrawal of disengagement between aging couples and others in the social system which they belong (Johnson, 1977). This death also applies to the dying process, as death approaches, there is deterioration in psychic and physical energy, it invariably results in gradual withdrawal from social interactions (Udoh, 2006).

Problems faced by the dying person

Death is the last developmental phase of human existence. Dying experience is not a simple experience in an individual's life. Kubler-Ross (1999) submitted that dying person bounces forth and back before they finally give up. Some of the problems encountered by the dying include: the problem of loneliness and isolation. Studies have shown that the dying is often isolated and avoided by the hospital personnel, who pay attention to patients that are likely to survive (Palmone, 1971). They react shortly to the calls of their dying patients than to calls of other patients. The problem of relief from pain is another issue with the dying; they need the drugs that will reduce their pains. They need to communicate with their world by survivors.

The process of dying is a traumatic experience for the dying person. There is fear, which is accentuated by his isolation in the hospital or in the sick room, his removal from all decision-making process as well as from familiar surroundings of home and people, the fear of abandonment coupled with loss of family members and close friends, reinforces his emotional isolation (Huldin, 1973).

3.2 Psychological Adaptation to Dying Experience

There is the consensus that not all of the dying persons go through the process in a well defined process, as dying persons pass through several stages as noted by Kubler-Ross as reported in Udoh (2006).

Phase 1 Denial and Isolation Stage: This stage is characterised by becoming aware of terminal illness and the consequent reaction of shock, disbelief and denial. This is a period the dying does not believe that he can find himself in this situation, he is worried about many things, like his children, finances and his family before he was struck down by sickness.

Phase 2 Anger Stage: This is the period the dying person is difficult to manage and care for. He is full of anger, resentment, rage

and envy. His anger is directed against the threatening objects around him such as the doctors, nurses, hospital staff, family members and even God.

Phase 3 Bargaining Stage: After the anger stage comes the brief period of bargaining which the patient seem to have accepted what is coming to him; but needs some to do things which he has to complete; he haggles with God to be allowed for only a few months, weeks or even days of life seem to spring from an experienced guilt.

Phase 4 Depression Stage: Depression is a normal reaction in the process of dying. He at this stage enters a period called preparatory grief, during which he or she is very silent, refuses to receive visitors and spends much time crying or grieving because of reminiscences. Attempt to comfort and cheer him at this stage is futile.

Phase 5 Acceptance Stage: The acceptance stage is the final phase which many dying persons never arrive at before giving up the ghost, at this period he accepts his fate and wants to get over with it without further delay. It is marked by peace and serenity.

4.0 CONCLUSION

The effect of the death of a spouse is far reaching on the other. It has been established that death and dying is both biological and physiological phenomena; being the last phase of the human existence, death and dying experiences is much dreaded and yet man has to pass through it. This unit has been able to explain the disengagement theory, psychological adaptation to dying experience and the psychological process involved in dying process.

5.0 SUMMARY

This unit has been able to explain in clear terms the meaning of death and dying experience. It also gave a highlight of the various stages in the dying process and the problems associated with dying. It concluded with explanations on psychological adaptation to dying experiences.

6.0 TUTOR-MARKED ASSIGNMENT

1. Conceptualise death and dying experience.
2. The disengagement theory has been proposed to explain the dying process. Explain your personal understanding of this theory.
3. Describe the experience of the dying person in a dying process.

7.0 REFERENCES/FURTHER READING

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UNIT 4 GROUP PROCESSES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Group Processes
 - 3.2 Types of Social Grouping
 - 3.3 Stages of Group Development
 - 3.4 Characteristics of a Group
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

A group is defined as two or more individuals who share particular expectations and goals. Basically groups are made up of people who feel united and believe they share rights and objectives. Groups with particular strong sense of identification, loyalty and members to the exclusion of non-members are called in groups. People, who are not in one's in-group, form the out group. Examples of groupings include national groups, classmates, and social groups, such as audience crowd, team, family and formal organisations.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define group process
- explain a social group
- list types of social grouping
- state reasons for joining social groups
- state types of group activities.

3.0 MAIN CONTENT

3.1 Group Processes

When people are together in a group, they do not remain undifferentiated. They develop patterns of behaviours, divine tasks and adopt different roles. In some groups, the bonds among members are strong and enduring morale is high and there is general sense of

grouping. When group members like one another, and are connected by bonds of friendship, cohesiveness is high. High level cohesiveness is usually beneficial to group functioning (Ogundipe, 2002). When group members enjoy working together and achieve group goals, both morale and motivation tend to be high (Olajide, 2000).

Once a group is formed with roles, norms and some degree of cohesiveness, it begins to make decisions and take actions. Osborn (1957) proposed that groups are better than individuals at generating creative new ideas and solution. This particular technique that he advocated is called brainstorming and it is used today in advertising industry. A brainstorming group is given a specific problem to discuss, such as writing slogans to advertise a new brand of toothpaste.

Gabrenya, Wang, Latane (1989) identified social loafing as a vital component of group process, social loafing is taken to be when people believe that their contributions to the group cannot be dictated or measured, hence there is diminishing returns. Social loafing is observable in a variety of tasks.

3.2 Types of Social Grouping

There are varieties of social grouping, although not all meet category of being a group.

- a) **Social categories:** These are people grouped together on the basis of shared attribute such as teenage boys, truck drivers, classroom teachers etc, they may not know or do without one another.
- b) **Audience:** All people listening to news on NTA are part of the same audience even though they don't stay together.
- c) **Crowd:** When people are in physical proximity to a common situation or stimulus, we call them a crowd.
- d) **Team:** A set of people regularly participating in an activity or purpose.
- e) **Family:** These are people that live together, share common birth or legal arrangements. There are many types of families.
- f) **Formal organisations:** This a setting for a higher aggregates of people to work together to achieve a common organisational goal.

Adebisi (2008) identified several reasons for joining one group or the other. These reasons include security, status, self-esteem affiliation and power.

3.3 Stages of Group Development

Forming: most team members are anxious though positive and polite. They have not fully understood what work team will do. Some are excited about the task ahead. As a leader, you will need to play a dominant role. This stage can last for some time as it is an introductory stage.

Storming: the team moves into the next stage where they need help to take responsibility for progress towards the goal. This is a good time to arrange a team building event.

Norming: this is a stage where people need to resolve their differences; appreciate colleagues' strengths and respect the leader's authority.

Performing: the team gets to a stage where hard work leads, without friction to the achievement of the team's goal. The set structures and processes will support well. A leader can successfully delegate and can now concentrate on developing members.

Adjourning: team members will eventually reach this stage. This is a time to celebrate the team's achievements. Working with people again will be easier especially, if past experiences are viewed positively.

3.4 Characteristics of a Group

- A. Group size: An effective group size should not be too large. It should make room for adequate interaction and supervision.
- B. Cohesiveness: It is a measure of attraction of the group members to the team members. It encourages a team spirit, and the members will be willing to coordinate their efforts. They will also be willing to attend meetings, be cooperative, friendly with each other and will be effective to achieve the aims they set for themselves. A low cohesive group will not show interest in attending meetings, there will be factions and they will experience frustration for lack of achievement.
- C. Norms: Every group should have a code of conduct about what is acceptable behaviour. These are expected to apply to everyone. Some of these norms may be those that should be adhered to strictly and some may be those which can permit a wide range of behaviours. A group usually has sanctions like disapprovals, reproaches that will apply to those that deviate from laid down norms.
- D. Roles:
 - i.) Task roles: it is very important for leadership roles to be spelt out in groups.

- a. The initiator: In tasks he makes suggestions or proposes new ideas. Novel points of view are initiated concerning problems, procedures, goals or solutions.
 - b. Information seeker: He seeks for clarification and suggestions made in terms of adequacy, for facts related to problems on hand and for authoritative information.
 - c. Opinion seeker: He or she seeks for the clarification of all suggestions or proposals made as related to the values of their tasks.
 - d. Information giver: He offers authoritative facts on suggestions or proposals concerning the group.
 - e. Opinion giver: He gives authoritative opinion based on emphasising his beliefs or experiences about the values of the group.
 - f. The elaborator: He spells out suggestions in terms of developed meanings. Rationales for suggestions made are offered.
 - g. The coordinator: He clarifies the relationship between ideas and suggestions. He coordinates all activities of the sub-groups.
 - h. The energiser: He acts like a stimulant. He propels members to action.
 - i. The recorder: He takes records of group's decisions.
 - j. The procedural officer: He expedites movement of things and people in the group.
- ii.) Maintenance roles:
- a. The encourager: He indicates warmth and solidarity within the group. He offers commendations and praises.
 - b. The harmoniser: He reconciles members when there are differences.
 - c. The compromiser: He offers compromises by yielding status and disciplining himself or herself to maintain harmony within the group.
 - d. The gatekeeper: He keeps all channels of communication open and proposes more channels of communication to maintain a flow.
 - e. Standard setter: He expresses standards that apply to the quality of processes of the group.
 - f. Group observer: He keeps the evaluation process of the group.
 - g. Summariser: He defines the position and goals of the group.
 - h. Reality tester: He evaluates the quality of the group process.

4.0 CONCLUSION

When people are together in a group, they do not remain entirely undifferentiated. They develop patterns of behaviour, divide tasks and adopt different roles. It has been shown in this unit that a group is better than separate individuals in carrying out tasks. Group polarisation and social loafing are identified as components at group process. The categories of groupings and their functions are also reviewed.

5.0 SUMMARY

This unit has been able to explain in practical and theoretical terms of meaning of group process; the various categories of social groupings, functions of social groups, social loafing and group polarisation.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define group process.
2. Explain the functions of various social groupings.
3. Mention five maintenance roles.
4. Give and discuss three characteristics of a group.

7.0 REFERENCES/FURTHER READING

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UNIT 5 LANGUAGE AS A TOOL OF INTERPERSONAL RELATIONSHIP

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Elements of Language
 - 3.2 Language and Communication
- 4.0 Conclusion
- 5.0 Summary
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- 7.0 References/Further Reading

1.0 INTRODUCTION

Central to all topics relating to thinking is the tool of language. Many concepts like knowledge, problem-solving, human intelligence, information processing, heavily depends on language. Language is a symbolic system that provides basis for our symbolic system that invariably provides the basis for our symbolic representations of the world. Language provides a vehicle for the mind's communication with others. Language is the system of sound, symbols, meaning and rules for their combination that constitute the mode of communication. Despite the differences among all languages, they share essential properties like semantics, generativist, symbols and displacement. Language as a means of communication is a social activity and displacement allows as the expression of our feelings, thoughts and plans to others. Social interaction is a complex two-way interaction which involves intricate rules which guide the speaker and the listener in their right action.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define language as a tool of interpersonal relationship
- state elements of language
- explain the process of communication.

3.0 MAIN CONTENT

3.1 Elements of Language

Language is processed hierarchically from small units of sound produced through their mouths and noses. This hierarchical arrangement makes up the structure of a language. The structure consists of phoneme, morpheme, phrases and sentences.

Phoneme is the smallest unit of sound that constitute speech which are strung together to create meaningful sentences. Morpheme is the smallest units of meaning in language that comprise phonemes in strong phrases and consummation of morphemes which comprise groups of words that act as a unit and conveys meaning. Phrases are incomplete sentences without a finite verb.

3.2 Language and Communication

Verbal communication ensues through the use of language. Communication is verbal or non-verbal. Non-verbal communication includes a variety of signal intonation, body language, gesture, physical distance, non-verbal vocalisation, facial expression and touch.

The process of communication begins with an impulse to pass on a made up menage of information in the process of encoding. Units of information are selected and organised for transmission. Input is the doing of experiences that build up in the human brain or computer. Output is the encoded ménage transmitted by the information source.

Studies have shown that managers spend approximately 60 – 70% of their time communicating and approximately 55 – 60% is spent listening. Levels of listening include, attentive listening, for important information, emphatic listening to appreciate others' attitudes, feelings and emotions, and casual listening to music and informal discussion for pleasure. Barriers to effective communication include; individuals' bias, status, differences, fear and other emotional overtones like trust, verbal difficulties, information - overload and lack of practice in the communication skills.

4.0 CONCLUSION

The importance of language in the cause of interpersonal relationship cannot be over emphasised. All human activities involving thinking are all language based. Hence, this unit has been able to explain conceptual meaning of language, elements of language, process of language and barriers of language.

5.0 SUMMARY

This unit has been able to explain in clear terms the meaning of language. People share culture with the use of language in terms of structure, elements, levels and handling of barriers to communication.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define language as a tool of interpersonal relationship.
2. Explain the process of communication.
3. Highlight the barriers of communication in a specific culture.

7.0 REFERENCES/FURTHER READING

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