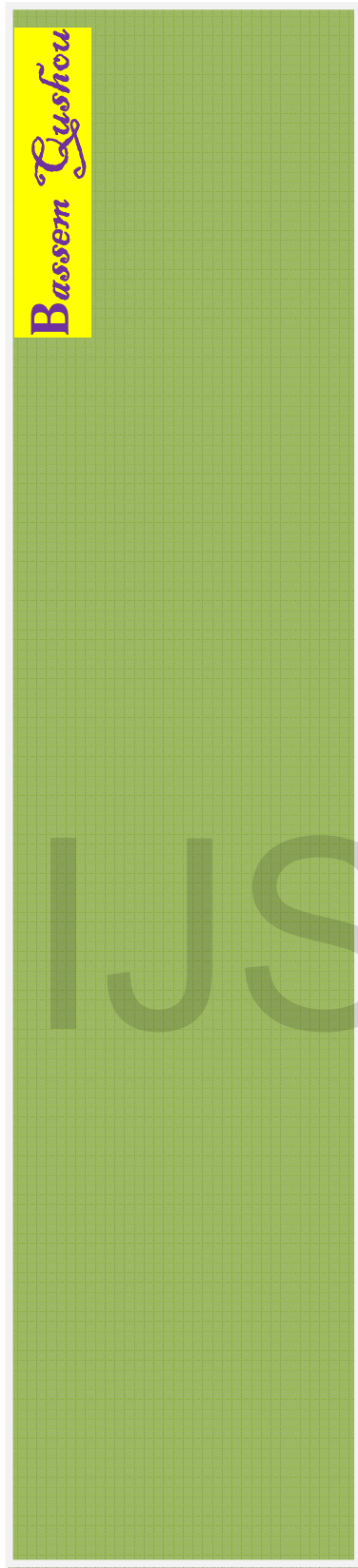


The Affect of Socio-Economic & Political Living Conditions on Human Behavior and Human Relations--At the local and international level

-Palestine as the Case Study.



Bassem Gushou

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Al-Quds Open University
Telefax: 792-02-2403158
E-Mail: bqushou@qou.edu

This study aim's at examining the affect of socio-economic and political living conditions on human behavior and human relations - Among people at the local and international level- Palestine as the case study.

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on Human Behavior and Human Relations At the local and
international level-Palestine as the case study.**

By

Basem H.Qashou

2010

IJSER

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ii- Abstract

This study aimed at examining the affect of Socio-Economic and political Living conditions on human behavior and human relations - Among people at the local and international level - Palestine as the case study.

The sample of the study consists of 42 highly educated people – university instructors, supervisors ,graduated students and school teachers, represented different socio-economic and political backgrounds at the Palestinian educational institutions as a random sample chosen from the study's population which was the Palestinian educational institutions itself (universities and schools).

• **Research methodology.**

In this current research the researcher used descriptive analytical methodology which based on the observation of the problem reality, to answer the study's hypotheses and its questions.

a- Tool of Study.

A questionnaire was designed and used by the researcher consists of 10 general main questions ,consisting fifty eight (58) paragraphs; these questions were specific about the research subject, trying to examine the relationship between people's socio-economic and political living conditions and their human behavior and human relations- among people at the local and international level.

b- Statistical style.

The researcher has used the repetitions, the percentages, the average of calculation, the criterion deviation, the analysis of variance (ANOVA) and sheaf's Test to know the differences indicators.

• **Important results of the study.**

1- The results of the study showed that the questionnaire items related to the main ten questions were practiced in a high degree in general, for example, in question number one 31 correspondents considered that the conflict in dealing with individuals, groups, organizations, institutions or political parties as a natural phenomenon while 11 correspondents considered conflict as not a natural phenomenon.

2. The results of the study showed statistical indicators of differences at the level of (.05) between the average of respondent's estimations about factors that determine people's behavioral styles were mostly estimated in a high degree by the respondents in which the educational factors (literacy, illiteracy and knowledge level) were ranked in the first place ,the religious factors were placed in the second place, while the social factors replaced in the third place , the socio-economic factors were ranked in the fourth place, the political factors were placed in the fifth place, and other factors such as genetic,natural,nutritional and others were placed in the 6th ,7th ,8th and 9th places sequentially among the main nine factors.

3. The results of the study showed statistical indicators of differences at the level of (.0.5) between the average of respondent's estimations for which of the following groups in society consists more difficult people in it- question No.5- which came to the favor of the variable of poor groups (ranked No. 6) and the modern democratic groups (ranked No.5) in which these two groups consist the lowest percentage of difficult people in each of it ,while the political groups (ranked No.1) and the discriminatory groups (ranked No.2) have the highest percentage of difficult people among each of it , without other groups in question No.5.

On the level of the whole questionnaire there was a statistically differences indicators at the level of (.0.5) among the different factors affecting human behavior, which came to the favor of of educational ,religious and socio-economic and political factors – variables- in question No.2. At the same time there was a statistically differences indicators at the level of (.0.5) among the different behavioral styles to which different factors - affecting human behavior styles ranked by correspondents in question No.2 which came to the favor of educational and the socio-economic and political factors-variables- in question No.3.

The reliability coefficient of the instrument was (0.98) which was acceptable for the purpose of the study.

- **The most important recommendations and working mechanisms.**

Upon these current results of the study, the researcher recommends the following:

1- Socio-economic and political needs assessment has to be done through using a studying survey as one of the needs assessment main tools in order to determine the suitable interventions needed for the improvement of these living conditions so as to bring about some positive changes in people's behaviors, which might improve human relations at the local and international level.

2- Educational institutions, GOs, NGOs and the local and international organizations - human relations stakeholders- enduring the responsibility of promoting human relations should take into account these recommendations recommended by this study and intervene to contribute in creating a good and suitable living conditions and peaceful environment for the whole nations at the local and international level.

iii- Acknowledgment

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Chapter: 1. PROBLEM STATEMENT.

1.1. Introduction

This brief study was grown since 2001 while I was studying a specialized professional Diploma on community- based development at Coady International Institute – Stfx.University, Canada. After studying a special course about human relations, I had found that it is worthwhile to deepen my understanding about the relationship between socio-economic and political living conditions of any given people in one hand, and their human behavior and human relations - at the local and international levels - in the other hand, trying to examine the main reasons behind the deterioration of human relations at the local and international levels which is considered to be the main research problem.

Generally most of the previous researches and studies reviewed were based and focused mostly on theoretical explanations and analysis to the effects and the impacts of human living conditions on their attitudes, behaviors and their internal and external human relations rather than trying to pick up a given real particular case study of a given society in our world to be studied in accurate and scientific way such as the case of the Palestinian society whose people are still living under the most critical and sever living conditions since 60 years due to the brutal Israeli occupation. The researcher preferred to choose Palestinian society as the case study which might reflect the real relationship among those different variables related to the subject of the study. The conditions under which the Palestinian people are living inspired and encouraged me to do this research as a Palestinian who lives under the same conditions, trying to find out these complicated and interrelated relationship among these different variables effecting human behavior and relations, at the same time trying to find out how these variables could affect each other, and to learn how some of these variables could change its skin – shift from being an independent variables to dependent variables or meditating or intermediate ones – in a particular time. More over I found that it's worthwhile necessary to understand and distinguish different behavioral styles of different individuals in a specific and accurate manner in order to contribute in promoting human relations among people and help all human relations stakeholders to intervene and design a strong techniques, tools and determine a useful methodologies to be used and applied for changing negative individuals' behavior , promoting and enhancing the positive ones, building good human relations among people successfully in any given society- at local and international level- at a minimum cost, time and efforts.

1.2. Problem Statement

The main problem which this study is to address despite the abundance of the research were much remained unknown about the effect of socio-economic and political living conditions on human behavior and human relations is that, most of the people in our modern world are suffering from negative behaviors which are usually translated through individual's and group's daily attitudes and conducts towards each other - at the individual, groups, nations and international levels, - affecting human relations among themselves within their society, and spoiling /deteriorating their relations with other societies at the regional and international level. In both cases, the negative and low level of human relations in a given society will automatically

results on creating instability,peacelessness,noncooperation,hatness,curupption,inequity,violence ,terrorisms ,and civil wars ..act.

Therefore, the main problem which most of the previous researches did not take into account the socio-economic and political living environment which mostly were ignored by previous researches in analyzing human behavior and human relations at a given society level selected and it's impact on human relations at the local and international level. Therefore most of the previous studies and researches neglected this crucial relationship which created a big gap between human living conditions- socio-economic and political living environment- and human relations at the local and international level from the point view of the researche,that is why those previous researches and studies could not realize that gap to answer the most critical questions related to its existence from the point view of the researcher, which are considered as the main key research questions.

Moreover previous researches and studies did not study the cause and affect of different and unstable human relations rather than studied partially some of its causes such as physical, psychological and some of its affects such as, the individual characteristics, behavioral styles.. act, which led those researchers to classify people into different categories according to their characteristics, attitudes without giving attention to reasons behind people's differences in their types of behavior which led them to conclude that: there are different behavioral styles of different people such as, the passive, the assertive, the thumb sucker, the garbage collector, the rescuer, the victim and the aggressive..act. Though those researchers suggested different methods and techniques to deal with those different styles of behavior but they could not realize its main causes and its effects on human relations in general.

In brief, the main problem which this study is trying to solve is based on finding the answers for its main questions raised.

1.3. Purpose of the study

This study aim's at examining the relationship between socio-economic and political living conditions of the people and other related factors in one hand, and their human behavior and human relations in the other hand. Moreover this study aim's at finding the interrelated mutual effect of all these variables on each other, and trying to find how this relationship affects building and strengthening or deteriorating human relations among people - at the local and international level. The final purpose of this study is to contribute in teaching people about, "Prevention" (promoting personal attributes and community conditions of well-being so that negative behaviors and community negative conditions do not occur),that is how to help individuals, families and communities to be well socially, environmentally, economically, politically, spiritually and in their relations to themselves, each other, and others outside of their experiences, especially by seeing themselves as the biggest resource and promoting their participation in decision-making about these things.

1.4. Significance of the Study

The significance of this study is manifold. It will serve as a resource material for local and international governmental and non-governmental organizations, groups and individuals, It will also identify and give a specific and accurate clear picture about the interrelated relationship among different variables (living conditions and other factors effecting human behavior, and human relations), which helps all those organizations - empower their leaders and top managers, professionals- such as school teachers, university lecturers and trainers..act, to deal with different individuals of different behavioral styles easily and successfully - through using new methods, tools and techniques for changing people's behavior, building good human relations which will enhance and promote their skills in controlling, managing and solving daily problems occurs and faced by them in their organizations in particular and in their societies in general. This study will also contribute to a better understanding of the problem being investigated; it will educate university students, lecturers, trainers, individuals and groups that there are several types of behavioral styles for different people at their families, organizations and community levels in which each of those styles needs special methodology (tools, tactics, techniques, methodologies and strategies) to be used professionally in order to succeed in dealing with such different styles of people behaviors.

1.5. Key Research Questions

1. What are the affects of people's living conditions -Socio-economic and political - on human behavior and human relations - at the local and international levels?
2. Can conflict in dealing with Individuals, groups, organizations, institutions or political parties be considered a natural phenomenon?
3. What are the most powerful factors that determine people's behavioral styles?
4. What are the most powerful direct negative impacts which might occur due to the deterioration of human relations among people at the local and international level?
5. What roles can governmental and "Non-Government Organizations" play to change people's behavior and build positive human relations at the local and international level?
6. How people's behavioral styles affect their human relations (at local and international levels) and in return what would be its impact on their society's growth and development?

1.6. Hypotheses of the study

- 1-Human behavior and human relations could be determined and affected strongly by people's living conditions –socio-political environment- which is not limited to and might be effected by many other factors too.
2. People's living conditions are the most powerful factors that determine people's behavioral styles which effect their human behavior and human relations.

3. Conflict among Individuals, groups, organizations, institutions or political parties could not be considered a natural phenomenon?
4. Advanced and sophisticated Technology was misused by people - especially by youth and teenagers, which led to the creation of more and more complicated and negative (aggressive / difficult) behavioral styles of people in the societies.
5. Whenever and wherever a Problem behavior exists among people, the result would be that, more and more additional levels of socio-economic backwardness in their societies will occur, especially in those developing countries - due to the existence of this problem in those countries which is considered as one of its main characteristics.
6. A group having the highest percentage of difficult people among its members is a discriminatory undemocratic group and versa versa.
7. The most powerful direct negative impact which might occur due to the deterioration of human relations among people in any given society is the increase in the percentage of violence and criminal activities due to its people's deviations from its norms and values.
8. Israeli occupation of Palestine is the most important and crucial element of risk - deteriorating of youth's attitudes and characters- in deepening problem behavior, created more and more negative behavioral styles of people (difficult and aggressive people) in the Palestinian society.

1.7. Study Limitations.

This study was limited to a sample chosen from the population of the study (Highly Educated specialized people -lecturers,instructors,directors and managers) working for Palestinian universities and schools of West-Bank –Palestine- since this society could be researched as a case study in which its people are living under the Israeli occupation for the past 60 years, its people are living under the most critical and difficult socio-economic and political living conditions(socio-economic and political environment) which might help us in answering the study's main questions and test its hypotheses.

The sample of this research was limited to a specific number of highly educated people from universities and schools of the West-Bank only, excluding Gaza Strip – A Palestinian territory- for security reasons (Israeli restricted measures on movement and travel of Palestinians to Gaza Strip) and difficulties in communication with people in Gaza Strip.

1.8. Definition of Key Concepts

For the purpose of this study the researcher used the following terms and concepts:

✓ **Behavior**

Any activities done by an individual, either its an activities which can be observed and measured-such as physiological or moral - or other activities done without observing it, such as thinking, reminding and others.

✓ **The Volcano**

The Volcano is an explosive, unpredictable type of person who tends to be unapproachable.

✓ **The Thumb Sucker**

Thumb suckers tend to pout, are full of self-pity, and try to get people to cater to their own desires.

✓ **The Garbage Collector**

“Oh, how they love to rehearse and replay the injuries they have suffered at the hands of other people.

✓ **The User**

The person who manipulates others for his or her own personal gain. Users avoid responsibility themselves, while demanding time and energy from others to benefit their own situations. They often use guilt to get what they want. They might put up a weak front in order to get people to feel sorry for them.

✓ **Assertive**

An assertive person is one “who stands for his / her rights and expresses personal needs, values, concerns and ideas in direct and appropriate ways.”

✓ **The Rescuer.**

The rescuer is the person who's always willing to help other people. Their major need is to be liked and appreciated. "*I'll help*" are their favorite words.

✓ **Difficult people**

They are simply the most difficult people to deal with since their behavior deviate from the general norm of the group”.

Other definition: Difficult person is someone who is working from the negative side of their personality, rather than a conscious desire to be difficult. The person is often unaware of themselves and how they affect others. They also don't realize how harmful their actions are to their own career success.

✓ **The Victims**

They are the ones who blame others for their problems and come across as timid and helpless. Their attitude is, "*People don't understand how bad I have it.*" *Victims are depressing to be around. They feel sorry for themselves and blow problems out of proportion. They waste a lot of time and don't take any responsibility for making changes.*

✓ **Aggressive**

A person who is ready or likely to attack or confront; characterized by or resulting from aggression: aggressive behavior.

Pursuing one's aims and interests forcefully, sometimes unduly. so.

Other definition:

Having or showing determination and energetic pursuit of your ends; "an aggressive businessman"; "an aggressive basketball player"; "he was aggressive and imperious; positive in his convictions"; "aggressive drivers"

✓ **Passive**

Passive people are often pleasant and eager to please - even too pleasant and too eager, as passive behavior is generally characterized by the desire to avoid conflict and to always please others. Passive people may not want to face up to difficult problems and situations because they do not wish to upset others.

They may give in to unrealistic and unachievable demands, saying "yes."

✓ **Economic development**

It's a complex process, involving the social, economic, political and cultural betterment of individuals and of society itself. Betterment in the sense means the ability of the society to meet the physical, emotional and creative need of the population at a historically acceptable level and to free human labor time from an incessant treadmill of basic needs production. It thus involves increasing standards of living, but not conspicuous consumption, and it implies a form of society that allows for an equal distribution of social wealth.

Chapter (2): Literature review

2.1. Introduction

This chapter concentrates on reviewing literature and the previous researches and studies related to human behavior, human relations and factors affecting it in general. Trying to find out the relationship among these different factors, human behavior and the level of human relations at the local and international level.

2.2. Theoretical Framework

In reviewing the theoretical framework - literature and previous researches and studies- I had found that many behavioral and social science theories and models were developed in relation to human behaviors and human relations which were reviewed and discussed. These theories which were reviewed are as follows:

2.2.1. Behavior Change Theories and Models.

Among these behavior change theories and models the main elements of these theories reviewed were as follows:

2.2.1.1. Reinforcement theory:

This theory describes the consequences that motivate individuals either to continue or discontinue behavior. Most behaviors, including physical activity, are learned and maintained under fairly complex schedules of reinforcement and anticipated future rewards. This theory discussed the following behavioral models:

a- Health Belief Model

The health belief model stipulates that a person's health-related behavior depends on the person's perception of four critical areas: the severity of a potential illness, the person's susceptibility to that illness, and the benefits of taking a preventive action, and the barriers to taking that action. The model also incorporates cues to action (e.g., leaving a written reminder to oneself to walk) as important elements in eliciting or maintaining patterns of behavior. The construct of self-efficacy or a person's confidence in his or her ability to successfully perform an action has been added to the model, perhaps allowing it to better account for habitual behaviors, such as a physically active lifestyle.

b- Tran theoretical Model

In this model, behavior change has been conceptualized as a five-stage process or continuum related to a person's readiness to change: pre contemplation, preparation, action, and maintenance. People are thought to progress through these stages at varying rates, often moving back and forth along the continuum a number of times before attaining the goal of maintenance. Therefore, the stages of change are better described as spiraling or cyclical rather than linear. In this model, people use different processes of change as they move from one stage of change to another. Efficient self-change thus depends on doing the right

thing (processes) at the right time (stages). According to this theory, tailoring interventions to match a person's readiness or stage of change is essential. For example, for people who are not yet contemplating becoming more active, encouraging a step-by-step movement along the continuum of change may be more effective than encouraging them to move directly into action.

C- Relapse Prevention Model

Some researchers have used concepts of relapse prevention to help new exercisers anticipate problems with adherence. Factors that contribute to relapse include negative emotional or physiologic states, limited coping skills, social pressure, interpersonal conflict, limited social support, low motivation, high-risk situations, and stress. Principles of relapse prevention include identifying high-risk situations for relapse (e.g., change in season) and developing appropriate solutions (e.g., finding a place to walk inside during the winter). Helping people distinguish between a lapse (e.g., a few days of not participating in their planned activity) and a relapse (e.g., an extended period of not participating) is thought to improve adherence. (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity, 2006).

2.2.1.2. Theory of Reasoned Action and Theory of Planned Behavior

The theory of reasoned action states that individual performance of a given behavior is primarily determined by a person's intention to perform that behavior. This intention is determined by two major factors: the person's attitude toward the behavior (i.e., beliefs about the outcomes of the behavior and the value of these outcomes) and the influence of the person's social environment or subjective norm (i.e., beliefs about what other people think the person should do, as well as the person's motivation to comply with the opinions of others). The theory of planned behavior adds to the theory of reasoned action the concept of perceived control over the opportunities, resources, and skills necessary to perform a behavior. The concept of perceived behavioral control is similar to the concept of self-efficacy -- person's perception of his or her ability to perform the behavior. Perceived behavioral control over opportunities, resources, and skills necessary to perform a behavior is believed to be a critical aspect of behavior change processes (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity, 2006).

2.2.1.3. Social Learning/Social Cognitive Theory

Social learning theory, later renamed social cognitive theory, proposes that behavior change is affected by environmental influences, personal factors, and attributes of the behavior itself. Each may affect or be affected by either of the other two. A central tenet of social cognitive theory is the concept of self-efficacy. A person must believe in his or her capability to perform the behavior (i.e., the person must possess self-efficacy) and must perceive an incentive to do so (i.e., the person's positive expectations from performing the behavior must outweigh the negative expectations). Additionally, a person must value the outcomes or consequences that he or she believes will occur as a result of performing a specific behavior or action. Outcomes may be classified as having immediate benefits or

long-term benefits. But because these expected out-comes are filtered through a person's expectations or perceptions of being able to perform the behavior in the first place, self-efficacy is believed to be the single most important characteristic that determines a person's behavior change. Self-efficacy can be increased in several ways, among them by providing clear instructions, providing the opportunity for skill development or training, and modeling the desired behavior (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity,2006).

Social Support

Often associated with health behaviors such as physical activity, social support is frequently used in behavioral and social research. There is, however, considerable variation in how social support is conceptualized and measured. Social support for physical activity can be instrumental, as in giving a no driver giving a ride to an exercise class; informational, as in telling someone about a walking program in the neighborhood; emotional, as in calling to see how someone is faring with a new walking program; or appraising, as in providing feedback and reinforcement in learning a new skill. Sources of support for physical activity include family members, friends, neighbors, co-workers, and exercise program leaders and participants (General's Report on Physical Activity and Health, Chapter 6 - Understanding and Promoting Physical Activity, 2006).

2.2.1.4. Behaviorism.

Behaviorism arising from biological influences and the emotional reaction experimentation in the first half of the 20th century. Behaviorism focused on what could be empirically observed. This theory claimed that the mind was unknowable black box, therefore one could only understand knowing and learning by observing behavior (Schunk, 1996).

2.2.2. Behavioral theory of education.

This theory considered as the change in the individual behavior, and this change continues through the whole life. for example: the child is in connection with the environment from his birth hood who try to indulge with it which changes his behavior and through these process, the child gains new methods of behavior which fits with his ambitions which leads to fulfill his needs and achieve his goals. Therefore, education is a continuous change in the individual behavior (Abdul Wahed and Al-Khatib, p24, 2003).

*** The Classical behavioral conditioned theories.**

1- Pavlov's conditioned reflexes and behaviorism's on external stimuli.

Pavlov experiments determined three process for classical conditioned which are as follows:

a. The generalization.

b. Recognition.

c. Omitting (Abdul Wahed and Al-Khatib, p26, 2003).

2- Watson's conditional classical learning

From Watson's point view, psychological science, is the science of behavior, therefore he emphasized about the role of social environment in the formation and development of the individual personality. The classical conditioned theories help us to explain many of the classroom behaviors at schools, such as fear and upset of the students (Abdul Wahed and Al-Khatib, p26, 2003).

*** Operant conditioning theory.**

This operant conditioning behaviorist theory which was developed by B.F. Skinner differs from Pavlov's classical conditioned theory which concentrates on uncontrolled responses, while Skinner's theory took into account the methods which can be affected by the external environment on human being and the kind of behaviors which human beings face it. For Pavlov: Stimulates precede the response, while for Skinner: response comes after the stimulates. When applied this theory to education; many concepts were introduced by this theory such as: reinforcement, punishment, shaping and behavior modification. According to Skinner, in order to change some of the negative behaviors, we have to determine the methods of behavior which are undesirable used by the individual and determine the other behavioral methods which we wish to see this individual is practicing instead of the undesirable methods, in this case we can omit the undesirable methods and stimulate the desirable ones (Abdul Wahed and Al-Khatib, p26, 2003).

*** Four stages of knowledge development:**

This theory was developed by Biyajeeh, who stated that there are four stages of knowledge development for all individuals, which are as follows:

- *The feeling-movement stage (At age between 0 -2 years).
- * The stage which precedes operations (At age between 2-7 years).
- * The stage of feelings operations (At age between 7-11 years).
- * The stage of ideal thinking (After the age of 11 years and above). These four stages according to him could be affected by the following factors:

- Maturity.
- Experience.
- Social – interaction.
- Balance.

(Abdul Wahed and Al-Khatib, p26, 2003).

According to Schunk, by observing others, people acquire knowledge ,rules,skills,beliefs and attitudes and learn also about the usefulness and appropriateness of behaviors by observing models and consequences of behavior. Therefor behaviors that results in successful consequences are retained ,these that lead to failures are discarded(Schunk,1996).

Burner, a major proponent of constructivist theory, states that "there is a deep human need to respond to others and to operate jointly with them towards an objective" (Bruner, 1996).

2.2.3. Ecological Approaches

A criticism of most theories and models of behavior change is that they emphasize individual behavior change process and pay little attention to socio cultural and physical environmental influences on behavior. Recently, interest has developed in ecological approaches to increasing participation in physical activity. These approaches place the creation of supportive environments on a par with the development of personal skills and the reorientation of health services. The concept of a health-promoting environment has been demonstrated by describing how physical activity could be promoted by establishing environmental supports, such as bike paths, parks, and incentives to encourage walking or bicycling to work.

An underlying theme of ecological perspectives is that the most effective interventions occur on multiple levels. A model has been proposed that encompasses several levels of influences on health behaviors: intrapersonal factors, interpersonal and group factors, institutional factors, community factors, and public policy. Similarly, another model has three levels (individual, organizational, and governmental) in four settings (schools, work sites, health care institutions, and communities). Interventions that simultaneously influence these multiple levels and multiple settings may be expected to lead to greater and longer-lasting changes and maintenance of existing health-promoting habits. This is a promising area for the design of future intervention research to promote physical activity.

Summary

Some similarities can be noted among the behavioral and social science theories and models used to understand and enhance health behaviors such as physical activity. Many of the theoretical approaches highlight the role of the perceived outcomes of behavior, although different terms are used for this construct, including perceived benefits and barriers (health belief model) and outcome expectations (social cognitive theory and theory of planned behavior). Several approaches also emphasize the influence of perceptions of control over behavior; this influence is given labels such as self-efficacy (health belief model, social cognitive theory) and perceived behavioral control (theory of planned behavior). Other theories and models feature the role of social influences, as in the concepts of observational learning (social cognitive theory), perceived norm (theory of reasoned action and theory of planned behavior), social support, and interpersonal influences (ecological perspective). Most of the theories and models, however, do not address the influence of the environment on health behavior.

2.3. Previous studies.

Many of the previous researches and studies in relation to People's Living Conditions and its affect on human behavior –especially in Palestine- which were reviewed are as follows:

2.3.1. People's Living Conditions in the Gaza Strip and the West Bank (Palestine).

The purpose of this study was to review programs supported by the Jerusalem Fund of Canada until 2005 in the West-Bank and Gaza Strip, and to identify future areas for Palestinian community development.

This study came with many recommendations in the area of economic and social self-development, based on needs which were already identified by several studies, and by professionals, ordinary citizens, youth both male and female, families and government officials.

This study showed that the “Living conditions of Palestinians in the West Bank and the Gaza Strip have drastically deteriorated since the peace process. “ Preventing the majority of Palestinian employees from working inside Israel and allowing only 25% from the West Bank and 16% from Gaza Strip to work inside Israel under complex procedures causing an increase of unemployment and decrease of salaries which affects the general economy.” (Abu Kaff 1999).

” The rate of increase in unemployment in the labor force, in the Palestinian land is 21%, and increase in single parent homes (led by a widow) is 53,670, and 43,627 children (under 18) are living with their mothers without fathers. Out of 53,670 single parents (female), only 20% of the women are employed and the rest of the 87.7% are outside the labor force.” (Abu Kaff 1999) .In another study done by FAFO – The living conditions of the Palestinian people in the West-Bank and Gaza Strip, 1993 - stated that “These closures and the broader system of movement restrictions by Israelis are beginning to register a cumulative effect observable in a shift from a wage-based economy towards a rapid increase in marginal, low-productivity, and low-income generating informal-sector activity, this combination of steadily declining living standards and rapid population growth will threaten to set back Palestinian social and economic development... the quality and coverage of education and health care at all levels will decline.” (FAFO, 1993).

Palestinians are living without adequate schools, hospitals, roads, sewers, clean running water, or proper health, housing and social services, more over deteriorating economic conditions, caused by direct Israeli measures that restrict the movements of both people and goods through the Palestinian territories and the outside world.

(Wahida C.Valiante, 2005).

A study by the Society of Austria-Arab Relations in 1996 found that, “there is a policy of blatant discrimination in planning and development against Palestinian as well as in housing site capacity, Municipal planning schemes for Jewish settlements have been used to restrict

the growth of Palestinian neighborhoods. As a result of these policies, the housing crisis for Palestinian in East Jerusalem is now critical...”

” (Austria-Arab, 1996)

2.3.2. Psycho-social Impact of Socio-economic Conditions on Children & Youth:

According to the Palestinian Central Bureau of Statistics, “in 1997 there were 1,873,300 people living in the West Bank and 1,022,000 in the Gaza Strip, of which 44% are refugees... “40 % of Palestinian in Gaza and 11% in the West Bank live below poverty line. The number of children under 19 is 1,546,000... 49% are female and 51% are males. The children constitute more than half the total population of 2,8955000. This does not include the Palestinian population of East Jerusalem, which was annexed in 1967.”

A study conducted by a psychologist among 10-14, 15-18, & 19-22 year olds in refugee camps throughout the West Bank and Gaza Strip reflects their sense of reality. “All groups identified the political situation as the main risk factor to a healthy life. The younger group identified the impact of such political instability in personal terms such as father working in Israel... and when there is a closure, the father gets angry and the whole house is then affected by his anger. Deteriorating economic condition lead to stress and anger and the fear of their fathers not returning if anything happened at work (Stress also occurs) because of fathers not being able to work due to Israeli checkpoint and barriers limiting travel. Most cannot even travel to West Bank even for a visit.” Furthermore the study found that the young people in discussion groups “suffered from low morale and depression over their future.... There are few jobs and usually the houses are crowded so they go out most of the time. There is a problem of young people becoming bored, isolated, with nothing to do, and turning to delinquent behavior (or sometimes being manipulated by the Israeli security services, the Shin Bet, into drug use or collaboration). Without any focus and direction for the young people, then as one youth worker pointed out, they will continue to work for low wages without any future and security. Chances are that they will be prone to depression, aggression, and psychological and emotional problems and these can have a very deleterious effect on the well being of the individual and the society.” Surprisingly there has been no study done on Post-traumatic Stress Disorder among Palestinian youths who have been subjected to repeated emotional shocks and severe trauma. Children are the future of Palestinian society, and are its human resources for reconstructing and rebuilding a civil society. Therefore it is important that we invest in their psychological and emotional wellbeing so they become productive and useful citizens (Wahida C.Valiante, 2005).

Discussion:

The main purpose of the above mentioned studies was to identify future areas for Palestinian community development whom are living under a very sever and critical conditions under the Israeli occupation since the last sixty years. These studies' main results in general showed that, the negative dangerous living conditions of the Palestinian people in the west-bank and Gaza Strip will increase the chances of depression, aggression, and psychological and emotional problems among the Palestinian people, which can have a very deleterious effect on the well being of the individual and the society. This increase in

the level of depression, aggression, and psychological and emotional problems among the Palestinian people is existing already and still increasing, since the living conditions of the Palestinian people were became more worst than before according to the recent studies and statistics done - after the period(2005) in which the latest of these studies were done.

Conclusion:

To conclude, we can say that, the deteriorated living conditions of the Palestinian people reflected a high level of depression, aggression, and psychological and emotional problems which in turn automatically reflect a negative human behavior by any people live under the same conditions; this shows the strong relationship between the living conditions of the people and their human behavior. This relationship might reflects a positive or negative psychological and emotional feelings among people depending upon these living conditions of that people- whether it is a negative or positive ones – in which positive living conditions leads to a positive psychological and emotional feelings and visa versa.

2.3.3. What motivates human behavior?

UCLA Psychology Professor Shelley Taylor offers surprising insights into human nature. This study was done by Professor Shelley Taylor; she argues that nurturing others and caring for their needs are as wired into our genes as our aggressive and competitive nature. "The tending instinct is every bit as tenacious as our more aggressive, selfish side," Taylor argues in "The Tending Instinct: How Nurturing Is Essential to Who We Are and How We Live" (Henry Holt). "Tending to others is as natural, as biologically based, as searching for food or sleeping."

An internationally renowned scientist in the field of stress and health, Taylor conducted 25 years of research and analyzed more than 1,000 research studies before writing this book.

"I originally assumed that biology largely determines behavior," Taylor said, "and so it was a tantalizing surprise to see how clearly social relationships forge our underlying biology, even at the level of gene expression. Chief among these social forces are the ways in which people take care of one another and tend to one another's needs. An early warm and nurturing relationship, such as mothers often enjoy with their children, is as vital to development as calcium is to bones.

"The benefits that tending provides to children, especially those with genetic risks, are substantial. Children who are well tended in early childhood grow up with better social and emotional ways of meeting the world. Even in adult relationships, we tend to each other's needs in ways that sustain long and healthy lives."

"Tending is instinctive, and affects our biology at every stage of life," she said. "We have neuro-circuitry for tending as surely as we have biological circuitry for obtaining food and reproducing ourselves. How people fare in times of stress -- from how calm they are to their likelihood of becoming ill -- depends on the quality of the tending they receive."

What role does our genetic makeup play in determining our behavior?

"The genome is like an architect's first plan, a rough projection of how a person may turn out," Taylor argues. "This plan is revised during the course of the building process. The kitchen is rotated 90 degrees; the living room is extended a few feet. Later, the owner adds a bathroom,

perhaps even a second story. This is what happens when genes meet the environment in which they find expression, and tending is a large part of this environment.

"From life in the womb to the surprisingly resilient brain of old age, the social environment molds and shapes the expression of our genetic heritage until the genetic contribution is sometimes barely evident. A mother's tending can completely eliminate the potential effects of a gene; a risk for a disease can fail to materialize with nurturing, and a genetic propensity may lead to one outcome for one person and the opposite for another, based on the tending they received.

"Who we are -- our character, even our physical health -- depends on the people who tend to us and how well we get along with them -- our mothers, fathers, friends and lovers."

Nurturing contact with parents in early childhood, combined with social support during times of stress, good friends (especially female friends), and a strong, loving relationship (especially with a wife) "all protect against the psychological and health problems that stress otherwise promotes," she writes.

People with social support have "younger" stress systems and better protection against major chronic diseases, Taylor writes. Strong ties with family and close friends protect against health ailments, while social isolation increases the risk for all causes of death, including heart disease, cancer, strokes and accidents.

"More than 100 scientific studies show that people who have social support and who are connected to their families, their colleagues at work, their communities, their churches and their friends all prosper biologically," Taylor said.

Taylor's own research over many years shows that turning to one's social group for safety and support is a common way for people to cope with stress. "The fact that one can see a similar pattern in animals suggests that turning to others may have quite old biological origins," she writes.

With the enormous popularity of cell phones, Taylor noted, we now carry our social support network with us wherever we go. Friendships are vital, she said, and "social ties are the cheapest medicine we have."

(Stuart Wolpert, 2002)

Discussion:

According to Taylor, biology largely determines behavior, and social relationships forge our underlying biology and discussed the role of our genetic makeup in determining our behavior, she found that, the social environment molds shapes the expression of our genetic heritage until the genetic contribution is sometimes barely evident, and considered that our character, even our physical health depends on the people who tend to us and how well we get along with them -- our mothers, fathers, friends and lovers.

This research is like most of other theories and models of behavior change emphasized individual behavior change process and paid little attention to socio- economic, political, cultural and physical environmental influences on behavior which this study is trying to find out.

2.3.4. Who are the difficult people?

In an article written by “Lawrence Shulman, an American social work professor, described deviant or difficult behaviors as anything that deviate from the general norm of the group”. Moreover it is stated that deviant behaviors can be more than it appears on the surface (Olga Gladkikh, 2001). Shulman maintains that, it is a fact of life, however, that some people are simply difficult to deal with. It pays to check this out fully”

“To define difficult people in general according to Shulman we might say that, they are simply the most difficult people to deal with since their behavior deviate from the general norm of the group”. (Olga Gladkikh, 2001).

Discussion:

To discuss the above mentioned research, the researcher was seeking the answers for the following questions: who is difficult? How can we judge and determine that whether person X or Y is difficult?

The researcher used the following case to answer these mentioned above questions, he assumed that "X" is an individual and he is a member in a group called "Y". He asked whether that is right to believe or assume always that "X" member is difficult as long as he deviate from his group's norms. Don't might be the opposite believe or assumption is right? That is to say, the group as a whole might be difficult either it is deviated from its own norms or the general norms of its society, which means that individual "X" is not necessary to be the difficult one rather than the group itself. Therefore the one who might be considered as difficult by some one or by a group might be simple and easy to deal with from the point view of other groups or individuals. The following examples given by the researcher might make these ideas more clear which are as follows:

1- *First example: An individual (x), who works with a group in an organization, which is directed by a corrupted director or executive committee members might be considered as a difficult person - not only he/she but any of the staff members – as long as he /she refuses to cooperate and obey the orders of the director or the executive committee members. In this case, person X should not be considered as difficult person rather the staff can, since he is not the person who deviated from the general norms, but the director and the executive committee members dose, since they are a corrupted team, and since corruption is considered not only a deviation from the general norm of the group (society) but as a crime, then and therefore they were the difficult people and not person X.*

2- *Second example: This example is related to the group as a whole. If a political or social organization /party struggles to change or improve the socio-economic and political living conditions of its group members / people in order to gain their independence or freedom ,it might be considered as a difficult group from the point view of the government, since the said organization might be considered as a deviated one as long as it do not follow its norms, rules and regulations(e.g. Hamas political party – government in Gaza Strip - in Palestine is considered as a difficult party by Abas's government in Ramallah),and the whole PLO's*

(Palestinian Liberation Organization) political parties are considered as difficult parties from the point view of the Israelis since it resists and struggle against their occupation of Palestine.

In the above example, let us judge who is difficult? Is it the government or the organizations? The answer is that, it depends on, it has to be left here again either to the people in a given community or to the human rights international organizations to answer these questions and judge who is difficult, therefore neither the groups nor the government are difficult.

3-Third example: In a traditional society, a given woman might be considered as difficult woman from here parents, family or society's point view, because they believe that she is deviating from their general norms as long as she is asking for here rights and freedom, meanwhile, the opposite case might happen in a modern society in which the women's parents or here family members would be considered as difficult ones if any of them prohibit any women in such a modern society from here rights and freedom. In this case, no woman will be considered as difficult.

Looking precisely to these three mentioned examples above might allow and lead us to think of many other examples and case studies, which might guide us to proof that difficult people might be simple and the simple ones might be difficult and visa versa, depending upon the ones who judge others, and others who judge ones, and the cultural values existing in a particular society.

Therefore the researcher concluded that, these examples might leads us to put an accurate definition for the meaning of the concept "DIFFICULT" "or DEVIATE BEHAVIOR" as follows:

"Difficult people could be defined as the most complicated / simplest people to deal with, depending upon the degree of complexity or simplicity of others - whom are interested to deal, or dealing with these difficult / simple people - and upon their ability and capability of building human relations with them, whatever they might be" (the researcher).

This new developed suggested definition by the researcher is quietly supported by the following statement in an article by Paul B. Thornton in his latest book Leadership and Leadership titled: what makes people difficult as discussed below. He illustrated that, there is great value to be gained when we take the time to try to understand another's viewpoint. By changing our attitude toward them and changing our viewpoint about what makes them "wrong" we can find a wealth of knowledge to improve our own ability to work with people (Paul B. Thornton, 2005).

The above researcher's new definition means that," a bad Doctor will never cure a patient", in the same context, an illiterate person will never teach a literate one (The researcher).

2.3.5. What makes people "difficult"?

This topic was written by author Paul B. Thornton in his latest book Leadership and Leadership, who is an author, consultant, trainer, and professional speaker .This study

illustrated that, usually, the difficult person is someone who is working from the negative side of their personality, rather than a conscious desire to be difficult. The person is often unaware of themselves and how they affect others. They also don't realize how harmful their actions are to their own career success.

There is great value to be gained when we take the time to try to understand another's viewpoint. By changing our attitude toward them and changing our viewpoint about what makes them "wrong" we can find a wealth of knowledge to improve our own ability to work with people. From his point view, he had categorized people according to their different behavioral styles into three types as follows:

- The aggressor
- The victim
- The rescuer

He said "You may never "like" these people. But it is important that you understand them and develop techniques to help them be more productive".

In this research the researcher stated that there is an Interrelationship among different behavioral styles which can be summarized as follows:

Aggressive people find, and sometimes create victims. Victims are easy prey for the bully. Victims don't get the job done but always have excuses why it's not their fault. Rescuers jump in to save the victim. Everyone wins! This cycle can go round and round, each playing his/her role and in effect supporting the behavior of the other two.

"Dealing with difficult people is a challenge. However it's possible to help them be more productive and effective in doing their job".

(Paul Thornton, 2005).

(www.amazon.com and www.bn.com).

Discussion:

The emphasis of this research on changing our attitude and our viewpoint towards the difficult people is of a great value to improve our own ability to work with them and other people, but changing our attitudes and our viewpoint towards them is not an easy task if we don't realize and understand the reasons lay behind their difficult behaviors in order to understand them and develop techniques to help them to be more productive as suggested by this research. Therefore this research is trying to find out these reasons which affect people's attitudes in order to understand them well and develop different tools and techniques to help them to become more and more productive through changing their difficult behavior to a positive assertive one.

2.3.6. Handling Difficult People.

This research was done by David Mackey and Kaye Thorne (2003). This research aimed at determining tools and methods which can be used to handle difficult people at companies and resolve the conflicts that arise in it between the employers and the employees. They have stated that, most of us have to deal with difficult people at some time in our career. Knowing ourselves can help us handle others in potentially difficult situations. So much conflict is caused by lack of understanding on both sides. Tensions within companies often arise because people are too busy to talk to each other and to find out the truth behind rumours and hearsay.

Much can be achieved by identifying the other person's perspective. Customer-focused organizations are recognizing the importance of viewing issues 'through the eyes of the customer'. In any negotiating situation you need to use an enhanced skill set to identify the issue, explore the options and resolve the conflict.

The following checklist suggested by the researchers may help in handling difficult people.

- *If possible meet in an environment where you feel comfortable and at ease.
- *Dress in such a way that you feel confident and professional.
- *Prior to the meeting undertake background research to be sure of your facts.
- *Recognize the style and manner of the person you are meeting, and try to estimate what his or her concerns are likely to be. What objections may you have to overcome?
- *Ensure you are ready promptly for the meeting; being late can make a difficult meeting almost impossible to resolve.
- *Open the meeting professionally and courteously, after tea or coffee and make sure the person has sat down and is settled before starting.
- *During the meeting use direct eye contact, be confident in your approach.
- *Ask open questions to establish the issue.
- *Listen attentively to the responses.
- *Ask for clarification and sensitively probe any areas that you don't fully understand.
- *Manage silence, wait for people's responses.
- *Summarize key points and agree action to resolve the situation.
- *Follow up and ensure actions have been taken.
- *Learn from the experience and it will prepare you for the next time.

(David Mackey and Kaye Thorne, 2003).

Discussion:

The most important element in this research were the two keys of dealing with difficult people found by the researchers, those two keys were: 1) Knowing ourselves and, 2) promote our understanding on both sides. But the researcher in this context ,tried to discover the other important keys which from his point view considered to be not discovered or lost by this research. Those keys were indicated in the new definition suggested by the researcher as discussed previously above which were: 1) The simplicity and 2) The ability and capability of a person who deals with people in general, and not with difficult ones only as stated by this research, since the researcher's definition of difficult people do not concern with difficult ones but with all people in the society.

More over the suggested checklist by the researchers which might help in handling difficult people as stated by them seemed to be useful not in handling difficult people rather it helps more in handling negotiations as a techniques in order to gain the negotiator's goals and objectives. These techniques could be used too in handling meetings and discussions witch have nothing to do with difficult people ,though the researchers assumed in their research in advance that, the difficult people were the employees at companies and this checklist might be useful for its employers to resolve the conflicts and tensions arises in those companies, still there is much doubt about these assumptions which were wrong from the point view of the researcher since he do not believe in categorizing people into different behavioral styles on the basis of their social, economical and political status or job positions.

2.3.7. Personality assessment, thinking and working style

This study was done by Dr.Katherine Benziger who wrote about Personality assessment, thinking and working style in her book "Thriving in Mind".Benziger's work; model and assessment systems are based on the measurement of brain function and energy consumption in the brain. This study of brain function is a different science, and a more recent one than psychology and psychometrics (the study of brain function has for instance been particularly aided by the advent of recent brain scanning technologies such as PET and MRI). Benziger is keen to focus on the common tendency of people in work, whether being assessed or not, to 'falsify type'. She rightly says that when people adapt their natural thinking and working styles to fit expectations of others, normally created by work and career, tension and stress results. People are not happy and effective if they behave in unnatural ways, and much of Benziger's work focuses on dealing with these issues and the costs of falsifying.Benziger's Falsification of Type, are:

1. *Fatigue*
2. *Hyper-vigilance*
3. *Immune system alterations*
4. *Memory impairment*
5. *Altered brain chemistry*
6. *Diminished frontal lobe functions*
7. *Discouragement and or depression*
8. *Self-esteem problems*

Benziger's principal assessment system is called the BTSA (Benziger Thinking Styles Assessment)

Brief overview of Katherine Benziger's model:

The brain has four specialized areas. Each is responsible for different brain functions (which imply strengths, behavior and thinking style). The specialized areas are called 'modes'.

Each of us possesses natural strengths in only one of these specialized areas, which causes us to favor and use a certain style ahead of others. (Outside of that one style, we may have strengths and weaknesses which are based on what competencies we have been exposed to, or developed, and indeed which competencies we have not been exposed to.) Benziger refers to the natural specialized area as the preferred thinking and behavioral.

Benziger illustrates a person's brain dominance (preferences and tendencies) in terms of a brain diagram (viewed below.,

When the relative strengths for each specialized area are plotted using scores from an assessment to produce a rhombus or kite shape. There is no right or wrong shape. The diagram is simply a way of visualizing the bias of a person's brain, and the parts used more and better than the others.

Based on the Four Temperaments personality model (also referred to as DISC), this matrix shows how different personalities perceive each other. The left vertical axis is 'looking at' the top horizontal axis. See the key below for brief characteristics of each personality type.

looking	D	I	S	C
Positive	respect, producer	plausible, persuasive	warm, friendly, reliable	accurate, precise
D →				
Negative	Competition, Threat	Soft, flashy, all talk	boring, slow, subordinate	blinker, cool, inflexible

+ I → -	Objective driving	mutual admiration	reliable, patient, 'worker'	'disciplined, accurate
	aggressive, rebellious	competition	boring, easily led	obstructive, nit picking
+ S → -	leader, instigator	genuine, fellow, loyal	risk-taker, bully	too passive, inactive
	energetic, innovator	cautious, perfectionist	glib, untrustworthy	cold, pedantic
+ C → -	leader, rule-maker	front-man, motivator	listener, reliable	factual, detailed
	shoddy, too hasty	illogical, superficial	soft, weak	possible threat

D = Results Driven - strategic planning and action towards identified aims - tends to be extraverted.

I = Influence, persuasion, affability - communication and people skills - tends extraverted.

S = Steadiness and process - routine, dependability, reliability, credibility, trustworthy - tends to be introverted.

C = Compliance with rules, proven principles, detail, accuracy - tends to be int

mode	specialised area	brain functions	response to stimulus
1	basal left	Order and habit Ordered procedures Sequential routines	Remembers definitions. What is, is as described.
2	basal right	Spiritual experience	Picks up emotional tone and the

		Rhythm and feeling Harmony	presence or absence of harmony (including harmony between people). What is, how we feel about it.
3	frontal right	Internal imaging Metaphor and imagination Expressiveness	Sees the essence of things, in pictures and metaphors. What is, is something meaning or enabling something else.
4	frontal left	Structural analysis Prioritizing and logic Mathematics	Converts into logical results or effects. What is, leads to, or produces results.

Benziger says that people can have one and only one natural lead in which their brain is naturally efficient. They can and often do develop competencies in other modes. When they do in practice they will be using more areas of their brain, and when they do this the competencies outside their natural lead are always very draining.

Discussion:

Benziger like other researchers in her research ignored other factors which might affect and influence human behavior rather than depending only on the four brain specialized areas - each of us possesses natural strengths in only one of these specialized areas- which causes us to favor and use a certain style ahead of others from her point view.

The main question which needs to be answered is that, are these Benziger's four brain areas constant and the same in its characteristics and specifications (its quality, quantity, types, natural strengths..ect) by birth for all of us in the similar brain areas ?If the answer is yes, this would mean that these brain areas cant be affected by any factor and changed, but if the answer is no, then how these four areas could be affected and changed or developed?

Previous researches and theories ([theory of reinforcement](#), [reasoned action](#) and [the theory of Planned Behavior](#)) discussed above in chapter tow under the title of literature review showed that human behavior can be affected by many factors - socio-economic, health, education, genetic etc.- and not only by the brain area natural strengths which each of us possesses as this research emphasis. Though this research was of high and great value added to our understanding of human behavior, still we have to find out the answers for the above mentioned questions in order to find out the relationship between these four brain areas and other factors affecting human behavior which this research is trying to do.

2.3.8. Opting With Three 'Difficult' Behaviors.

An Integral Notice Approach

This research was done by Bob Johnston, 2006; he stated that, when I think of interdependent relationships with others it is easy for me to idealize mutually empathetic and cooperative communications with them. In reality, more often than not I find myself trying to relate to people who exhibit all sorts of difficult behaviors . . . the overly competitive tough battler, the oppressively friendly do-gooder, and the overly nitpicking rational thinker. How can I effectively relate interdependently with them?

While there are innumerable difficult behaviors, (including my own as perceived sometimes by others) there are some which stand out in my experience. Three of these, as mentioned above, are the tough battler, the friendly do-gooder, and the rational thinker. You may well know people who at least generally fit into these categories.

The question that comes to me is: How can I, coming from a “we are all interdependent” perspective, best try to empathize and understand these people with difficult behaviors, some of whom seem to function based on the assumption that “we are all independent”?

My most effective approach to date is what I call “integral notice, that is, “wholly inclusive as possible human options in what I assume to be in the mind of our Source. In other words, each and all human behaviors have value when used appropriate to the situation at hand within healthful parameters. But also, each behavior has its caveat: If over used or misused each can result in dysfunctional and unhealthful consequences.

The researcher stated that, this integral notice approach is easier for me to comprehend cognitively than to use effectively in the sometimes hurly-burley of my everyday social life. I found every human he meet presents a unique challenge. As to intuition, he had found it useful to think of it as inner knowing based on inputs from his five par senses or par sensing sub systems: par seeing, prehearing, par feeling, par smelling, and par tasting. As you may well know, all of these can be developed through disciplines of meditation, prayer, dream work, and reality-testing in the laboratory everyday life.

(Bob Johnston, 2006)

Discussion:

In this research, integral notice approach in opting the three difficult behaviors was considered much easier to comprehend cognitively than to use effectively in the sometimes hurly-burley of his everyday social life through a five par senses or par sensing sub systems, but this integral notice approach might be a good one to develop through disciplines of meditation, prayer, dream work, and reality-testing in the laboratory everyday life as mentioned above in this research, but the researcher suggested a new approach, called "the comprehensive realization and understanding approach" to understand people's behavioral styles in general and not only the difficult ones. This suggested approach depends not only on integral notice but on the previous data, information, experiences and theories related to different behavioral styles of the people, since many of the par senses of the integral notice approach can't be measured

especially the par feelings and the par smelling. Therefore it would be difficult and helpless to apply the integral notice approach to understand people behavioral styles in general and the three 'Difficult' Behaviors - the tough battler, the friendly do-gooder, and the rational thinker - in particular.

This research concentrated more, and was limited to categorizing people only according to their difficult styles of behavior without taking into account other styles of behaviors (aggressive, assertive, passive, rescuer and the victims) which might affect each other and some times found to be interpedently as one of the results and findings mentioned in some of the above researches discussed. More over this research just like other previous researches ignored factors influences these people's behavioral styles.

2.3.9. The relationship between human behaviors and development.

According to one of the development theories - Comparative Analysis theory- “development should perceive as multidimensional process involving the reorganization and reorientation of entire economic and social systems. In addition to improvement in income and out put, it typically involves radical changes in institutional, social and administrative structure as well as in popular attitudes and, in many cases, even customs and beliefs”(Lewis T.Preston,P.69)

To understand this theory, we have to understand how *changes in the* entire economic and social systems could be done, and what are the main factors which might frustrate or hinder these changes? The entire economic system could not be changed unless the radical changes in institutional, social, administrative structure and popular attitudes do change first. The entire economic system is a dependent variable, where as the institutional, social and administrative structure and popular attitudes are acting here as an independent variables –though they were dependent ones, but in this situation it became an independent variables - which the entire economic system affected and depends on it. At the same time, changes in institutional, social, administrative structure and popular attitudes are effected by as strong intermediate variable that is, human being behavior and their nature, therefore development depends upon the interrelated relationship among these and other moderating variables such as the attitudes and the nature of human beings. According to Engineer, Ben M. Bartlett in his article published under the title of: Ultimately, this is what will make or break your business, he stated that. “we human beings are complex individuals, with our characters shaped by a number of factors such as genetics, personality type, socio-economic background, ethnicity and culture how we were raised and how raised us, religious affiliation, and family and peer group associations. he considered that, these factors not only shape us as individuals, but they also impact on how we relate to others, the types of people we are attracted to, and those people we find repulsive”(Ben M. Bartlett, P1, 2007). He illustrated that, from the business perspective, the factors above determine how we spend and save money, the products and services we buy, our attitudes towards work and material possessions and how we interact with work colleagues and how we behave given the workplace culture we are a part of. He found that, in many instances personality and human behavior differences lie at the heart of business problems and issues. Because business is a complex web of human behavior and interaction, he figured out how this web impacts on your business in the following ways:

- 1- All organizations are run by human beings, each with his /her own personality type, preferences and behavioral norms.
- 2- Customers are human beings. To understand customers, you need to understand human nature and behavior.
- 3- Products and services are purchased by human beings. To understand what products and services people will buy, you need to understand human nature and behavior.
- 4- The sales process is primarily a process of human interaction....whether this interaction be in person, phone, mail, fax or online.
- 5- Human behavior can be effectively managed through the appropriate structure and systems. However it is important to realize that while some personality types thrive on structure, others are paralyzed by it.
- 6- Many “business “problems that are crop up in your business could actually be human problems.
- 7- Human beings build businesses, not technology, or money or buildings...
- 8- When it comes to business, human can be your biggest asset...or your biggest liability.

Discussion:

This article mentioned above supports the notion that, development of any society depends upon the popular attitudes and nature of human beings of a particular society in order to bring about improvement in income and out put and bring about the *radical changes in institutional, social and administrative* structure of that particular society. This in turn improves popular attitudes as interrelated relationship among these different variables.

The researcher came to the conclusion that, human beings can be considered as the vehicle of growth and development for any society, its engine could be the nature and behavior of human beings, and its driver could be the manager, the leader, the educator or the trainer..act, hence the level of growth and development of the society depends upon that driver’s degree and level of understanding of these human behaviors and nature, this level of understanding could be the steering of the vehicle which direct its interactions.

In accordance to that conclusion the researcher has developed a **new model** called “**the vehicle of success**”, which might be applicable to many fields in our life- business, social relations, cooperation, level of education, services delivered to public, level of respect, non-violence, peace level and the level of local and international relations- as a tool to measure our progress, level of growth and development, and at the end we can measure and judge our success and failure.

This suggested model is illustrated in figure No. (1) below.

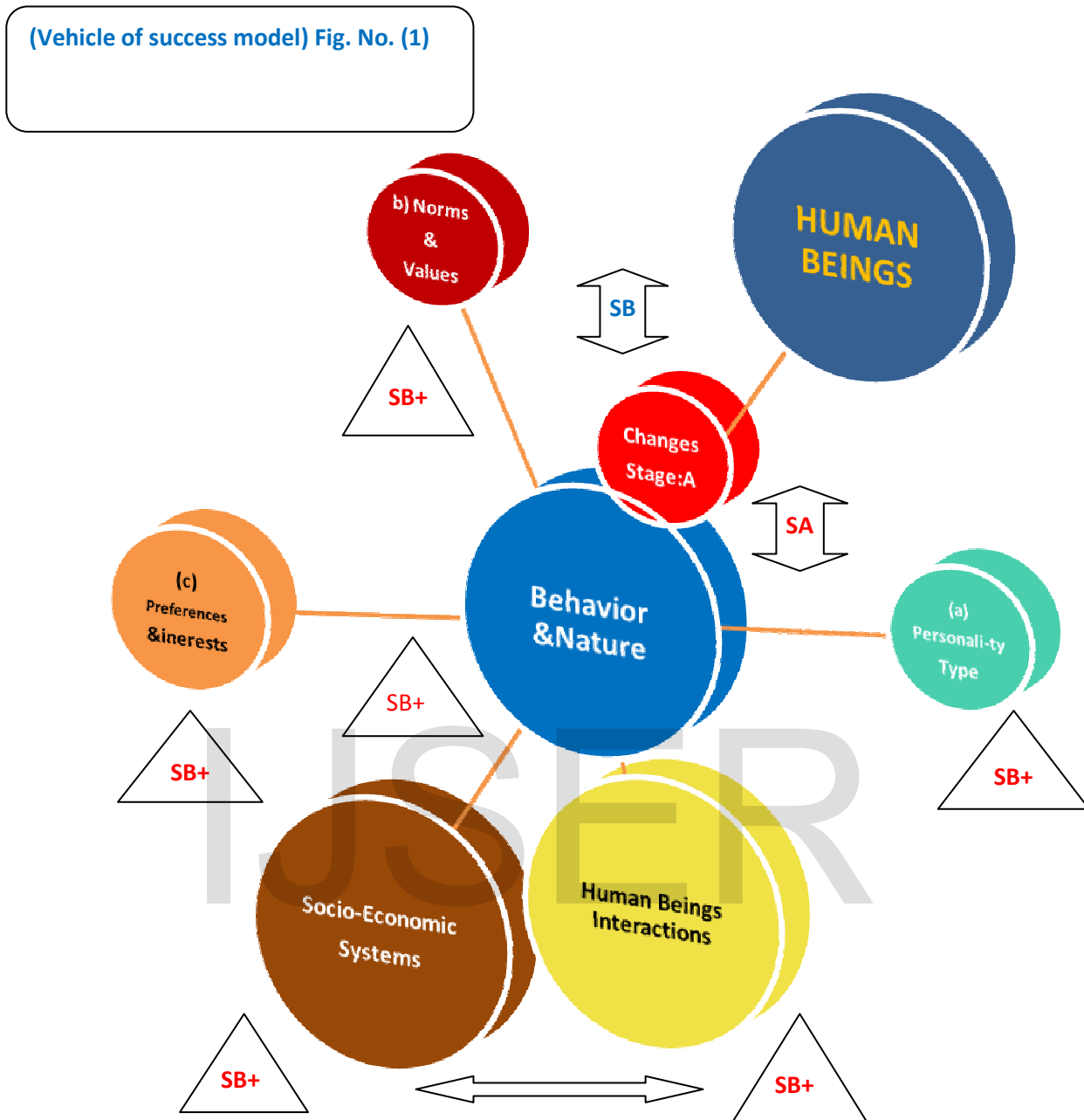


Fig. No (1) shown above illustrates that, growth and development for any society could be obtained only if a positive changes done in human behavior. This changes could be done through different stages – First stage (SA) and the second stage (SB)- as shown in Figure No(1) .The change - in the first stage (SA) - of human behavior will lead to an automatic change in human interactions- Imposing Laws and Regulations, Putting laws, structures

&systems- for organizations - (GOs &NGOs),solving business problems, Production and services delivery, purchasing and selling process and networking and co-operation - at this stage (SA) which in turn leads to automatic change in socio-economic systems too. In the second stage (SB),the changes happened to the socio-economic systems will have its direct impacts on human behavior which could lead to a dramatically change to improve it, this change will lead to a positive changes in human behavior and nature–human personality type, preferences, interests and their norms and values - which will lead to the change in human interactions, leading again to more and more positive changes in socio-economic systems ,this cycle of successful changes will lead at the end to obtain a successful sustainable growth and development.

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Chapter 3: METHODOLOGY.

3.1. Process

The methodology that was used in this research is that of a case study research. Moreover, this research was also qualitative and descriptive. The primary source of data for this study includes my experience working with different classes of people at the community and organizational levels in Palestine over the last 26 years and the data and information collected and analyzed through a survey, using a questionnaire which was distributed and answered by 43 educated people. Secondary sources for this study include references such as manuals, books, journals, theories, and research conducted concerning difficult people and other styles and the importance of human relations in social change.

3.2. Validity and Reliability.

One of the problems which might be associated with this research is that of validity, that is, does the research answer the questions asked in accurate manner and are the results believable? Dose the experience of the researcher's self searching and the answers of the sample of the study's population, accurately and comprehensively presents the meaning of the experience?

Since the inquiry in this research utilizes qualitative methodology to arrive at themes and essences of experience, validity can't be determined by a statistical quantitative measurement, but rather as Polanyi and Moustakas have emphasized, the researcher makes the ultimate judgment (Polanyi, 1969, p87, Moustakas, 1990, p85).The researcher collects and analyzes all materials to achieve repeated verification that the explanation of experience actually portray the experience investigated.

Reliability refers to consistency of the research findings. The issues of reliability may arise during interviewing and analyzing, the researcher addressed this issue through the development and use of semi-structured interview questions and protocol. Interviews were a social events based on mutual participation in which interview data is interpreted against the background of the context in which produced. The researcher aimed to create a mutual understanding of comments through consistently asking the study's research questions in the same order and using identical wording. For this exploratory study, the researcher was the primary analyzer of data, and utilized a peer reviewer to impose a level of control on potential subjectivity in categorization of comments and topics.

3.3. Procedures.

This research employs interviews and the questionnaire to determine the opinions, attitudes, performance and the perception of persons of interest to the researcher. This study used a questionnaire and semi-structured interview process to collect data. The researcher designed a

questionnaire (Appendix A) and designed a qualitative interview instrument (Appendix B) to gather detailed and in-depth descriptive data about how the socio-economic and political living conditions of the people affects their human behavior and their human relations at the local and international level. Ten general questions were designed in a non open-ended format; the interview guide consisted of three initial questions to identify gender, interviewee living conditions, the interviewee human behavior and his relations with others. Methods of preparation include:

- 1) Developing a set of instruction that inform potential participants of the nature of the research, its purpose, and what is expected of them,.
- 2) Developing a set of criteria for selection of participants.
- 3) Constructing ways to include participants in the explanations and discussion of the ideas related to their answers, and create a climate of openness and self-disclosure.

1) Instructions: The preparation for this study included an initial posting on the research topic to request the involvement of participants who had experience in the research issue and were willing to be interviewed and answer the questionnaire. Confidentiality statement and participant release form were developed (see Appendices C and D). Each self- selected participant received the document via email and returned a release form before interviews began.

2) Selection:

In order to develop understanding of factors affecting human behavior and human relations in alignment with the research study questions. Participants were self-selecting educated and specialist people who considered themselves experienced with human sciences especially human behavior and human relations.

3- Participation and climate of openness:

The researcher established his credentials in the field at the beginning of each interview and included a review of research purpose in order to construct an encouraging climate that fostered openness, self-disclosure and explanations and discussion of the ideas related to their answers. Participants should be willing to comment freely on what they think and feel is relevant to the research (Moustakas, 1990).

The researcher developed a web page containing research results extracted from interview data themes. The web page contained a return email section with which reviewers could respond to the researcher regarding any reaction to the results-agreement, disagreement, or comments. The researcher sent the web address to all participants interviewed and respondents to the questionnaire interested for review.

Chapter 4: REPORT OF DATA.

4.1. Data Collection:

Procedures used for this study began with the collection of the questionnaires answered by respondents and the comments from each participant. The questionnaire was circulated and distributed through emails as an invitation for the selected participants to respond, some of these questionnaire copies were distributed directly to participants through handing it to them. A question guide with standardized questions was used for each of the 20 interviews. The researcher contacted each interviewee directly through conducting a semi-structured interview after the appointments for those interviews were arranged in advance with them to take place.

The researcher collected the data, identified relevant details and began to reveal potential themes. The data was reviewed again to revise researcher analysis and descriptions.

4.2. Data Analysis:

The researcher has a special perspective on the entire study that allows evolving the design as the study proceeds. Data analysis is continuous and enables a researcher to work simultaneously with both the process and product.

The researchers should use the following plan as suggested by Creswell (1994):

1. Carefully read all the interviews to gain a holistic perspective on the data.
2. Select one interview and begin asking questions about underlying meanings.
3. After reading several interviews, begin making clusters of topics and place them into categories.
4. Translate categories into codes as a way of organizing material for further study.
5. Identify the best descriptive terms to classify information into distinct categories, and any interrelationship between categories.
6. Reduce the total number of categories by carefully grouping by similar traits.
7. Create coding systems to classify the categories for further analysis.

Data analysis began with the collection of comments during the interview and, during the response to the questionnaire. As participants discover new connections in their comments during this time, the researcher notes these and condenses and interprets the meaning of what the participant described, and asked for clarification as needed. The completed data was exported for structuring the coding and analysis into SPSS data analysis software which enables the

researcher to build and arrange his project by entering data as text documents and flexibly assign and manage nodes such as ideas, categories, or concepts, and attitudes. Clarification of material by the researcher distinguished between essential and non-essential data relevant to the study question, and meaning was analyzed and developed an overall impression of the data and identified the connections, categorization, structures, and themes significant to the study. The research results extracted from questionnaire data themes are summarized and illustrated in the following figures shown below.

Fig. No.1(Q1).

Fig.No.1 shown below illustrates the number of respondents which is presented on its OY axis and the respondents’ answers (YES / NO) presented on its OX axis, Fig.No1 shows that 32 of the total respondents (43) considered that the conflict in dealing with individuals ,groups,organizations,institutions or political parties as not a natural phenomenon ,while the rest of them (12) considered it as a natural one.

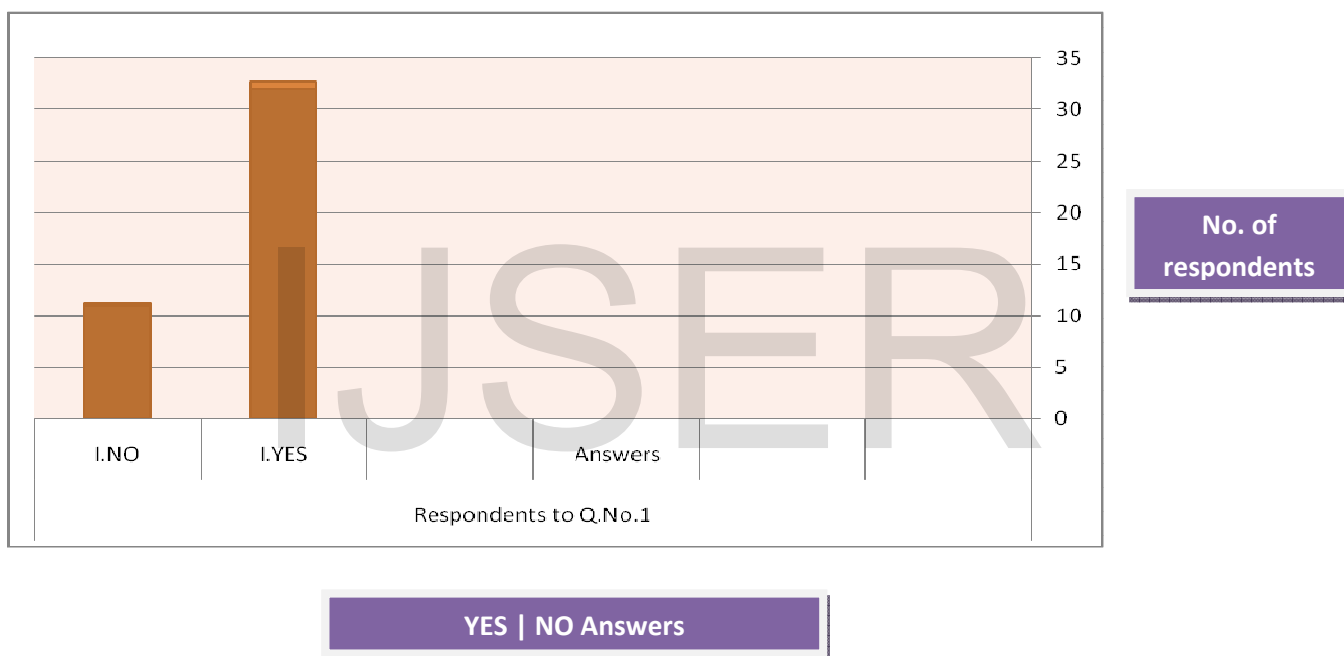


Fig. No.2 (Q2)

Fig.No.2 below illustrates different factors affecting human behavior which is presented on its OX axis and the points scored by each factor presented on its OY axis. This came as a results result to respondents’ answers to question No.2. Fig.No2 shows that the strongest factor is the factor which scored the highest number of points Education factor was ranked in the first place - and the weakness factor is the factor which scored the lowest number of points – Nutritious factor ranked in the final place- so different factors were ranked consequently according to these criteria.

Fig. No.2 (Q2): Ranking factors according to its power in determining people's behavioral styles

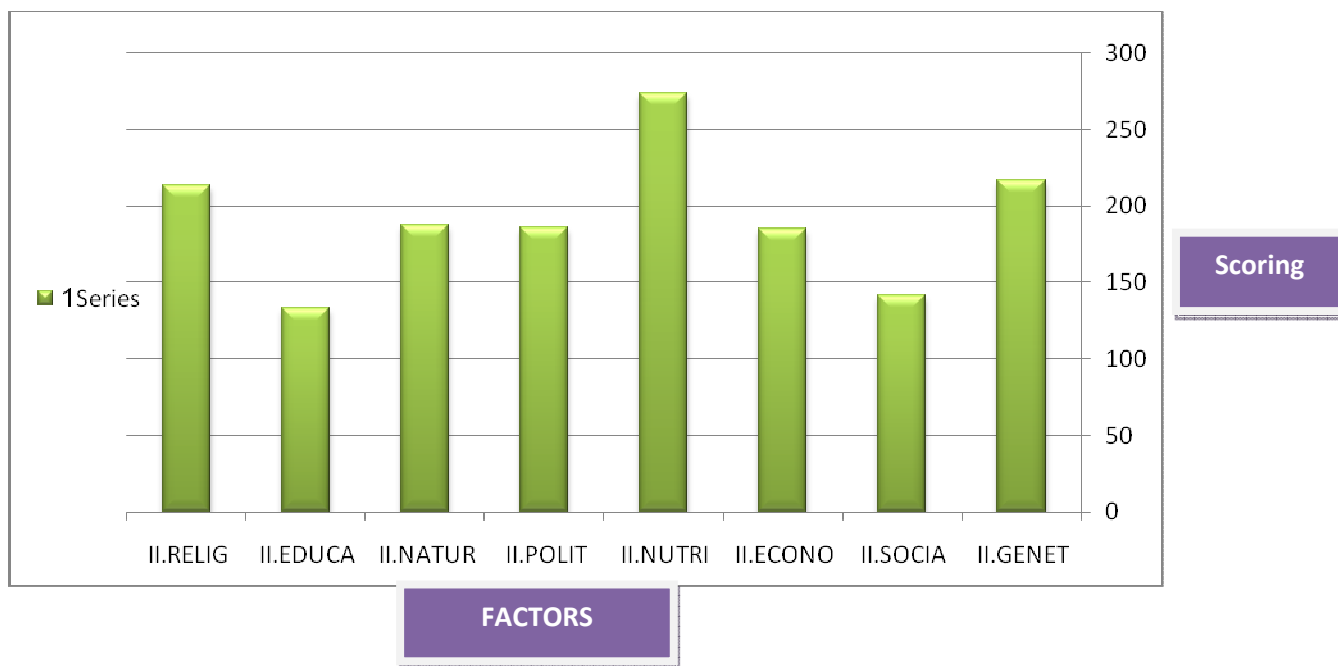
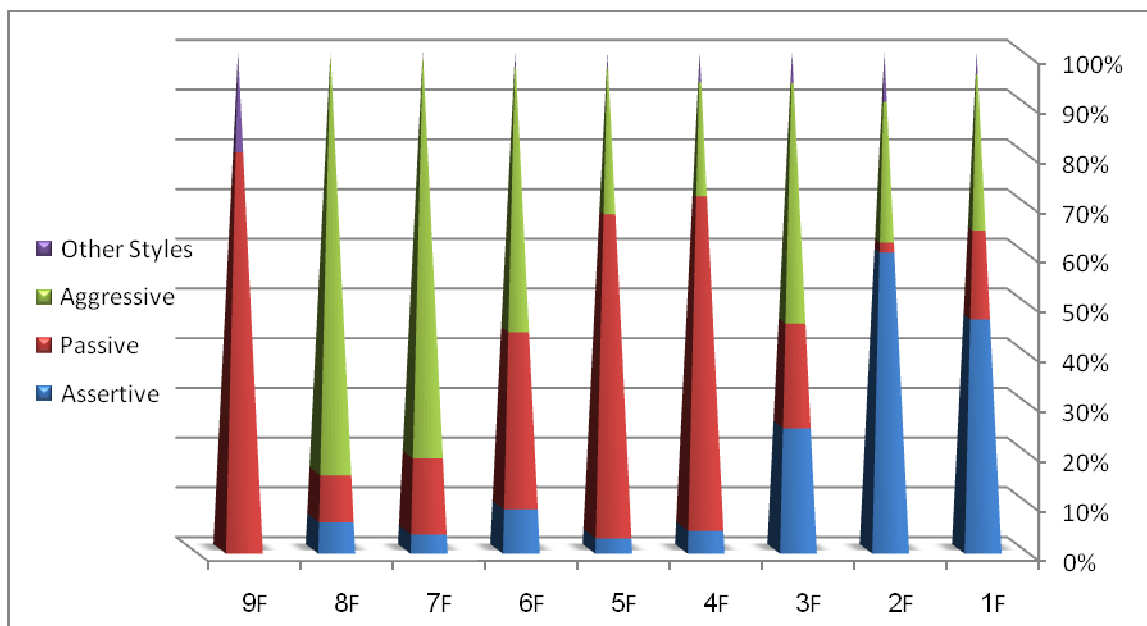


Fig. No.3 (Q3)

Fig.No.3 shown below illustrates the ranked factors in Q.N.2 - which corresponds to different behavioral styles- which are presented on its OX axis, the different behavioral styles and the percentage of each factor's correspondent to it are presented on its OY axis, Fig.No3 shows that factor No.1 (Educational factor) might corresponds to different behavioral styles in different percentages as follows: Assertive by 42%, Passive by 18%, Aggressive by 30% and to other styles by 10%. In the same manner we can see in the figure below how other factors corresponds to different behavioral styles.

Fig. No.3 (Q3): Behavioral styles and the ranked factors in Q.2 which corresponds to.



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Fig.No.4(a)

Fig.No.4(a) shown below illustrates the ranked indicators according to its importance in judging that someone is difficult which came as the results of correspondents' answers to Q.N.4, these indicators were represented by OX axis, and its ranking from degree 1-8 were represented on its OY axis, Fig. No.(4-a1) and Fig. No.(4-a2) shows that disrespect occupied the first (1) degree as the most important indicator, and other indicators occupied the following degrees in its ranking: aggressiveness (2), bad behavior (3), Fierceness (4), discrimination (5), poor cooperation (6) and carelessness (7).

Fig. No 4 (Q.4-a1)

Ranking indicators according to its importance in judging that an individual is difficult.

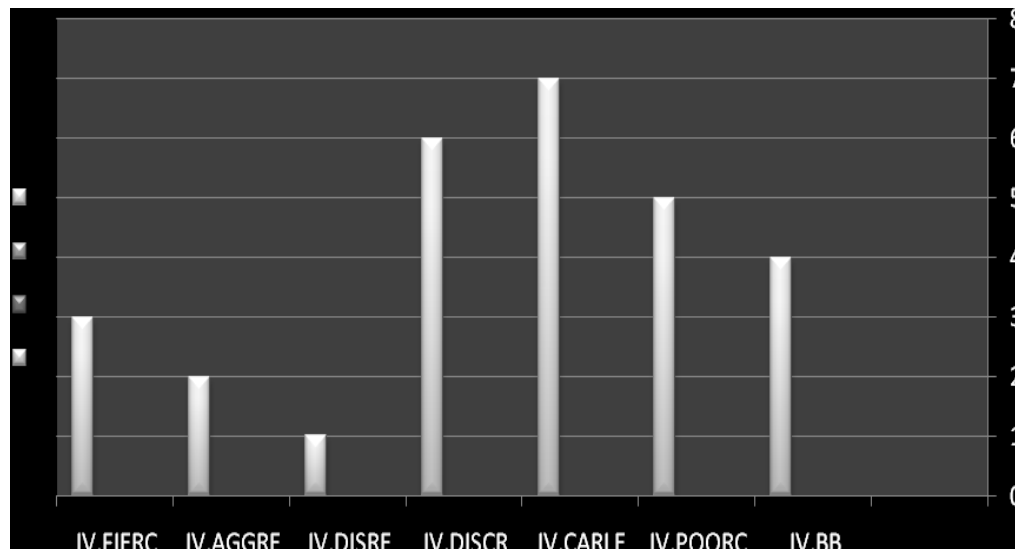


Fig. No 4 (Q.4-a2)

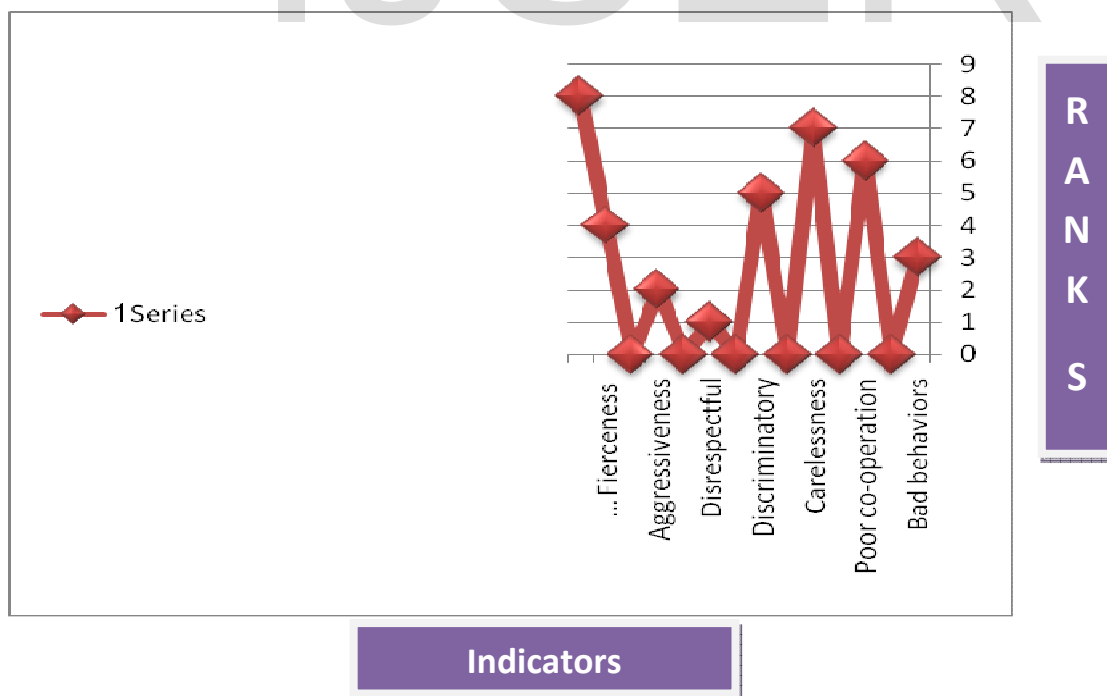


Fig.No.4 (Q.4-b) shown below illustrates to whom these different behavioral indicators ranked - according to its importance in judging that someone is difficult – refers and concerned.

were represented by OX axis, and its references and concerns were

represented on its OY axis. This figure shows that mostly all these behavioral indicators refers to all members of the society (both, the individual and others),for eg.bad behavior as an indicator considered as to refer to me (personally) by 5%, to others by 20% and for both (me and others by 65%.

Fig.No.4 (Q.4-b) Indicators scoring in accordance to whom it refers and concern (to me, to others or to both).

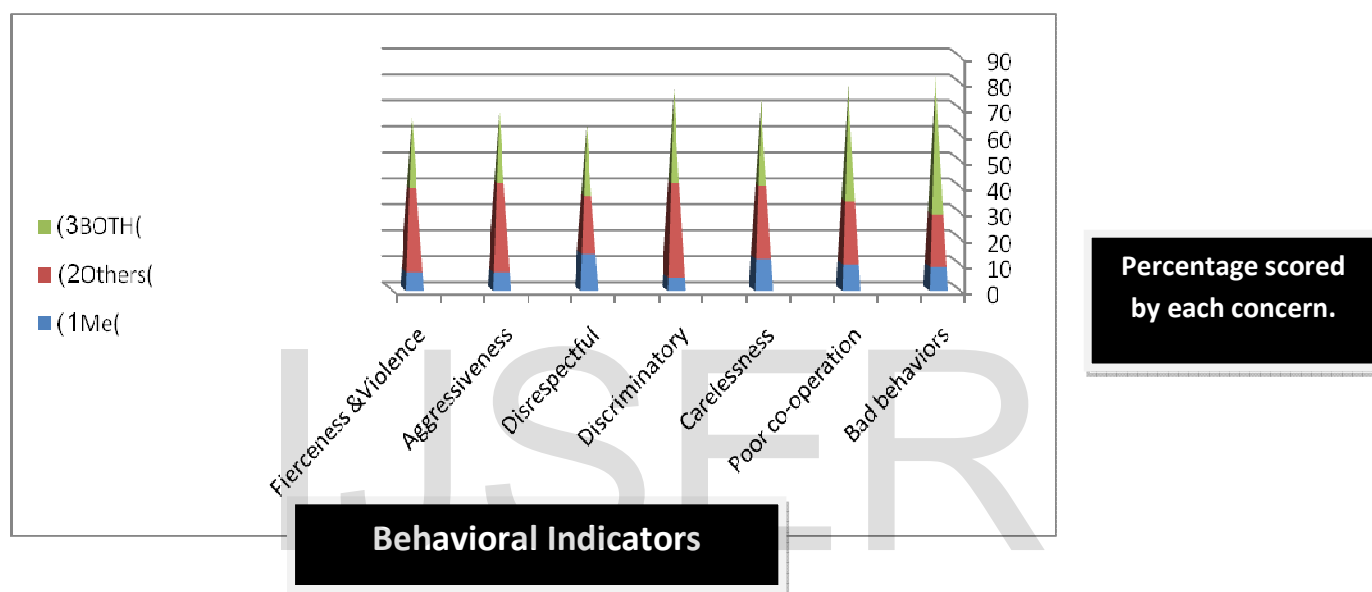


Fig. No.5 (Q.5)

Fig. No.5 (Q.5) shown below illustrates the ranked groups according to the highest and lowest percentage of difficult people in each of it. Different groups of people were represented on OX axis, and its ranks from 1-6 were represented on its OY axis. This figure shows that the political group (s) Was ranked in the first place which have the highest percentages of difficult people among its members, other groups were ranked as follows:

Discriminatory(2),religious(3),wealthy(4),Democratic(5) and poor group(6).The poor group(s) have the lowest percentage of difficult people among its members which came as a results to data collected(different groups were ranked from the highest to the lowest degree(1-6) in having difficult people among its members according to the respondent’s answers which shows that a group which scored the highest points means having the lowest percentage of difficult people and versa-versa.

Fig. No.5 (Q.5) Ranking groups according to highest and lowest percentage of difficult people in each of it.

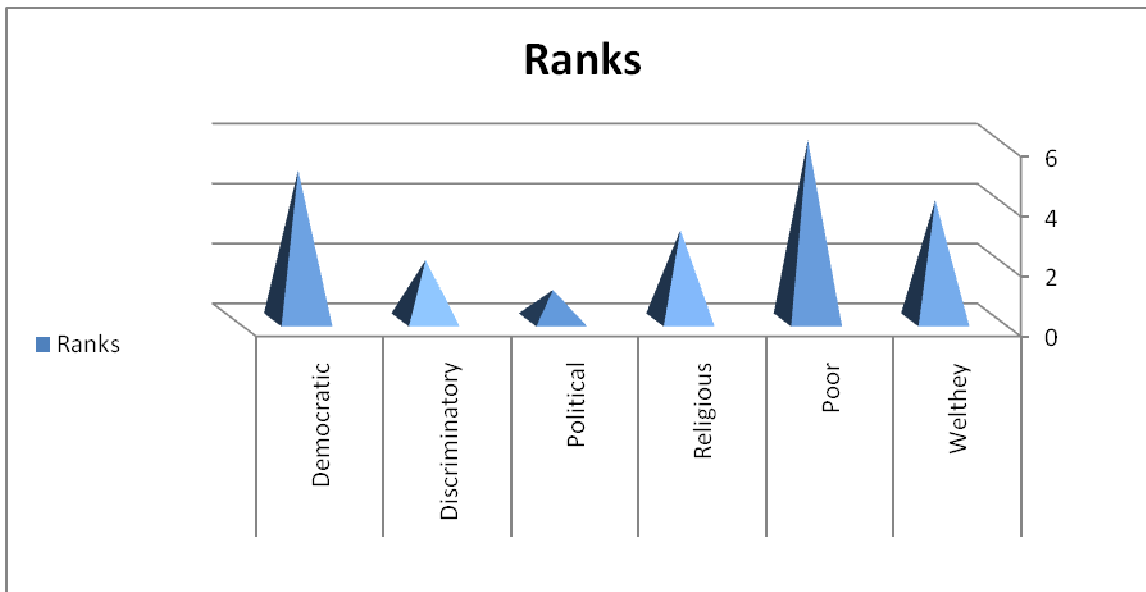
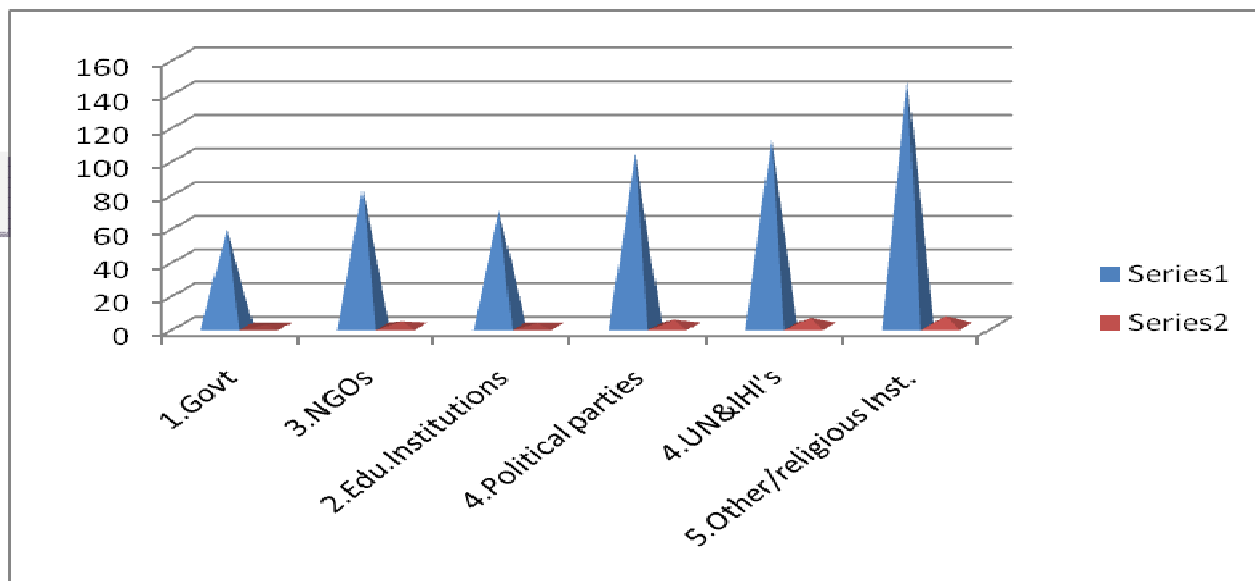


Fig.No.6 (Q.9)

Fig.No.6 (Q.9) shown below illustrates the Degree of responsibility for different human relations stakeholders. This fig, shows that all stakeholders were ranked according to their degree of responsibility (1-5) towards building good human relations. Government(s) was ranked in the first place(1),educational institutions ranked in the second place(2),NGOs were ranked in the third place (3),political parties and the UN &international organizations ranked in the fourth place and the religious organizations and other institutions were ranked in the fifth place.

Fig. No.6- a (Q.9) Degree of responsibility for different human relations stakeholders.



Human relations stakeholders

Fig. No.6- b(Q.9) below shows that the lower the score (by the stakeholder) the higher degree of responsibility pears towards building human relations.

Fig. No.6- b (Q.9)

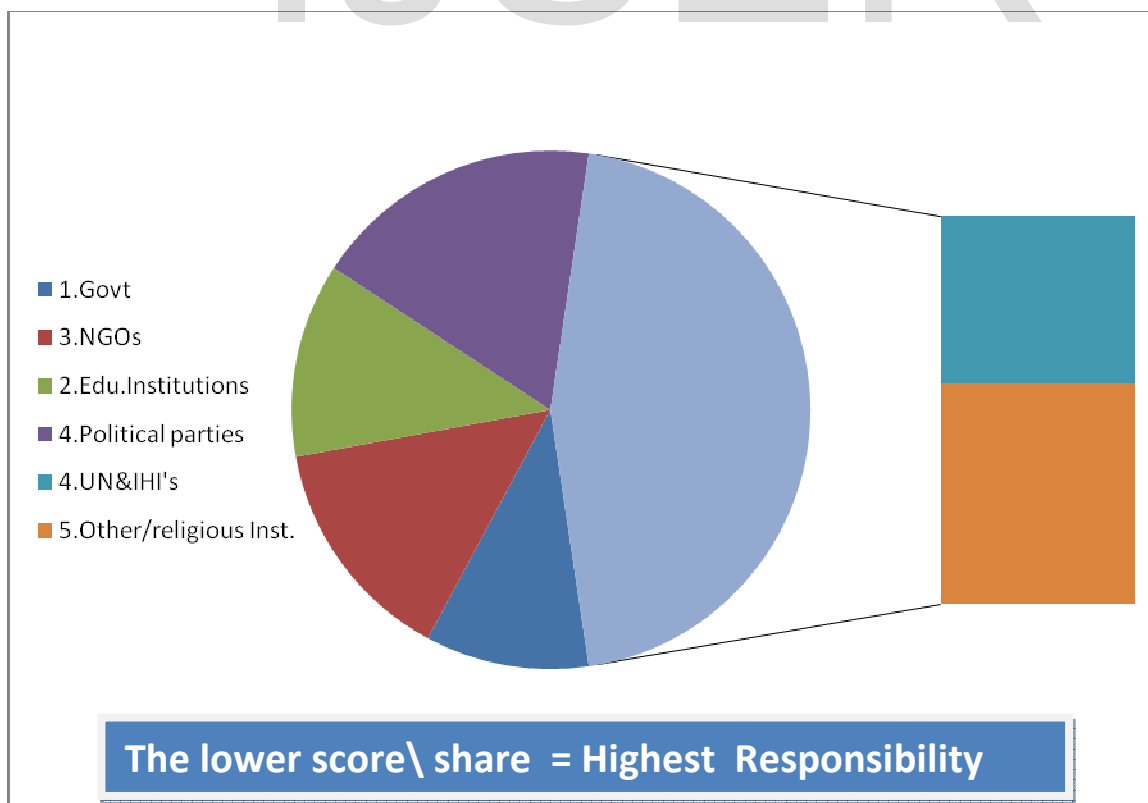
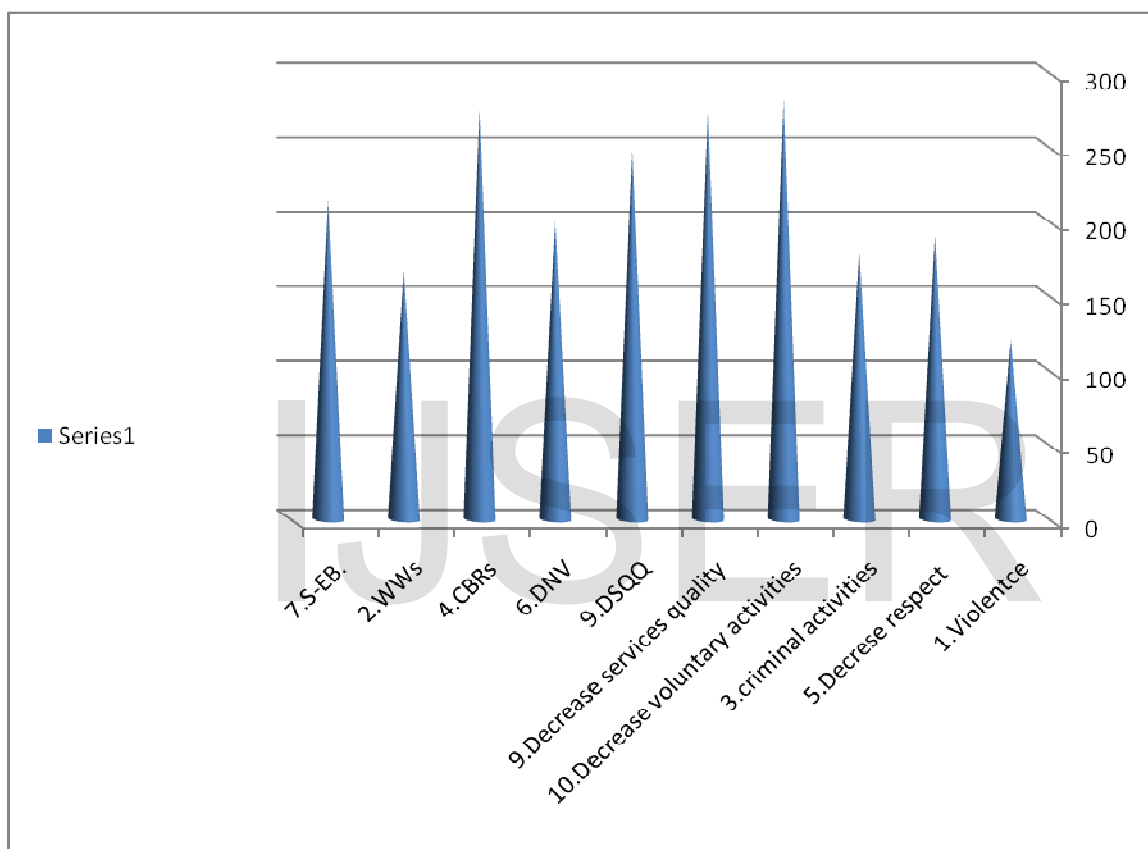


Fig.No.7 (Q.10) shown below illustrates the ranking for negative impacts which might occur due to the deterioration of human relations among people (at local and International level).Negative impacts expected were presented at OX axis and the points (0-300) scored by expected negative impact were presented at OY axis. This fig. shows that the impact which scored the lowest number of points was ranked in the first place (No.1) which will be the most negative impact which will occur due to the deterioration of human relations as shown in OX axis on which violence took No.1,and so on regarding the other negative impacts expected as shown too on OX axis (Numbers:2-10).

Fig. No.7 (Q.10) Ranking negative impacts which might occur due to the deterioration of human relations among people (at local and international level).



The analysis for the collected data and information as a responses to questions No.6, No.7 and No.8 can be summaries as follows:

Question No.6:

The poor and democratic groups of people as ranked by respondents usually have the lowest percentage of difficult people among its members compared to the political and discriminatory groups due to many reasons which shown in the below **comparison table: No.1**

Table No.(1) Comparison among different groups of people based on reasons which makes those groups differ in the % of difficult people in each of it.

Poor Groups	Democratic Modern Groups	Political Undemocratic Groups	Discriminatory Groups
* They have their own socio-economic and political difficulties; therefore they are powerless , weak and simple but not difficult,	*They have no problems; therefore all members are powerful and strong.	*Each group has its own interests, don't believe in other group ideas, therefore they have more difficult people among themselves.	* Its inhuman groups, they are discriminatory, they don't belief in others and having no respect to them.
* They belief in cooperation and respect among themselves *since they are interdependent on each other to face their problems and solve it.	* They believe in equality in all aspects of life, *every member have the same rights among the group *protected under the same laws and regulations.	* They don't believe in equality among people, members don't have the same rights among the group.	* They don't believe in equality among people, they processes most of the resources.

Question No.7:

The data analysis showed that the majority of the respondents were interested in dealing with difficult people and they have suggested the following methods in order to help those difficult ones to become positive ones in their societies:

- 1- Try to understand and affect their values and attitudes through advising them to change their negative behavior.
- 2- Before judging their behaviors, study and understand what they like and dislike, their living conditions and living environment.
- 3- Help them psychologically, make them more optimistic, and give them a chance to step forward towards good behaviors.
- 4- Let them deal with good and simple people and teach them about the world from different point views.
- 5- Give them enough opportunities to have good jobs to feel of their strength and prestige in order to decrease their aggressiveness and negative behaviors.
- 6- Involve and indulge them in a social and developmental voluntary activity with positive groups and show them their strength. appreciate their work and let them have more confidence in themselves.
- 7- Deal with them equally in the basis of mutual respect.
- 8- If they are religious, let some good religious people discuss to them what their religion says to understand it well and change their negative behaviors.
- 9- Invest in those difficult people's leisure time, conduct training workshops, seminars or circles of discussion about any issue related to life difficulties and their needs in order to teach them about good things and change their negative behaviors.
- 10- Don't ignore them, positive people in their societies should not make them feel that they are difficult, they have to consider them as a positive ones too, helping and encouraging them to have good communications with all members in the community.

Question No.8:

The data analysis showed that the majority of the respondents were interested in dealing with people of other cultures and create good relations with them; therefore they have suggested the following methods in order to do so successfully:

- 1- Read and understand other people's values, attitudes, customs and habits, its good to have a minimum idea about their socio-economic and political living conditions and to be aware about their history.
- 2- Mutual respect must be the main base for any relations, deal with them frankly, openly without any discrimination.
- 3- Share them in their happiness and sadness occasions or events.
- 4- Build with them a strong ties in the field of education , scientific researches and studies,
- 5- Exchange visits with them and learns more about their cultures.
- 6- Have a good cooperation agreement with them in the field of student's internship.
- 7- At an individual or groups level, invite them to a picnic, tourism tour or to participate in social events.
- 8- Ask them for help; help them whenever they need your help.

4.3. Findings:

In the initial stage of this research, the researcher was challenged to form and find a comprehensive expression of the problem investigated. The researcher reviewed data in the findings and discussion section. The questionnaire was circulated and sent to some of the foreign participants through their e-mails and handled directly to respondents at the local level.

Chapter 5: SUMMARY.

5.1. General Discussion.

*** Study's Hypothesis:**

The first of this study's hypotheses was that, human behavior is determined and affected not only by people's living conditions, but by a number of many factors. Results indicated that living conditions such as living standards - which might leads to a lower or higher level of education -literacy, illiteracy and different knowledge levels- and the socio-political factors have a strong impact in determining human behavior, but some other factors such as religious (respect, misunderstanding, faith and beliefs), genetic, health and environmental factors might have stronger affect on determining human behavior, therefore the researcher came to the conclusion that, it is not necessary to say that, a negative behavior is associated with the poor people and the positive behavior is associated with the rich ones, therefore it depends upon the different factors which might affects each of them.

The second hypothesis was that, there is an interrelated relationship among different variables (Human behavior, living conditions and human relations).

Results indicated that, the relationship among these variables is interrelated since human behavior and human relations could be effected by the living conditions of the people and visa-versa.

The third hypothesis was that ,Advanced and sophisticated Technology was misused by people - especially by youth and teenagers, which led to the creation of more and more complicated and negative (aggressive / difficult) behavioral styles of people in the societies.

The information supported this hypothesis were mentioned in a research called science and human behavior in which it is stated that, the application of science to human behavior is not so simple as it seems, therefore if we are to enjoy the advantage of science in the field of human affairs, we must be prepared to adopt the working model of behavior to which a science will inevitably lead. It's understood that there is no point of furthering a science of nature unless it includes a sizable science of human nature. Science described as a dangerous toy in the hands of children who do not understand it (B.F.Skinner, p6, 2005).

The fourth hypothesis was that, whenever and wherever a Problem behavior exists among people, the result would be that, more and more additional socio-economic backwardness in their societies will occur. Results indicated that the deterioration of human relations at the local and international level will result into negative impacts

on these societies' development due to the decrease of its people productivity, the Soule of voluntary activities, services quality delivered to people and respect among people, socio-economic backwardness and increase the violent activities respectively according to their importance which came as a result of interviewing participants and respondent to question number 10 in the study's questionnaire.

The fifth hypothesis was that, Israeli occupation of Palestine is the most important element of risk factor in deteriorating youth's attitudes and characters- deepening problem behavior, creating more and more negative behavioral styles of people (difficult and aggressive people) in the Palestinian society.

Results of the research done to identify future areas for Palestinian community development - whom are living under a very sever and critical conditions under the Israeli occupation since the last sixty years-came with the results which showed that, the negative dangerous socio-economic and political living conditions of the Palestinian people in the west-bank and Gaza Strip will increase the chances of depression, aggression, and psychological and emotional problems among the Palestinian people, which can have a very deleterious effect on the well being of the individual and the society. This expected increase in the level of depression, aggression, and psychological and emotional problems among the Palestinian people happened already during the last three years and still increasing, since the living conditions of the Palestinian people became more and more worst than before according to the recent studies and statistics done - after the period of 2005 by many researchers and the Palestinian Peru of statistics.

Depression, aggression, and psychological and emotional problems which automatically reflected a negative human behavior by people caused directly by the Israeli occupation.

This study should have external validity in any other population similar to that of Palestinian people. The only limitation I could see was that there were not enough surveys collected from Gaza Strip. In future research, an experimenter could make sure to give an equal number of surveys to Gaza Strip especially after the Israeli recent aggression(End of December,2008) on Gaza Strip which is still continuing up to day -10January,2009-. Educators should examine the different studies that have been done on living conditions and its relation to human relations to see what methodology, tools, techniques they can take to satisfy their relationship and deal with different behavioral styles in the their society and other societies.

*** Previous studies and researches.**

- Who are the difficult people?

“Schulman, in his article –Who are the difficult people- pointed out many different techniques to be used to deal with difficult people, but the researcher has raised an important question which is that, are we more interested and concerned about the techniques and tools to be understood in order to deal with the illness of difficulty rather than to understand its causes and effects in order to use a primitive measures to rescue people from being affected by it? For example :In a modern society the Doctor do not prescribe and provide the patient with any medicine immediately as soon as he accomplished the medical check- this is usually happen and still happening in underdeveloped countries- the patient has to pass through different treatment processes and different steps, those processes and steps are as follows: The patient has to go to a specialized doctor who is specialized in antagonizing illness and diseases, this specialist doctor will send the patient to another doctor who is specialized in the specific disease treatment of the same disease or illnesses antagonize by him. That is to say, we should not consider difficulty or deviation as a natural phenomenon, therefore difficult people are not natural ones though they exist among us in every society, they are not natural, they are the outcomes of their socio-economic and political living conditions and the living environment evolves them.

Why different societies differ in its percentages of difficult people exist in each of it as the results of this study showed us? And at the same time why difficult people differ even in their type from one society to another too? and why for example : person A who is considered to be difficult in a society or community or group for example say “X” group is not considered so in society or community or group say “Y” group ?.

To answer these questions, we have to ask ourselves, what are the reasons behind all these differences? My personal experience and the data collected from the respondents in this research showed that, difficulty in life (Poverty, illiteracy, insecurity.ect) does not necessarily create difficult people, and in the same manner, simplicity and leisure does not necessarily create simple ones, therefore the percentage of difficult people in a agiven society depends upon many factors.

The other differences which the researcher found out that, different societies/communities don't differ only in the percentages of difficult people they have, but also they differ in the type of difficulties and the degree of complexity which people carry with their difficulty and deviated behaviors. Therefore, to

understand how to deal with difficult people we have to understand first of all, why all these differences exist even in the same society, and we have to go back and answer that previous question, why these differences among societies occur and what are the reasons behind it? To answer these questions, the researcher asked: Does God created those people difficult by birth? Is there any opportunity or chance to change and develop their attitudes towards positive ones? The answer for the first section of the question is that, of course not, human beings themselves had created difficulty/ complexity and God had created people very simple and lovely from the beginning of their childhood and birth. As life became more and more complicated and difficult to cope with, people became more and more difficult and complicated too, many factors played a very crucial role in determining these differences among people and determining the quantity, quality, and kind of those difficult people, which can be summarized as follows:

1- General Environment (Living Conditions)

This is the main factor which determines the differences among different communities/societies in their size, type and degree and level of difficulty and deviation among its members. By general environment we mean here, the socio-economic and political environment under which people are living - which has a strong affect on its community members - the more the positive environment, the less deviation and complexity would occur among people living under this type of positive environment and visa-versa. That is to say that, the number of difficult people decreases as the living conditions of the people improves and their standard of living increases and visa versa. For example the number of difficult people in a rich, wealthy and democratic society is lesser than their number in a poor and undemocratic society. These differences can be recognized at the national and international levels, between the rural and urban areas, and between the north and the south in general. These differences do not appear only in its size but their complexity too and in its types of difficulty, for example, the difficult person from a village might be difficult for many expected reasons such as poverty, injustice, exploitation by others, lack of job opportunities, access to travel and lack of access to education...act, meanwhile the difficult person who lives in a big and modern town, who is rich, educated and have all facilities of life might be difficult too for some other reasons such as, seeking power, prestige in the society, compete with others in education or business, may have emotional problems or might be threatened by others. Therefore the type and degree of complexity, difficulty and deviation differs from one person to another, from one community to another and from one society to another too depending upon the socio-economic and political environment under which those different people of different societies are living including other factors affecting them.

2- Level of education

Mostly difficult people in their number and size are more greater among illiterate people, though the number and size of difficult people is lower among the educated (literate people), but they are more complicated and difficult to deal with than those difficult ones belong to the illiterate and uneducated group for the reason that those uneducated people are more simple and easy to deal and confect them. Therefore, as the rate of education increases, the number of difficult people decreases and visa versa, because educated people have better opportunities in life than those uneducated (illiterate) ones, which education makes their life easier and not complicated.

3- Axes to other cultures

Isolated, separated communities and societies from other cultures naturally would have a high percentage of difficult people who are difficult to deal with, meanwhile it is the opposite case with free open-minded communities towards other cultures, were the percentage of difficult people among them is lower than that of closed-minded ones(isolated ones). People who usually have access to other cultures would be more realistic, modern and more knowledgeable than that isolated communities who lack the information about others. For example: Meeting a difficult person from an open free society would be much easier than meeting and dealing with a difficult one from an isolated society in general. Some times, you might find the opposite case with some difficult people from both societies as particular case but not as a general case.

4- Axes to mobility

Society- its community members- having access to mobility from one place to another – locally and internationally- have less percentage of deviated and difficult people among its members and visa versa ,since individuals are human beings, and they can be affected highly by other people living in different places, traveling and moving from one place to another helps them to live in a very comfortable psychological environment, changing their mode and behaviors whenever feel they are under pressure or stress of any kind, smoothen their life and helps them to solve some of their daily problems, while the case is opposite with people lacking access to mobility and travel, there problems increased as long as they stay more and more in the same place and under the same negative environment, spoiling their modes and daily behaviors, deteriorating their psychological and emotional feelings, become more aggressive, complicated and difficult than before and than other people .

To sum up we can come to the following conclusion:

The above-mentioned factors added by the researcher which determines the main causes for deviation of people from general norms of their society, whom are considered to be the difficult ones, leads us to the fact that, difficult people are not the cause for not being easy to deal and build human relations with them, but they

are the affects (results) of those negative factors mentioned above and as a result to many other factors influencing and determining human behavioral styles discussed and mentioned under the previous researches, studies and human behavior theories in this research and other factors investigated by this research.

Therefore to deal with difficult people and build human relations with them we must first of all understand and analyze those difficult personalities and know exactly whom they are, in which environment they are living, their level of education and whether they have any access to education, mobility and other cultures or not. In this case after we antagonize each person, we can easily deal with any of those people through using the following process and principals suggested by the researcher:

- 1- Discover their difficulty type (Social, economical, political, or physiological, emotional. act).
- 2- Try to understand their living environment and break down each environment into sub-environmental issues, for example, if you deal with difficult person who lives under a particular political environment, you have to break down his political environment under which he lives into sub-political environments to understand to which political party he belongs, and what are the main values, principals and believes of that party, otherwise it would be not only difficult to deal with this person but it would be impossible too.
- 3- Try to understand the level of education which that person possesses and their knowledge background.
- 4- Do not assume in advance that, you are going to deal with a difficult person, because this type of thinking would be the first difficulty and the first psychological hurdle to deal with such people.
- 5- Treat them nicely, gently, be assertive not aggressive as them, and try to be simple - do not put yourself in their shoes, otherwise you become more difficult than them.
- 6- Difficult people should be able to learn from you how to be assertive, simple and could be able to deal with other people to build human relations with others whom are difficult and yet you did not meet, the researcher suggests the following approach called the “positive approach” (Assertive or Simple To Difficult and Difficult To Difficult).
- 7- Our main goal is not to find methods to deal with difficult people and build human relations with them only, but also to strengthen these people through helping them to become more positive, active and productive, who could solve their own problems and participate in building their own society.

To understand others and follow the above principles please see the chart developed by the researcher, shown below.

Community's characteristics and its affect on behavioral styles.

The researcher assumed that, community's characteristics could affect people's behavioral styles and yield the same styles of behavior at the same time in different communities though having different characteristics, these communities assumed by the researcher are as follows:

I- The backward and poor community.

II- The developed and wealthy community.

The chart shown below represents the affect of each of the two communities' - backward poor and the developed wealthy communities- main characteristics on the types of behavioral styles created in both of it.

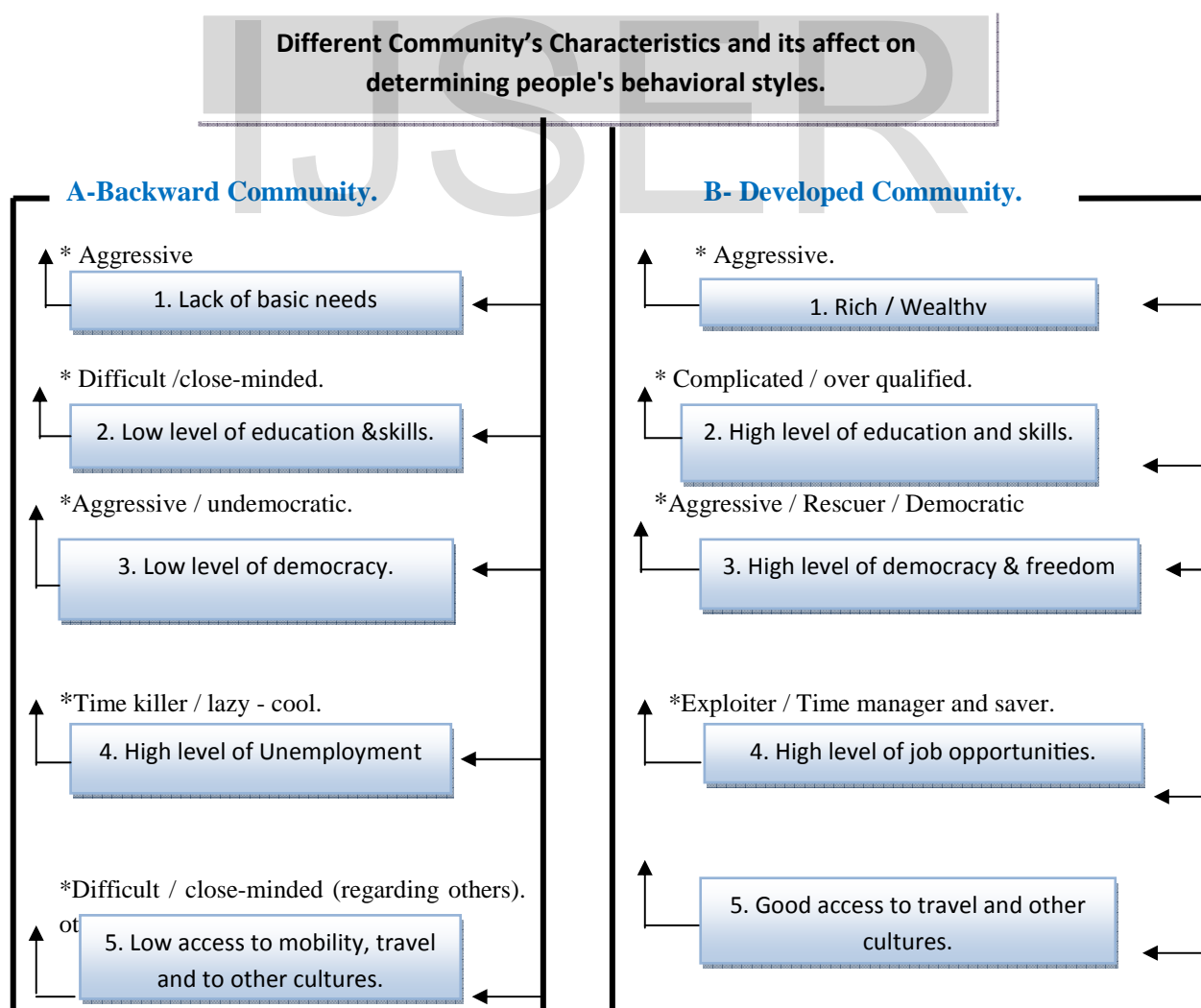


CHART KEYS:

 = Characteristics of backward and developed communities (A&B).

*

 = Types of behavioral styles affected and created by these Characteristics.

CA & CB = Community "A" & Community "B"

CCA # = Characteristic of Community "A" number.

CCA # = Characteristic of Community "B" number.

The above chart illustrates and presents two kind of community's' (the backward and the developed) characteristics shown by the boxes and the affect of these characteristics on the type of behavioral styles which might be created which show by the arrows in the above of each characteristic of each community.

The following are affects of each characteristic's of both communities on behavioral styles created:

1- The chart shows that the first (1) characteristic – lack of basic needs- of community "A" (CCA1) may affect and create an aggressive behavioral style, because he will try to gain his basic needs through any means of behavior even if it's an aggressive one. The same aggressive behavioral style might occur too in community "B" as shown in the above chart, due to its first (CCB1) character – wealthy- though it is the opposite to the first character of community "A", because in a wealthy and rich communities you might found many people whom are aggressive trying to preserve and accumulate the maximum of wealth and properties as much as they can using different means even if they behave aggressively.

2- CCA2 might create a difficult behavioral style, due to illiteracy as a result to low level of education and skills. The same behavioral style of difficulty might be created in CB, due to CCB2, but in this case difficulty will occur in a different form from that one occur in CA, this difficult style of behavior will take the shape of complications, might be due to the over qualifications and deep understanding of life aspects which force the person to reached this level and become more difficult to deal with him positively but not negatively as in the case of CA.

3- CCA3 - the absence of democracy- might create aggressive and difficult styles of behavior such as using Violence and discriminations, such behavioral style of difficulty and aggressiveness might occur too at the same time in CB which mostly directed towards other cultures -not necessary to occur within the same community- though it is a democratic community, because those people of such behavioral style

believes in the following idea: Since "CB" is undemocratic, they must become aggressive and difficult in order to deal with CB's people to spread democracy through different peaceful and non-peaceful methods and tools– e.g. Globalization and war. Therefore any one who believes in this idea must become an aggressive in his behavior under any circumstances and justifications.

4- The CCA4 -- the high level of unemployment- might create a Time killer / lazy-cool behavioral style – as defined by the researcher- which loss and kills his and others time simply and became unproductive person, which is the opposite case with CB, in which CCB4 creates an exploiter / the manager and time saver of behavioral style, which might yield a new sub - difficult behavioral style, since those type of people – time savers- usually became more and more tricky in exploiting their and others time- exploitation of the labor force through working over time - in order to accumulate more wealth and profits and preserve their jobs or business sustainability at the cost of others leisure time.

5- The CCA5 – the .Low access to travel and other cultures – might create Difficult / close-minded behavioral style (regarding others) due to the lack of background and misunderstanding of other's cultures. The same behavioral style of difficulty might occur in CB having the opposite characteristic – high access to travel and other cultures- due to ethnic and discriminatory believes and racism.

Conclusion:

To conclude, we can briefly summarize the main ideas discussed above which are as follows:

- * Factors which might strongly affect and determines different types of human behavior styles created are mostly related to people's community' characteristics under which they are living which part of it reflects their living conditions, their norms ,believes, their psychological and emotional feelings towards each other within their community and towards other people of other communities and cultures.
- * Same styles of behavior can occur in different communities of different characteristics for an ethic, religious, psychological or historical rivalry reasons.
- * Behavioral styles of the same ones differ in its characteristics' too at the same time, depending upon the reasons behind the creation of each style in the same / different community / communities and under the same characteristic of that/those community/communities which could be related to other factors (e.g., The low level of education in CA and the higher one in CB, as discussed above under point 5.

* These five characteristics discussed above do not reflect the whole characteristics of both communities, it represents only a few of it, which the researcher assumed it as a sample to test, more over these results of this testing methodology doesn't mean that, it is a common and the only results which could be reached, but it is the opposite case in reality- since reality shows for example that whenever democracy found to be available and exist in the society, people behavioral styles must be assertive, democratic and positive and visa-versa – which is applicable to all of its characteristics discussed above in points (1-5) in a normal and real situations, in which a positive characteristics of any community must yields positive behavioral styles and visa-versa.

*** Techniques which might help us to deal with difficult people:**

The researcher suggested the following techniques as a tool to help us in dealing with difficult behavioral styles of people, these techniques suggested are shown in the below table.

Collect the required Data and information, and then analyze the personality type of the individual:

The Timetable shown below could help us to collect the required data and information about others as the first step, and to analyze the collected data and information as the second step, in order to understand others very well and then proceed to deal with them as the third and final step. Please collect the data and information, write it down and pool it in the table under the different titles shown below.

<i>Name and age.</i>	<i>Personality Type</i>	<i>Access to Mobility and travel</i>	<i>Access to Other Cultures</i>	<i>Level of Education</i>	<i>Type of Environmental difficulty Political, social, economical (Living Conditions)</i>	<i>You Could</i>
Person X 45	Nervous, very difficult, talkative	0	0	Diploma	Social (emotional)	Help to consult and advise him what to do, let him feel that you are supporting him and through good relations with others he could solve his problem.
Person Y32	Upset, ears and eyes are closed but open-minded.	70%	90%	MA	Negative economic situation (Unemployed)	Consult him how to get the job, how to benefit from his relations with other people abroad. Let him feel that you are trying to help him. He must have good relations with others.
Person F 25	Simple, Taff	0	0	0	Economic Difficulty (Poverty)	Make him understand that ,he is strong enough and taff to work hard and find new source of income, let him confect that poverty does not mean complexity and he must be nice with others in order to solve his economic problem and find the job.
Person R 27	Aggressive, taff, have no mercy	90%	100%	BA	Political , Security	Response peacefully to his answers, let him give you the chance to talk, use human, innocent terms and concepts, let him feel that power has nothing to do with human relations, only trust and love can do. Force never build friendship, it creates hates and bring insecure environment for people.

5.2. Review of findings

This study looked at "problem behavior" and tried to figure out what are the risk factors and the sources of difficulty, and tried to find out the relationship between these risk factors - such as poverty, abusive family patterns, dangerous community, discrimination in school, lack of involvement in and caring by neighbors/community, etc- and problem behavior, it also looked at the person's strengths and the strengths in her/his family and community, and work to honor and build from these strengths. Recognizing that some people can live in the same Conditions (socio-economic and political) of poverty, discrimination, abuse, oppression, etc. and develop in healthy ways while others develop problem behaviors; the researcher saw that and said " it's what is inside of ourselves that counts so much". While always working to address these difficult conditions so that all can meet their basic needs and experience freedom, the researcher also saw that and said "this freedom is within each individual no matter what the circumstances, therefore and as a result to this fact, resistance of negative circumstances must be within each individual to promote his positive behavior and gain freedom".

This study was trying to help people to connect to their innate health and wisdom, to their creative power of thinking, given to them by God/great spirit/universe or however one defines this source of all power, creativity and love, helping them to see that they do have power in themselves to connect to that source, to feel that creative power, to choose thinking and behavior based on this connection to creation rather than relying only on the living conditions whatever it might be - a negative or positive conditions- under which they live to determine their behavior, human relations and freedom .

5.3. Limitations.

This research was not limited to study the affect of socio-economic and political living conditions on determining human behavior and human relations to a particular society, but it was generalized at the local and international level, Palestine was the case study which was picked up from reality and chosen to be researched. This research reflects the opinion and the experience of many educated people mostly from 10 countries (Canada, USA, SA, India, Nepal, Tiland, Japan, Bangaladish, Palestine and Egypt) around the world whom participated and responded to 10 open-ended questions (Appendix C) about how living conditions of the people affects and determines human behavior and human relations.

5.4. Recommindations for future research.

* To study and understand human behavior deeply, what you have to do? The first step is that, you have to live and deal directly with a given samples of people of

different cultures in their communities for at least 6 months - as the least and the minimum time - to be spent in each of these communities, in order to be able to understand the minimum information about their behavior and human relations. Human behavior is not an easy task to understand it thoroughly in reality which might need tens of years to understand for the reason that , still the previous studies either the ones which have been done by the scientists or the researchers at the individual or at the institutional level did not reach up to date to a clear and accepted common vision and it will never happen in the future because, human behavior issue is related to human beings directly, their behaviors are not stable and static due to many factors as this study concluded, more over, some of our human behavior cant be measured since it is related to our emotional and psychological feelings.

* The same living conditions of a given group of people are not always necessary reflects and determines the same behavioral styles, since there are many other major and sub-major factors intervene in determining people's behavioral styles such as, religious, ethnic, psychological, emotional, genetic, nutritional and environmental factors.

* Human behavior is the most important element of growth and development for any society, therefore, great attention must be given to improve and change negative behaviors into a positive ones. The achievement of this task lays directly on the first hand on governments and on the educational institutions on the other hand.

5.5. Conclusion.

Human behavioral styles are subjected not only to socio-economic and political living conditions of the people, but to many other factors such as genetic, psychological, brain structure, norms and values....act.

The development and enhancement of human behavior must be preceded by the deep understanding of those factors which affects and determines human behavioral styles through the understanding of its interdependent and interrelated relationship, and through finding out how these relations could be affected and changed among those different factors and other variables as what have been done by this research.

More over this research came to the conclusion that, the improvement of human behavior at the local or international level could leads to more cooperation, collaboration among people and exchange their experiences with each other, which enhances and promote their skills and productivity, leading to better socio-economic living conditions which strengthen those people to live under a good and positive political conditions and gain their freedom and independence.

The above minimum mentioned expected outcomes as a results of improvement in human behavior will leads automatically to bring about much more improvement in human behavior- creates a positive, productive, peaceful, assertive and creative behavioral styles of people- which will contributes strongly and directly to decrease

violence, aggressiveness among people and build a peaceful societies and in turn a peaceful globe.

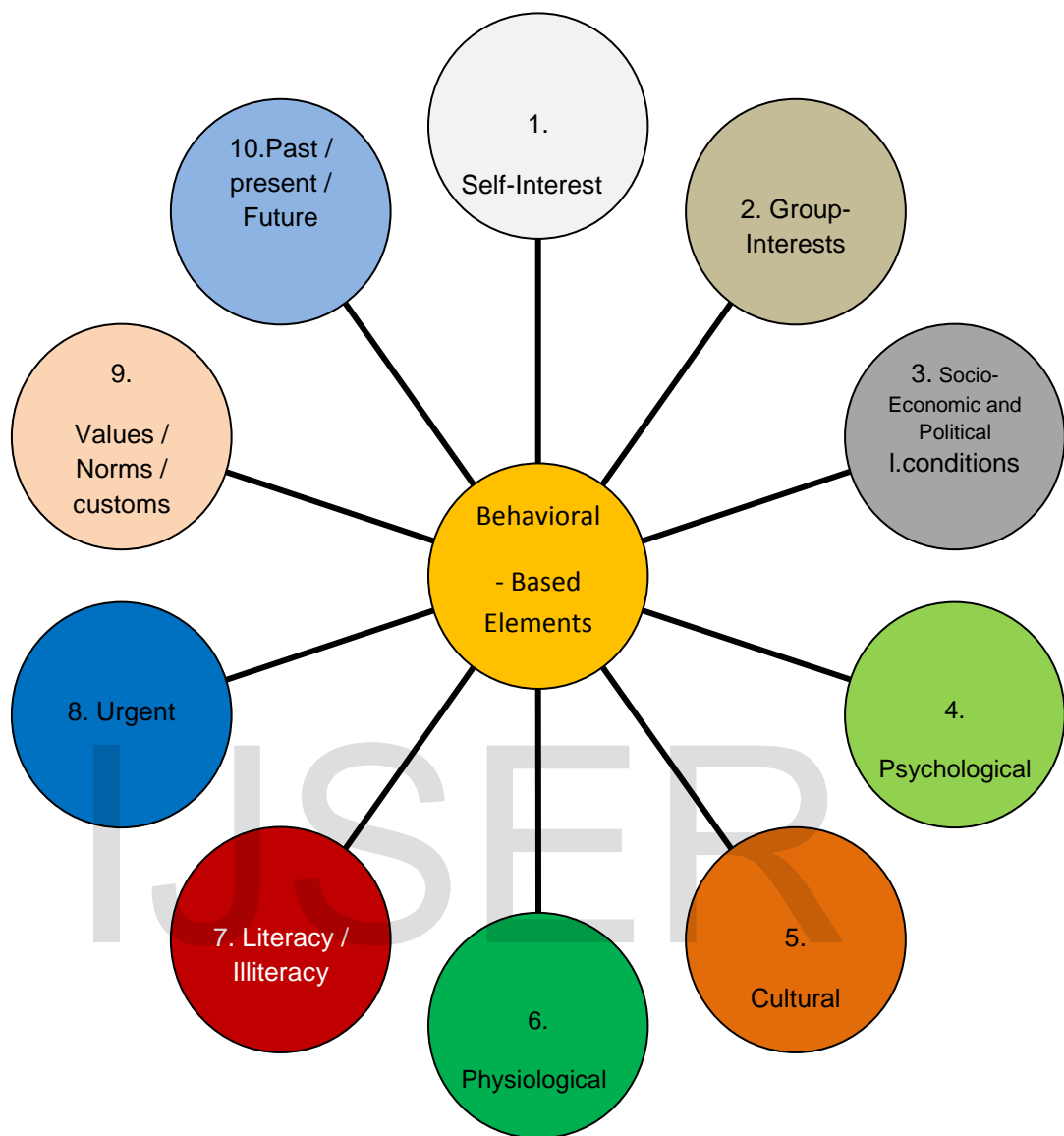
The final conclusion which the researcher came with from this research could be briefed as follows:

It seems that, Human behavior, whatever it might be and whenever it is practiced, might relay on the following 10 main elements on which human behavior could be based as found by the researcher:

1. Self-Interest – Based Behavior.
2. Group- Interests – Based Behavior.
3. Socio-Economic and Political living conditions - Based Behavior.
4. Psychological – Based Behavior.
5. Cultural - Based Behavior.
6. Physiological - Based Behavior.
7. Literacy / Illiteracy - Based Behavior.
8. Urgent / Emergency - Based Behavior.
9. Values / Norms / customs Based - Behavior.
10. Past / present / Future (results & expectations) – Based Behavior.

These 10 above elements of Based – behavioral model can be shown in the chart below.

Behavioral - Based Elements Model



The ten elements shown in the chart above, on which human behavior might be based on, could be understood through discussing briefly any one of these 10 elements, such as element number one (1) - Self-Interest-Based Behavior- as an example.

Self-Interest-Based Behavior element means that, an individual behaves according to his own interests only, taking into consideration and concentrated on the achievement of his own personal goals and final mission and vision.

Burner stated that as mentioned before in this research that, "there is a deep human need to respond to others and to operate jointly with them towards an objective

(Burner, 1996). This statement can be applied too to the second (2) elements – Group-interests- based behavior- as shown in the above chart. In both cases, either there is an individual objective or group objectives, human behavior might be based on one of these elements or in both of it at the same time.

This type of personal behavior which based on the first element might leads to less cooperation with others and the individual might became more aggressive in order to gain his objectives. In this case he could be categorized as a difficult person or a user (the individual who uses others relations to gain his own goals and objectives).

Therefore, to achieve the individual objectives through a self-interest -based behavior doesn't nesecassry means that this could be achieve through a limited number of behaviors and in a limited time, it depends on many factors which might affect his behavior which usually comes prior to, during and after any behavior, the individual behaviors might allow him to gain his objectives either in the short-run or in the long - run or face a failure. This type of behavior might deteriorate human relations among people at the local level in one hand, and at the international level in the other hand.

The discussed above element (No1) can easily helps us to understand the rest of other nine elements of behavior. We have to note that, these nine elements could be dependent, independent or interrelated when an individual behaves, it depends on the strength and the degree on which this individual could be affected and influenced by these 10 elements and his relationship with each of it.

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