

Learning Competencies:

- Distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership. **(EsP-PD11/12SR-IIb-10.1)**
- Compare one's perception of himself/herself and how others see him/her **(EsP-PD11/12SR-IIb-10.2)**

SOCIAL ROLES

Social roles refer to parts/functions of people play as members of society. These roles accommodate behavioral changes that come from demands and expectations that these roles assume.

A role is associated with a specific social position that is further defined by particular behaviors associated with that position. There are, however, some theorists who put forward the idea that roles are essentially expectations about how an individual ought to behave in given situation.

There are several ways our behavior may be influenced, but perhaps the most significant is a result of our interactions with others. These encounters, in a way, define how we ought to relate with one another.

SOCIAL ROLES THEORY

Social Role Theory is a term used in both social psychology and in sociology that suggests our day-to-day activities as expressions of socially-defined categories

Each social role refers to a set of functions and duties, demands and expectations, privileges and rights, norms and behaviors that a person has to imbibe and act out as accorded by the role.

The term *role* however, can be approached in various ways such as: **1. A social position; 2. A specific behavior associated with a social position; 3. Simply a typical behavior.**

There are different categories of social roles. These are as follows:

1. **cultural roles:** roles given by culture (e.g. as an elder)
2. **social differentiation:** roles defined by social status (e.g. teacher, student, manager, laborer)
3. **situation-specific roles:** roles particular to an event (e.g. an eye witness)
4. **bio-sociological roles:** roles conditioned by bio-sociological setup (e.g. as human in a natural system)

5. **gender roles:** roles traditionally assigned to one's gender (e.g. as a man, woman, mother, father)

Role behavior is influenced by the following aspects that are used to evaluate people's behavior.

1. Social norms that define a social situation.
2. Internal and external expectations that are connected to a social role.
3. Social sanctions (a system of reward and punishment) that are used to influence role behavior.

ACTIVITY NO. 1

Instruction: Give at least two (2) examples of the different social roles.

1. **cultural roles:**
2. **social differentiation:**
3. **situation-specific roles:**
4. **bio-sociological roles:**
5. **gender roles:**

SOCIAL NORMS

Social norms are unwritten rules that govern how persons ought to behave within a particular social group or culture.

Example: given a class schedule, students are expected to be in the classroom before the teacher begins the lesson.

Social norms provide deeper understanding of how social influence occurs in general and consequently, the resulting conformity in particular.

Norms define behaviors appropriate to a social group. Norms are really important in a society because they provide order and facilitates human relationships.

ROLE STRAIN

Role strain arises from a situation where there is tension and conflict between two or more opposing or overlapping statuses.

Role pressure happens when there is a conflict in carrying out the expectations and demands of roles, when an individual does not agree with the way others see and assess one's performance of a given role, or when accepting roles that are beyond an individual's capacity to perform them.

ACTIVITY NO. 2

Instruction: Give at least two (2) examples of:

1. Social Norm

2. Role Strain

ADOLESCENT RELATIONSHIPS

Relationships are intrinsically woven into our personal and social lives. They have a significant role not only in the development (or non-development) of self-esteem, but also in one's productivity or personal investments in social growth and development. Adolescent relationships many facets: family, peers, relatives, and other significant adults, i.e., teachers, religious figures, local officials, government leaders, among others.

Adolescence is strategically placed in the continuum of personal development. Adolescent relationships, thus provide for the following:

- ❖ One's sense of self-esteem and self-concept
- ❖ A sense of worthiness to family and to society in general
- ❖ A respect for self and others
- ❖ Positive role models and positive moral character
- ❖ A sense of social competency and the ability to cope in social situations
- ❖ The ability to define one's direction and goal orientation

Adolescent Relationships and Their Impact on Adolescent Development and Behavior

Young as they are, adolescents are impressionistic and idealistic, and can therefore be easily swayed and convinced by those close to them, most especially their peers.

A. Parents

When puberty sets in, the child undergoes rapid changes in every aspect and level that can generate both confusion and enthusiasm. It is during this time when issues pertaining to parent-children relationships occur. With an increasing sense of interdependence, the adolescent begins to experiment with opportunities and possibilities that present themselves during this stage, often at the expense of parental permission. Arguments happen concerning issues of control, such as curfew, acceptable clothing, and right to privacy. Furthermore, these disagreements may come from the adolescent's choices of friends who, at this point, may be exerting greater influence more than parents can. This is especially true when specific situations pit rules. The rise of social media adds up to the disagreement as

the Internet has now become a complex place where children learn new ideas and experiences they want to try.

When adolescents begin to assert their new found freedom, this can be a source of a lot of headaches for parents. Although conflicts may become apparent between children and parents during adolescence, often, they are only relatively minor issues. In the end, adolescents should still share the same attitudes and values as their parents, especially those who were raised in a family where positive values have been cultivated and nourished. These adolescents are less likely to engage in various risk behaviors, such as smoking, drinking, fighting, drugs, and licentious sexual behavior.

B. Peers

Peers exert significant influence on one another during adolescence. Peers' relationships are particularly important to personal development as they help young people to have a more personal grasp of who they are, where they want to go, who do they want to become, and many other fundamental concerns that eventually feed into their specific personalities. The exposure to peers, however, can bring them into extreme situations which can either reinforce positive values and therefore help them develop greater confidence in themselves, or engage them into unhealthy activities that may only put at risk their efforts to self-development.

During this time, adolescents also begin to spend more time with the opposite sex which may later on develop into something more personal and intimate.

C. Culture, Community, and Society

There are some aspects of adolescent development that take precedence over human biology or cognitive structures and, most likely are rooted more deeply in culture. Culture, the sum of all human activities, is learned and socially shared. It is manifested in every person's life from the most basic needs to the most profound concerns. Social responsibilities, sexual expressions, and belief/religious systems, for example, are grounded on culture.

Cultural norms and values will always be a rich source of influence that affect personal development. While the amount of time adolescents spend on work and leisure activities may vary, cultural variations contribute to a richer and a deeper experience of the self.

Training the Adolescents to be Effective Leaders/Followers

As the adolescents are exposed to new roles and new tasks that require from them greater responsibility and deeper commitment, educating them to help them become productive followers and leaders is an important part of their development.

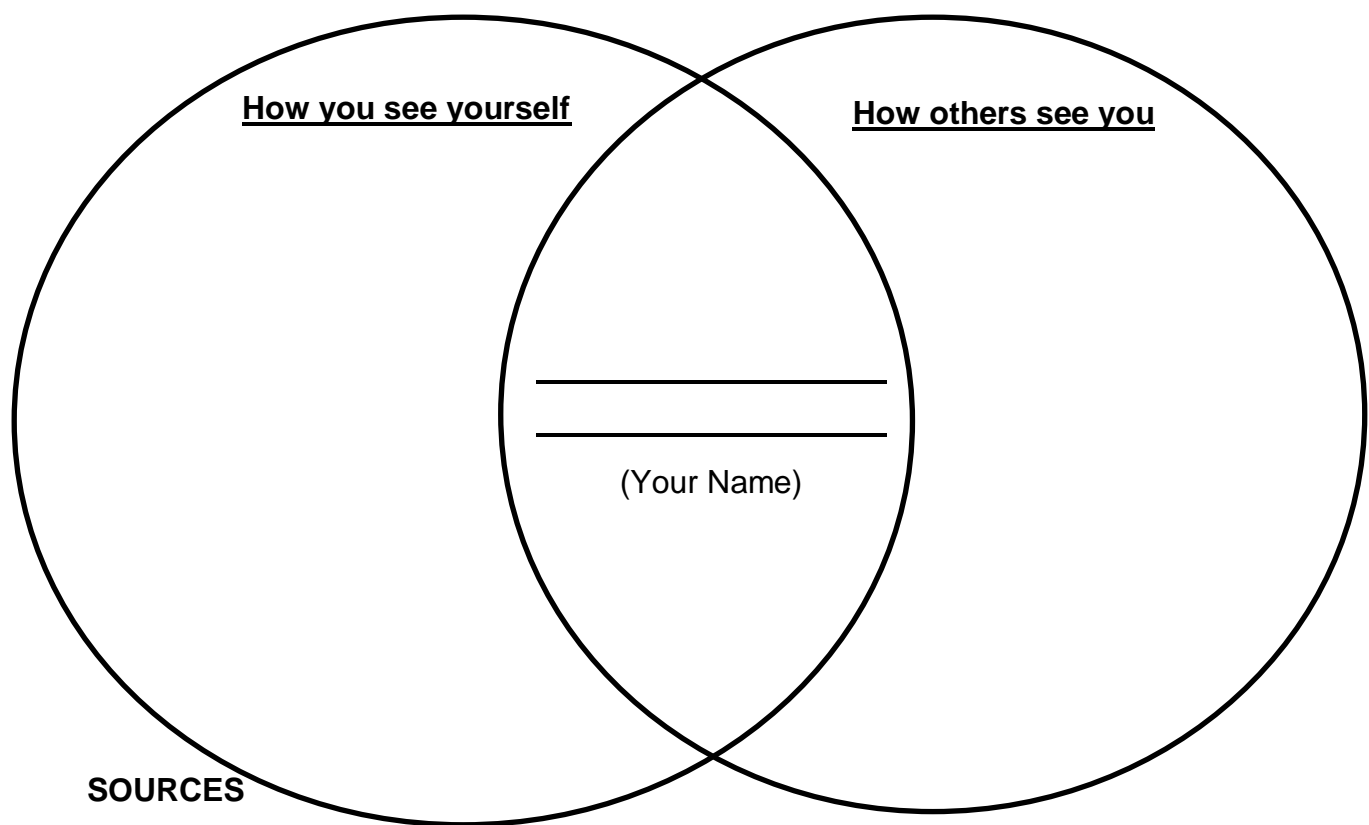
The Concept of Followership

Followership is a specific response of people in subordinate positions in relation to those higher than them in the organizational structure. Followership is not mere subservience or blind obedience to superiors. Rather, it is a dynamic process whereby followers engage in productive critical thinking, interact enthusiastically where personal insights are shared and invested in the process, and a co-operators with the leader to help achieve the goal.

ENRICHMENT

Venn Diagram

Instruction: In the Venn diagram, list down your perception/ how you see yourself and the perception/how others see you.



- Rochester, Herman G. “A Journey to Personal Development” p. 149- 160, FNB Educational, Inc., Philippines, 2016.
- <https://inspirationalife.com/5-short-stories-on-leadership/>

Name: _____ **Date:** _____



Grade & Section: _____ Score: _____

PERSONAL DEVELOPMENT
ASSESSMENT NO. 10

Test I. Identification

Instruction: Understand the following questions careful. Write your answer on the space provided.

- _____ 1. Refer to parts/functions of people play as members of society.
- _____ 2. Are unwritten rules that govern how persons ought to behave within a particular social group or culture.
- _____ 3. Are intrinsically woven into our personal and social lives.
- _____ 4. Arises from a situation where there is tension and conflict between two or more opposing or overlapping statuses.
- _____ 5. Happens when there is a conflict in carrying out the expectations and demands of roles.

Test II. True or False

Directions: Write **T** if the statement is correct. If the statement is FALSE, change the highlighted word/s to make it correct.

- _____ 1. **Peers' relationships are particularly not important** to personal development as they help young people to have a more personal grasp of who they are.
- _____ 2. **Social norms**, the sum of all human activities, is learned and socially shared. It is manifested in every person's life from the most basic needs to the most profound concerns.
- _____ 3. **Social undifferentiation**: roles defined by social status (e.g., teacher, student, manager, laborer)
- _____ 4. **Gender identity**: roles traditionally assigned to one's gender (e.g., as a man, woman, mother, father).
- _____ 5. **Bio-sociological roles**: roles conditioned by bio-sociological setup (e.g. as human in a natural system)

