



DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



PERSONAL DEVELOPMENT

Quarter 2 – Module 3: Social Relationship in Middle and Late Adolescence



GOVERNMENT PROPERTY
NOT FOR SALE

PERSONAL DEVELOPMENT – Grade 11/12
Alternative Delivery Mode
Quarter 2 – Module 3: Social Relationship in Middle and Late Adolescence
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writer:	Emma Concepcion S. Reso-or	
Editors:	Leonida S. Wu, Ed. D.	Laurice Kathe T. Inso
Reviewer:	Leonida S. Wu, Ed. D	Mayflor Olarte-Abuso
	Bethel- Anne S. Parco	
Layout Artist:	Leonida S. Wu, Ed. D	
Management Team:	Senen Priscillo P. Paulin, CESO V	Jenith C. Cabajon
	Fay C. Luarez, TM, Ed.D., Ph.D.	Rosela R. Abiera
	Nilita L. Ragay, Ed. D.	Maricel S. Rasid
		Elmar L. Cabrera

Printed in the Philippines by _____

Department of Education –Region VII Schools Division of Negros Oriental

Office Address: Kagawasan, Ave., Daro, Dumaguete City, Negros Oriental
Tele #: (035) 225 2376 / 541 1117
E-mail Address: negros.oriental@deped.gov.ph

PERSONAL DEVELOPMENT

**Quarter 2 – Module 3:
Social Relationship in
Middle and Late Adolescence**



Introductory Message

For the facilitator:

Welcome to the Personal Development 11/12 Alternative Delivery Mode (ADM) Module on Social Relationship in Middle and Late Adolescence!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.










As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.



For the learner:

Welcome to the Personal Development 11/12 Alternative Delivery Mode (ADM) Module on Social Relationship in Middle and Late Adolescence!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 <i>Assessment</i>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.

 <i>Additional Activities</i>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <i>Answer Key</i>	This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

G Stanley Hall (1904) viewed adolescence as a period of inevitable turmoil that takes place during the transition from childhood to adulthood. During this trying time of COVID19 Pandemic, being in the stage of adolescence is very challenging for movement, active interaction and creating social relationships is limited. However, this event also brings hope and positivity to learners like you encouraging you to be resilient, innovative and aspire to be a better person than who you are yesterday.

Through this self-learning module, you are guided to recognize your own identity and at the same time you would be able to reflect and compare on how others see yourself as an individual. This course shall make you take a deeper look at yourself and analyze your developmental changes, your skills and traits which can help you meet the various tasks that you must undertake at this point in your life.

LEARNING COMPETENCY:

Compare one's perception of himself/herself and how others see him/her
EsP-PD11/12SR-Ilc-10.2

Conduct a mini-survey on Filipino relationships (family, school, and community)
EsP-PD11/12SR-Ilc-10.3

At the end of the module, you should be able to:

1. Recognize how their own identity has been defined by others,
2. Compare your self-perception and how others see you, and
3. Conduct a mini-survey on Filipino relationships (family, school, and community).

Important note to remember: This module will be collected every week so you are directed **not to put any marks** in here. All answers and the exact date must be written in your **ACTIVITY/QUIZ notebook**, or as prescribed on every given **activity**.

For health and safety purposes, avoid licking your fingertips, when leafing or turning pages.



What I Know

Directions: A. Copy this table in your activity notebook. Fill in the table below as to which organizations/clubs/groups you belong to and answer the following questions below. Write your answers in your notebook.

A. MY ORGANIZATION

Name of Organization	Type of Organization	My Position / Role in the Organization
Dance troupe		
Choir		
School paper		
Play/theaters		

*Neighborhood association, church group, singing/dance group, community organization, youth group, club, school organization, volunteer group, etc.

B. Answer the following questions, Write your answers in your notebook.

1. Why did you choose to be in that particular group / organization?
2. What was the biggest factor that made you decide to be in that group/organization?
3. Who decided on your role in that organization?
4. How do you fulfil your responsibilities in that organization?
5. How do you find the leader of the organization?



What's In

Task 1

Directions: Given the picture below, analyze and describe vividly each picture in an essay form. Use your activity notebook for your answers.



<https://bit.ly/3hacy4r>



What's New

Task 2:

Directions: Examine the pictures below and answer the questions given. Write your answer in the activity notebook.



1. At first glance, do you know these personalities? _____
2. How do these personalities affect and influence our community? _____
3. What are the roles of these personalities in our society? Explain. _____



What is It

CONCEPT OF LEADERSHIP

Managers are people who do things right, while leaders are people who do the right thing. –Warren Bennis, Ph.D. “On Becoming a Leader”

Middle and late adolescents usually find themselves in the company of their peers, usually from the school or the neighborhood. From high school to college, adolescents mature faster socially, and new lessons are learned especially on how their social interactions affirm their self-identity, increase their self-esteem, and develop their capacity to nurture relationships.

GOLEMAN'S SOCIAL INTELLIGENCE THEORY Emotional Intelligence author, Daniel Goleman, explained in his book, *Social Intelligence: The New Science of Human Relationships* (2006), how our brains are wired to connect with other people, and how part of the human brain located just above the eyes called the orbitofrontal cortex (OFC) is connected directly to the three (3) major regions of the brain: the cortex, the amygdala, and the brain stem.

Goleman pointed out that the OFC provides an immediate connection between thought, emotions, and behavior. It immediately calculates our feelings and thought about a person and how that other person feels and thinks about us, and what actions we take after this quick assessment.

SOCIAL INFLUENCE

According to Rashotte, the authors: Defined social influence as things such as behavior, actions attitude, concepts, ideas, communications, wealth, and other resources that bring about changes in the beliefs, attitudes, and/or behavior of persons as a result of the action/s of another person.

VARIETIES OR TYPES OF SOCIAL INFLUENCE

Herbert Kelman, a Harvard psychologist, suggested that there are three (3) varieties of social influence, namely:

1. **Compliance** - Is when a person seems to agree, and follows what is requested or required of him or her to do or believe in, but does not necessarily have to really believe or agree to it;
2. **Identification** -is when a person is influenced by someone he or she likes or looks up to, like a movie star, social celebrity, or a superhero;
3. **Internalization** -is when a person is able to own a certain belief or act, and is willing to make it known publicly and privately.

OTHER TYPES OF SOCIAL INFLUENCE

Social scientists and psychologists identified other types of social influence as:

1. Conformity / Pagsang-ayon -A type of social influence that involves a change in behavior, belief, or thinking to be like others. It is the most common and pervasive form of social influence. Social psychology research in conformity tends to distinguish between two varieties: information conformity ("internalization" in Kelman's term) and normative conformity ("compliance" in Kelman's terms).

Conformity / Pagsang-ayon -is very strong particularly among middle and late adolescents. This is supported by the fact by the fact that an adolescent in this age group is most susceptible to a compelling need to seek approval from others and be accepted by them in order to become a friend and to belong to a social group.

2. Conversion / Pagbabagong-loob - Occurs when an individual whole-heartedly changes his or her original thinking and beliefs, actions, and attitudes to align with those of the other members of a group.

3. Minority influence -Happens when a bigger number of people are influenced by much smaller number of people and when the minority's way of looking at and doing things are accepted.

4. Reactance -Is when there is a willing rejection of a social influence being exerted on an individual or group. This is also known as anti- or non-conformity. Reactance is a reverse reaction to some social influence that is being imposed by a person or a group on another.

5. Obedience -Is another form of social influence wherein a person follows what someone tells him or her to do, although it may not necessarily reflect the person's set of beliefs or values. Similar to compliance, obedience usually stems from either respect or fear of the authority figure.

6. Persuasion -Is used by one person or group to influence another to change their beliefs, action, or attitudes by appealing to reason or emotion.

LEADERSHIP AND FOLLOWERSHIP THEORIES

LEADERSHIP / PAMUMUNO -The action of leading a group of people or an organization.

Chester Barnard (1938) defined leadership as the ability of a person in position of authority to influence others to behave in such a manner that goals are achieved •

LEADER / PINUNO -Often typecast as someone who is the head of a group of people by virtue of having great strength and wisdom, or may have inherited a position of power even if strength and wisdom were not part of his person's virtues.

- Influence plays a major role in leadership.

Power is also annexed to leadership as espoused by French and Raven (1960) who said that a leader may obtain power through various means and sources, such as position, giving rewards, expertise, respect, or coercion.

THERE ARE SEVERAL EXISTING THEORIES OF LEADERSHIP

1.Trait Theory -This theory defines leadership based on certain personality traits which are generally suited for all leaders, such as decisiveness("Katiyakan"), persistence("Pagtitiyaga"), high level of self-confidence ("Kumpiyansa sa sarili") and assertiveness("Pagpipilit"), among others.

2. Behavioral Theory -This theory presupposes that leadership is a learned behavior, and that leaders are defined according to certain types of behavior they exhibit.

3. Participative Theory -The opposite of an autocratic leader ("Diktador na leader"), the participative leader involves other people to make common decisions.

4. Situational Theory -This theory assumes that there is no one style of leadership and that leadership behavior is based on the factors present in a situation, and usually takes into consideration how followers behave

5. Transactional Theory -This theory states that leadership involves a transaction or negotiation of resources or position, usually employs reward and punishment.

6. Transformational Theory -This theory involves a vision, which a leader uses to rally support from followers, and the role of the leader is in motivating others to support the vision and make it happen.

AUTHENTIC LEADERSHIP

THREE (3) BASIC AXIOMS OF LEADERSHIP by Rob Goffee and Gareth Jones (2006)

1. Leadership is situational -This means that leader's behavior and what is required of him will always be influenced by the situation. — It means that a leader is able to assess a situation quickly, adjust to it, and provide the appropriate and necessary action to address it for the benefit of his followers.

2. Leadership is not-hierarchical -The exercise of leadership is not based on one's position in an organizational chart alone, but also dependent on other factors such as characteristics, skills, and even connections.

3. Leadership is relational -Leaders and followers establish a relationship where their interests are mutually met. The role of a leader in this relationship can vary from being a visionary to cheerleader.

An Authentic leader, according to Goffee and Jones (2006), has the following critical elements present: •

They walk their talk. They are consistent in what they say and what they do, practicing what they are preaching. • They adjust to situations and display adaptability and flexibility but consistent with their values and real selves even when they take on different roles during different situations. • They have a high level of comfort being themselves, even if they come from backgrounds that are different from the people or situations they deal with.

Individuals relate with each other in society. For instance, adolescents like you socialize outside the home. You relate with teachers and classmates in school. You engage in activities and organizations in the community. You can also relate to people in church, the various people that you meet and relate to play different roles in the society even as they influence you in many ways.

The roles of individuals can be traced from their status. Status refers to the position that an individual is expected to hold in a group or community. This can be both ascribed or inherited. While Role pertains to the behavior that is expected from a person holding such status. Based on different statuses of individuals in the society, various roles can be identified in the articles on Family Roles (2003,2004).

SERVANT LEADERSHIP

While the idea of servant leadership goes back at least two thousand years, the modern servant leadership movement was launched by Robert K. Greenleaf in 1970 with the publication of his classic essay, The Servant as Leader. It was in that essay

that he coined the words "servant-leader" and "servant leadership." Greenleaf defined the servant-leader as follows:

"The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader-first and the servant first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature."

"The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?"

Robert Greenleaf's concept of the servant-leader was stimulated by his reading of *Journey to the East* by Herman Hesse. It is the story of a group of travelers who were served by Leo, who did their menial chores and lifted them with his spirit and song. All went well until Leo disappeared one day. The travelers fell into disarray and could go no farther. The journey was over. Years later, one of the travelers saw Leo again—as the revered head of the Order that sponsored the journey. Leo, who had been their servant, was the titular head of the Order, a great and noble leader.

In "The Servant as Leader", Greenleaf said: ...this story clearly says—the great leader is seen as servant first, and that simple fact is the key to his greatness. Leo was actually the leader all of the time, but he was servant first because that was what he was, deep down inside. Leadership was bestowed upon a man who was by nature a servant. It was something given, or assumed, that could be taken away. His servant nature was the real man, not bestowed, not assumed, and not to be taken Away. He was servant first.

If there is a single characteristic of the servant leader that stands out in Greenleaf's essay, it is the desire to serve. A walk through *The Servant as Leader* provides a fairly long list of additional characteristics that Greenleaf considered important. They include listening and understanding; acceptance and empathy; foresight; awareness and perception; persuasion; conceptualization; self-healing; and rebuilding community. Greenleaf describes servant-leaders as people who initiate action, are goal-oriented, are dreamers of great dreams, are good communicators, are able to withdraw and re-orient themselves, and are dependable, trusted, creative, intuitive, and situational.

Greenleaf described a philosophy, not a theory. However, based on the views of a number of scholars, the elements that are most unique to servant leadership compared with other theories are:

(1) The moral component, not only in terms of the personal morality and integrity of the servant-leader, but also in terms of the way in which a servant-leader encourages

enhanced moral reasoning among his or her followers, who can therefore test the moral basis of the servant-leader's visions and organizational goals;

(2) The focus on serving followers for their own good, not just the good of the organization, and forming long-term relationships with followers, encouraging their growth and development so that over time they may reach their fullest potential;

(3) Concern with the success of all stakeholders, broadly defined— employees, customers, business partners, communities, and society as a whole— including those who are the least privileged; and

(4) Self-reflection, as a counter to the leader's hubris.



What's More

Directions: Give five (5) good traits of a good leader. Write your answer in your activity notebook.

1. _____
2. _____
3. _____
4. _____
5. _____



What I Have Learned

1. In this exercise, you will let your sister/ brother /friends fill in the table below as many descriptions as they can for you to have the opportunity to get feedback about your own personality and character as a person.

I see myself as:	Others often see me as:

2. Discuss with your sister/ brother/ friends on how you see yourself. How do they see you, and how do you see others?



What I Can Do

The Person I Want to be in Life

This activity aims to help you recognize the different individuals in your community and how they affect and influence you through their leadership and fellowship.

Directions:

- a. Think of an individual in your community who made a big impact and significant change in your locality. Choose one or two whom you admire and have influenced you to be like him/her in the future. *Write your essay in your notebook.*



Assessment

- I. **Directions:** What is conveyed by this picture if you incorporate this in the real-life situations? *How does it affect ones personality in knowing what is real about yourself through others perception and practical observation? Write your answers in your notebook.*



<https://bit.ly/2YqG1C2>

II.

1. What are your social groups, its nature, activities, and benefits? Include a photo of yourself with the group.
2. Conduct a mini-survey on Filipino relationships family, school, and community. Use the template below.

SURVEY TEMPLATE

1. What is your gender?

- ☐ Female ☐ Male

2. What is your age?

- ☐ 12 to 13 ☐ 18 to 19
☐ 14 to 15 ☐ 20 to 21
☐ 16 to 17 ☐ 22 or older

3. What's your current relationship status?

- ☐ Single ☐ Engage
☐ In a relationship ☐ Married

4. How long have you and your partner been in a relationship?

- ☐ 1 to 3 years ☐ 7 to 9 years
☐ 4 to 6 years ☐ 10 to 15 years

5. Is your family a beneficiary of 4Ps?

- ☐ Yes ☐ No

6. How does your child go to school? Choose all that applies

- ☒ Walking ☐ School service
☐ Public commute (land/water) ☐ Family-owned vehicle

7. Distance from house to school (km)

8. How many of your household members (including the enrollee) are studying in School Year 2020-2021? Please specify each

- ☐ Kinder ☐ Grade 6 ☐ Grade 12
☐ Grade 1 ☐ Grade 7 Others (College, Vocational, etc.)
☐ Grade 2 ☐ Grade 8
☐ Grade 3 ☐ Grade 9
☐ Grade 4 ☐ Grade 10
☐ Grade 5 ☐ Grade 11

9. Who among the household members can provide instructional support to the child's distance learning? Choose all that applies

- ☐ Parents/Guardians ☐ Others (tutor, house helper)
☐ Elder Siblings ☐ None
☐ Grandparents ☐ Able to do independent learning
☐ Extended Members of the Family

10. What devices are available at home that the learner can use for learning?

Check all that applies

- | | |
|---------------------------------------|--|
| <input type="radio"/> Cable TV | <input type="radio"/> Desktop Computer |
| <input type="radio"/> Non-Cable TV | <input type="radio"/> Laptop |
| <input type="radio"/> Basic Cellphone | <input type="radio"/> Printer |
| <input type="radio"/> Smartphone | <input type="radio"/> None |
| <input type="radio"/> Tablet | <input type="radio"/> Others |
| <input type="radio"/> Radio | |

11. Do you have a way to connect to the internet?

- ☐ Yes ☐ No

12. How do you connect to the internet? Choose all that applies?

- | | |
|---------------------------------------|---|
| <input type="radio"/> Online Learning | <input type="radio"/> Radio |
| <input type="radio"/> Television | <input type="radio"/> Modular Learning |
| <input type="radio"/> Others | <input type="radio"/> Combination of Face to Face with other modalities |

13. What are the challenges that may affect your child's learning process through distance education? Choose all that applies

- | | |
|---|--|
| <input type="radio"/> Lack of available gadgets/equipment | |
| <input type="radio"/> Conflict with other activities (i.e., house chores) | |
| <input type="radio"/> Insufficient Load / Data Allowance | <input checked="" type="radio"/> High Electrical Consumption |
| <input type="radio"/> Unstable Mobile / Internet connection | <input type="radio"/> Others |

☐ Existing Health Conditions

if others, please specify

☐ Difficulty in Independent Learning

☐ Distractions (i.e., social media, noise from community/neighbor)

<https://www.deped-click.com/2020/05/enrollment-and-survey-form-for-sy-2020.html>

Survey adapted from: <https://www.surveymonkey.com>



Additional Activities

Directions: Answer the following statements with a **True** or **False**. Write your answer in your activity notebook.

1. Leaders can follow their whims and fancies.
2. Leaders are capable to do anything they like
3. Leaders don't need to mind their subjects.
4. Leaders should follow ethical principles.
5. Leaders are responsible.
6. Leaders are to serve others.
7. An Ethical Leader is someone who works for other people's interests and not for his own hidden agenda or ulterior motives as guided by sound principles.

8. Servant leadership is the type of leadership that puts others first before one's own self.
9. A servant leader listens deeply to others and empathizes with the people around him/her.
10. A servant leader put other's concern first and foremost above own self-interest and motives.



Answer Key

1. False	6. True
2. False	7. True
3. False	8. True
4. True	9. True
5. True	10. True

Additional Activities: True or False

B. -Answer may vary

A. -Answer may vary

ASSESSMENT

-Answer may vary

see you, and how do you see others.

2. Discuss with your sister/brother/friends on how you see yourself. How do they

-Answer may vary

as many as they can for you to have the chance and opportunity to get feedback about your own personality and characters as a person.

1. In this exercises you will let your sister/brother/friends to fill in the table below

WHAT I HAVE LEARNED

-Answer may vary

WHAT'S MORE!

-Answer may vary

WHAT'S NEW!

-Answer may vary

5. How do you find the leader of the organization

4. How do you fulfill your responsibilities in that organization?

3. Who decided on your role in that organization?

group/organization?

2. What was the biggest factor that made you decide to be in that

1. Why did you choose to be in that particular group/organization?

B.

-Answers may vary

Name of Organization	Type of Organization	My Position/Role in the Organization
Dance troupe		
Choir		
School paper		
Play/theaters		

A. MY ORGANIZATION

WHAT I KNOW

References

Fernandez, W. B., et. Al., Personal Development Learner's Guide First Edition (Department of Education, 2016), pp. 77-80.

https://www.researchgate.net/publication/5338656_How_We_See_Ourselves_and_How_We_See_Others

<https://www.deped-click.com/2020/05/enrollment-and-survey-form-for-sy-2020.html>

<https://www.quora.com/What-is-the-difference-between-how-we-perceive-ourselves-and-how-others-see-us>

<https://www.lensshift.org/library/six-nine-matter-of-perspective-cartoon>

<https://www.slideshare.net/BeatrizAlonsoPrezvil/families-survey-crush>

<https://www.coursehero.com/file/39223926/PD-Chap-10pptx/>

[https://www.slideshare.net/RupertGarryTorres /social-relationship-in-middle-and-late-adolescence](https://www.slideshare.net/RupertGarryTorres/social-relationship-in-middle-and-late-adolescence)

For inquiries or feedback, please write or call:

Department of Education – Schools Division of Negros Oriental
Kagawasan, Avenue, Daro, Dumaguete City, Negros Oriental

Tel #: (035) 225 2376 / 541 1117

Email Address: negros.oriental@deped.gov.ph

Website: lrmds.depednodis.net

