

# Exploration of Communication and Individual Behaviour Relation

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**Abstract:** It is well known that the behaviour is very much influenced with communication among the families, peers and also there is the influence from media which ultimately makes a difference in life. Different phases of life makes the mind feel, understand, remember and thus perform according to the experiences swallowed during this phases of life. This performance is called Behaviour. To study individual behaviour the best field explored till date is the Psychological view of understanding the behaviour. A living being behaves relative to social norms. Human behaviour contains the way they act based on various factors. Theoretically, this work puts forward information on behaviour and focus on the role and the importance of communication that is invariably affected by the behaviour and the factors that affect the behaviour itself when thinking about and studying human behaviour.

**Keywords:** Behaviour, Human Behaviour, Communication, Psychological View.

## I. AIM

The aim of this exploration is to introduce individual behaviour patterns that make persons behave individually, from one another and its co-relation with the communication.

## II. INTRODUCTION

It is well known that the behaviour is very much influenced with communication among the families, peers and also there is the influence from media which ultimately makes a difference in life. [1] Different phases of life makes the mind feel, understand, remember and thus perform according to the experiences swallowed during this phases of life. This performance is called Behaviour. A living being behaves relative to social norms. [2]

### A. Types of Behaviour

Majorly three main types of behaviours are displayed by people when they communicate with others. [5] These three types of behaviours are aggressive behaviour, passive behaviour and assertive behaviour. [4] Persons with Aggressive Behaviour stands with the rights, but in a manner that disrespect dignity of other people and utilize overt strategies of conversion to generate unhesitating obedience. Whereas passive aggressive Behaviour is the most difficult types of behaviour to understand where someone indirectly communicates their negative feelings instead of directly speaking out about the real frustrating situation. It is a type of

non-verbal violence that develops negative behaviour. [6] The second important type of behaviour is **Passive Behaviour** (Submissive) behaviour which explain the shy nature of the person that restricts him to openly say what he/she means and do not try to achieve his needs, especially when somebody else has disagreeing needs. The pin supposition of submissive behaviour is, persons are inferior to other people for some reason and therefore those others have greater rights as compared to him. [7] Third major type of behaviour is Assertive Behaviour where the person fantasizes to be very intellectual in a sense which is neither inactive nor Aggressive. Straight forward and clear communication is known as Assertive behaviour.

### B. Factors Affecting Human Behaviour

The most enthralling study which interest an investigator might be the study of Human behaviour which encompasses the different fields viz. sociology, psychology and anthropology and explains human behaviour from many different outlook. To study individual behaviour the best field explored till date is the

Psychological view of understanding the behaviour, whereas Sociologists tend to be more concerned with international societal processes and compare it to the interpersonal relationships. Psychological view understands the brain functions, cognition, emotions, as well as the development of relationships among people along with study of abnormal behaviour between individuals and analyse personality and intelligence.

Human behaviour contains the way they act based on various factors. In general, factors that affect the human behaviour are: **1) Social norms:** - Human beings are expected to act in some common rubrics of his surroundings viz. those conditions the way in which people behave. It is the interaction and learning which a person adopts during whole life. **2) Genetics:** - Behaviour is aggrieved by certain traits each and every individual has. The traits differ from one individual to another and can generate different behaviour or actions from every person. **3) Attitude:** - There are different **types of human behaviour** which are unacceptable or acceptable in various cultures and societies. Attitude could be defined as the level to which the individual has an unfavourable or favourable evaluation with the behaviour in question. Attitudes are comprised of feelings, beliefs, and behaviours. **4) Core faith:** - Core faith could be perceived

from the religion and philosophy of that person. It depicts the way in which a person thinks and this in response results in various human behaviours. [4]

### C. Communication at Its Brief

The term Communication is how people use messages to exchange meaning. It is a fact that communication occurs around us constantly, it appears conventional. But because communication is a building block of human experience, it is mandatory to understand its density. [1] Communication is actually a constant flow of nonverbal and verbal details. Relationships could be built on or broken through the use of negative and positive communication behaviours.

Language is the core base of communication; rather it is a spoken language or unspoken emotions depicting the language of mind. Since the days of Pit Corder, the founding father of British applied linguistics in the 1950s, the discipline of applied linguistics has been usually described as 'The theoretical and empirical investigation of real-world problems in which language is a central issue' (Brumfit, 1995). Similarly the members of the American Association of Applied Linguistics (AAL) 'promote principled approaches to language-related concerns'. [9] Depending upon the message and its nature there are various types of communication listed. [10] Verbal Oral communication, in which you listen to a person to understand their meaning; Verbal Written communication, in which you read their meaning and Nonverbal communication, in which you observe a person and infer meaning. [11] Nonverbal communication is the sending or receiving of wordless messages.[12]

Research also shows that 55% of in-person communication comes from nonverbal cues like facial expressions, body stance, and tone of voice. According to one study, only 7% of a Receiver's comprehension of a Message is based on the Sender's actual words; 38% is based on paralanguage (the tone, pace, and volume of speech), and 55% is based on nonverbal cues (body language). [11a] The muscles of faces convey our emotions. A silent message can be sent without saying a word. A change in facial expression can change our emotional state. Another element of nonverbal communication is tone. A different tone can change the perceived meaning of a message. Changing your tone can vividly change your meaning. [11b]

Communication can also be explained as an Assertive Communication which is a capability to convey negative and positive feelings and suggestions within an open, direct and honest way. It allows us to be responsible for our self and our activities without blaming or judging others. [8]

### III. VARIOUS INFLUENTIAL STUDIES ON COMMUNICATION AND BEHAVIOUR

Different studies that explain the influences of various factors on behaviour are, A Booklet on "Behaviour Matters: Communication Research on Human Connections", demonstrates the significant influence of communication on society and on people's lives. The examples of

communication research provided here show how communication researchers are working to help improve quality of life in the areas of politics, relationships, health, and communication and new technology. [1]

**Mairi Budge et.al.** in a book on "Communications and behaviour change" reviews the role of communication and behavioural changes. Human behaviour is influenced by a huge range of factors. It shows that Behavioural theory has a key role to play in helping to understand why people act in the way they do. Communications should not be viewed in isolation. By taking a holistic view of all interventions it becomes easier to identify the role for communications and help inform budgeting decisions, by pointing to where communications can have the biggest impact.[14]

**Lindley (2013)** in, "Measuring social behaviour as an indicator of experience" explores and evaluates two techniques that measure aspects of social behaviour as an indicator of experience. The rationale driving the work is the idea that experience is entwined with social interaction. Two techniques are considered as possible ways of measuring aspects: (i) process measures of social behaviour derived from video analysis and (ii) thin slice ratings ascribed by naïve judges. Regarding (i), process measures of conversational equality, freedom and number of turns are shown to be reliable, sensitive and linked to unfolding experience. Regarding (ii), a Thin Slice Enjoyment Scale is developed and shown to be a reliable and less time consuming, but also less sensitive, alternative to the process measures.[16]

**Darton & Horne (2013)**, in "Influencing behaviours- moving beyond the individual, a user guide to the ISM tool", explains the use of a novel ISM tool for studying behaviour. It explains explicitly the social and material contexts that both shape and constrain people's behaviours.

**Yeh, NC. (2007)** in his work "A framework for understanding culture and its relationship to information behaviour: Taiwanese aborigines' information behaviour" proposed a model of culture and its relationship to information behaviour based on two empirical studies of Taiwanese aborigines' information behaviour. Methodologically, this study demonstrates how an ethnographic research method can contribute to exploring the influence that culture has on human life and the details of the human life world and information behaviour.[15]

**Rot et. al. (2006)** in "Social behaviour and mood in everyday life: the effects of tryptophan in quarrelsome individuals" has shown that an increase in brain serotonin, induced pharmacologically by means of oral tryptophan supplementation, can lead not only to a decrease in quarrelsome behaviours but also, in individuals with elevated trait levels of quarrelsomeness, to an increase in agreeable behaviours. Changes in dominance may also vary with the characteristics of those taking tryptophan. Further, as the present study has shown that tryptophan can change perceptions of others, it is important to consider the dynamic quality of human social interactions in understanding how

serotonin influences behaviour. The observed improvement in affect was associated with the decrease in quarrelsomeness but not with any of the other behavioural and perceptual changes. Overall, tryptophan had a positive effect on social interactions in everyday life.[17]

A study on “Types of behaviours, Types of Behaviours in Psychology, Passive Aggressive Behaviour” gives information about different types of behaviours and its learning techniques. Interacting with people is usually difficult and confusing.[5]

**Brackett, et.al.(2004)** in “Emotional intelligence and its relation to everyday behaviour”, assessed the discriminant, criterion and incremental validity of an ability measure of emotional intelligence (EI). College students took an ability test of EI, a measure of the Big Five personality traits, and provided information on Life Space scales that assessed an array of selfcare behaviours, leisure pursuits, academic activities, and interpersonal relations. Women scored significantly higher in EI than men. EI, however, was more predictive of the Life Space criteria for men than for women. Lower EI in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behaviour, and poor relations with friends.[19]

**Dishion et. al. (1994)**, in “Peer Adaptations in the Development of Antisocial Behaviour”, explained the findings from research on antisocial children present a paradox. Studies reveal that the antisocial child is disliked by peers (**Coie & Kupersmidt, 1983; Dishion, 1990; Dodge, 1983**), and lacks critical social, academic, and problem solving skills (**Dishion, Loeber, Stouthamer-Loeber, & Patterson, 1984; Freedman, Rosenthal, Donahue, Schlundt, & McFall, 1978; Patterson, 1982**). The social skill deficits are not surprising, given that antisocial behaviour in childhood is also associated with coercive parenting (**Patterson, 1986**), and generally poor family management practices (**Loeber & Dishion, 1983; McCord, McCord, & Howard, 1963; Patterson, Reid, & Dishion, 1992; West & Farrington, 1973**). These findings paint a picture of a child or adolescent who has difficulties getting along with people.[24]

#### IV. DISCUSSION

##### A. Development of Individual's Behaviour

According to the above reported studies, every person is passive recipient of adult influences, a “becoming” rather than a “being” in their own right. Mainstream sociologists have also been particularly concerned with issues of youthful deviance and delinquency, in ways that often involve a pathological view of young people. Primarily youth in society are frequently constructed as “at risk”. Nature of youths are highly influenced by the social context and principally by factors like social class, gender and culture. As cited, Richard Jenkins argues that social identity should be seen not so much

as a fixed possession, but as a social process, in which the individual and the social are inextricably related.[18a]

Individual identity is established through his interactions and negotiations with other people. More applicable word is identification rather than identity. One definitive approach is **Erving Goffman's** *The Presentation of Self in Everyday Life*, first published in the late 1950s. [18b] **Goffman (2008)** provides what he calls a “dramaturgical” account of social interaction as a kind of theatrical performance explaining that individuals generate impressions on others which enables them to achieve their goals (“impression management”), and they may join or collude with others to create collaborative performances in doing so.[18]

##### B. Factors Influencing Human Behaviour Development

**Culture:** Culture has been addressed as an influential factor of human information behaviour. For example, Chatman (2000) found that cultural and social norms do affect ways in which people choose to respond, are passive, or ignore information. People are born and grow up in the symbolic community. How to behave to fit the social norm is taught and transmitted from generation to generation. It is tradition and tradition is culture. In other words, tradition forms parts of the individual's stock of knowledge, which is the first resource for bridging the gap when a problem is encountered.

**Society: Berger and Luckmann (1966)** discussed the social construction process of reality and pointed out that a society is both a subjective and objective reality and can be understood through reviewing the sustained procedure of the **internalizing and externalizing** that people go through after they are born.

The society forms a symbolic universe to normalize the human behaviour as it exists before the birth of an individual. This symbolic universe provides an individual a platform to judge their behaviour; whether it is legal or not. Each individual accepts and follows the standards of the symbolic universes and identifies himself as belonging to one symbolic universe. This is the **externalization process (Berger and Luckmann 1966)**.

Concerning the internalization process of personal knowledge, the authors describe the process of each person's entering into school and having contact with others. It is the process of **socialization**, people learn from the environment and those whom they encounter, especially the significant others and establish their personal stock of knowledge. People continue correcting and re-establishing the meanings during the process. **Berger and Luckmann (1966)** also pointed out that everyday life is controlled by practical motivation. Therefore, practical knowledge, for example, the knowledge of solving problems, occupies an important position in the personal stock of knowledge. Another part of the personal stock of knowledge is determined by the person's social situation.

Other factors such as personal interests, restrictions (such as being poor), affection (influenced by the system) and habit also influence the knowledge types that people recognize and

accept. Once the individual has habitualized actions, his behaviour becomes a typification, which then produces **institutionalization**. After the personal stock of knowledge is built up, it will influence the individual's behaviour and cognition; This is the so called '**intentionality**', which influences each individual's attempt to reach different goals. [15]

**Values, Beliefs, Attitudes:** These are the basic elements of an individual's motivational system, moving from the most abstract and broad based values (e.g. pursuit of wealth or power), through beliefs or more particular worldviews (e.g. that we should preserve the environment for future generations) to attitudes, which are individual's views on specific things such as objects, activities or other people (e.g. I should not have to pay more for sustainable products).

**Emotions:** How people feel about something – their emotional response – is one aspect in their behavioural decision making (e.g. fear, virtuousness or apathy). Some theories contrast 'hot' evaluations, based on emotions, with 'cold' evaluations, based on attitudes and rational choice.

**Skills:** Skills are the things a person needs to know in order to carry out a behaviour. These include both procedural knowledge ('know how') and factual knowledge ('know what').

**Networks & Relationships:** Connections between individuals, which people identify and draw upon in identifying and carrying out possible courses of action (this is sometimes called 'social capital'). In aggregate, social networks can help to explain how ideas, innovations and behaviours can spread.[22]

**Prejudice:** Prejudice is a concept derived from **Gadamer's (1989)** philosophy. According to him, prejudice refers to a judgment that is rendered before all the elements that determine a situation have been fully examined. In other words, through learning by doing, observing and listening, people form their prejudice unconsciously. Prejudice determines one's horizons and ideas about the world and with respect to information behaviour, it influences people's thinking about what information is, if they need information or not and why they ignore information.

**Habitus:** According to **Bourdieu (1990)**, habitus is a system of durable, transposable dispositions, that is, as principles which generate and organize practices and representations that can be objectively adapted to their outcomes without presupposing a conscious aiming at ends or an express mastery of the operations necessary in order to attain them. Habitus affects actions and was constructed and cultivated by tradition during the processes of maturation.[15]

Habits are those behaviours which are undertaken automatically and frequently, with little conscious thought, and usually in the same time or place.[22]

**Peer Influence:** Peer influence is one of the strongest predictors that influence over children and adolescents engaging in both positive and negative behaviours

**Parental Monitoring:** It is important to almost all aspects of children and adolescents' development, including academics, social functioning, involvement in antisocial behaviour, and health-risk behaviours (**Hill & Tyson, 2009; Li, Stanton & Feigelman, 2000**) [13]

**Language Attitudes:** Language attitude is one of the most important topics in the social psychology of language and one of the central factors that engender linguistic variation which in turn may lead to language change and communication attitude. Daily speech interactions may have a set of different language varieties. Speakers, on their turn, may have different attitudes towards these surrounding varieties. Such attitudes, as **Trudgill (1992)** points out, "may range from very favourable to very unfavourable, and may be manifested in subjective judgments about the correctness, worth, and aesthetic qualities of varieties, as well as about the personal qualities of their speakers". Attitudes may also fluctuate from one's level of education and personality traits to another.[20]

**Social Group:** The formation of social group, which is a collection of people who share same characteristics, interact with one another and have some feeling of unity, (**Thio, 1989**), is not new. What is new apparently is the extent to which socio-cultural groups have metamorphosed into social work or into criminal and violent gangs.[20]

### *C. Sources of Strain Which Results in Deviant Communication*

The first source of strain, failure to achieve positively valued goals incorporates **Merton's (1938)** argument that crime is the result of a discrepancy between economic aspiration and expectation. For instance, poor educational qualification often constrains persons from getting jobs with attractive pay packets. Such goal blockage results in rejecting the success goals of the mainstream structure and replacing them with alternative set of norms from which they can achieve in-group goal or success. Thus criminal subculture becomes not so much a culture of achieving success in terms of mainstream goals but also valued activity to which are attached glory, prowess and profound satisfaction. Monetary aspirations combined with an unequal distribution of legitimate opportunities might result in three possible responses: criminality, conflict and retreatism (**Adler, et al, 1995**).

Another source of strain is exposure to adverse situation and experiences, which tend to disproportionately affect individuals in disadvantaged communities. Negative stimuli such as economic deprivation and family disruption increase the likelihood that individual would experience negative emotions such as frustration to anger (**Agnew, 1992**). Crime occurs when people think that there is no need to adopt constructive means to reach their goals and believe that legitimate opportunities to reduce their deprivation cannot be attained or are unavailable to them.

Similarly, the absence of positive stimuli such as the loss of parents, family member, and rejection by any of the parents or loved ones can adversely affect the psychological state of the individuals. When people respond to strain with anger, while at the same time externalizing the blame and anchoring on significant others with criminal values, the chances for instrumental (e.g. engaging in lucrative crime) or retaliatory (e.g. engaging in violent crime) type of crime increases.[21]

## CONCLUSION

The range of factors that influence people's behaviours show that people are not necessarily conscious of the influence on their behaviours, nor are they always based on thinking things through on a 'rational' basis.

This study conceptualizes communication and its relationship to behaviour. Theoretically, this work puts forward information on behaviour and focus on the role and the importance of communication that is invariably affected by the behaviour and the factors that affect the behaviour itself when thinking about and studying human behaviour.

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