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Communication and behavior in human management: insights from pull-down-facemask-syndrome

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Abstract
This study was a survey on why people pulled down their facemasks while speaking when the reverse should have been the case. The implications of this behavior in the face of Covid-19 and what would be the relationship between communication and behavior in human management motivated this study. Sample population of 83 staff and 569 students of the Faculty of Arts, Nnamdi Azikiwe University, Awka were purposely observed for this research. Non-participant observation method was employed in the collection of data. Descriptive and thematic analyses were employed in the discussing of data. The findings showed that the urge to communicate, the desire to emphasize relevant points or win an argument; the psychology of yearning for speaking space and the pressure of peers were key reasons for the grave act of incessant and uncontrolled pulling down face masks. These reasons were characterized under impulse, relevance and boxed-in groups. It was also logically deduced from these reasons that communication and behavioral attributes trigger the removal of facemask at one point or the other. This relationship was most times interwoven in nature. It was therefore recommended that for communication to be effective in human management, awareness and correction of anticipated behavioral misconducts should be tackled psychologically.

Keywords*: behavioral triggers, communication, Covid-19, observation, pull-down-facemask-syndrome.*

Introduction
In communication between leaders and followers, there are bound to be some levels of disparity given some factors. Such factors could be based on mode of communication which could affect the rate at which the message is understood; or the attitude of the communicator, able to make the follower defiant even though he or she understood the message very well. Responding to a message well received could also be negatively affected given some counter factors e.g. telling the citizens not to cross over the high way when people are constantly assaulted on the pedestrian bridge is a rule bound to be violated. These examples can be grouped under cause-effect factors. If the cause

is corrected, the effect will definitely change. If the mode of communication is good, the message will be understood; also an amiable communicator is likely to boast of good followership; and when rules do not have counter factors, people are more likely to obey. However there is another disparity in communication far more complicated than the cause-effect factors, the human behavior. Human behavior can generate different results, sometimes traceable to some factors and other times totally weird. During the heat of the corona virus pandemic, different countries of the world sought for different measures and ways to contain the virus, several preventive measures were given ranging from regular washing of hands, not touching the face, avoiding false news; to wearing of face mask, social distancing and total lock down amongst others. Adherence to these measures poised a problem to the government and to some families. Some persons would fall short of these measures even with the knowledge that defaulting could result to death. Nigeria falls into this category. Some people at market place, school, drug stores, offices, banks pull down their facemask towards their chin or let the facemask dangle on one ear. The weirdest of such behavior is the attitude of putting on the facemask only to remove it when the person is speaking to someone. Awareness videos,nradio jingles and posters have shown that the virus is mostly transferred when mouth vapor of a carrier settles on another person. This is more reason the facemask should be used especially when speaking to someone or when being spoken to. Unfortunately people defiled this instruction and it is this type of behavior exhibited, regardless of the grave consequences that has prompted this study; to observe the different ways people default in the wearing of face mask and covertly find out sceneries that inform such behavior. The aim of this study is to observe people's behavior on the wearing of facemasks in order to:

i.   Account for the different reasons people default in pulling down facemasks unnecessarily

ii.   Analyze the relationship between human behavior and communication using the reasons for default in wearing of facemasks

iii. State the implication of the results in objectives one and two, to the management of humans for communication effectiveness

Research questions are used as guide in the analysis of the data. The research questions for this study are:

i.   What are the reasons behind pulling down of facemasks?

ii.   What is the relationship between human behavior or communication drawn from default in wearing of facemasks?

iii.   What are the implications of behavioral and communicative relationship to achieving effectiveness in human management?

Literature Review

Living organisms, especially humans, respond to, or interact with persons and things in their environment. They therefore act on their environment in different ways and at different occasions. Behaviour, from this point of reference is any animal or human activity in the environment at any point in time. Some activities (behaviours) performed by organisms are internal and cannot be directly observed. Such are called covert behaviours. Typical examples of covert behaviours include feelings, thinking, perceiving and attitudes. On the other hand some activities of organisms are external and can be directly observed hence called overt behaviours. Examples of overt behaviours include talking, reading, and writing, walking, jumping and laughing.

Nwankwo (2005) is of the opinion that behaviour can also be seen as any human process taking place in the human body which may have psychological, physiological or biological basis and can be objectively measured with any suitable equipment or tool. Typical example of such human processes which qualify for behaviour include snoring, sleeping, respiration, perspiration, breathing, muscle tension, stress, brain waves, eye blinking, hunger, thirst, dilation and constriction of the eye pupils in response to light intensity etc. Generally, human behaviour can be measurable but not all of them can be observed. Furthermore, human behaviour can basically be seen to come under two groups: Voluntary and involuntary. Voluntary behaviours are those we deliberately and intentionally engaged in and therefore, are under our control. Involuntary behaviours are those we don't have control over. They occur based on environmental demand outside our own will. In this present research, we will check the type of behaviour that pulling of facemasks falls under.

Jasani et al (2016) in their exposition argued that, majorly three main types of behaviors are displayed by people when they communicate with others. These three types of behaviors are aggressive behavior, passive behavior and assertive behavior. Persons with Aggressive behavior stand with the rights, but in a manner that disrespect dignity of other people and utilize overt strategies of conversion to generate unhesitating obedience. Passive aggressive behavior is the most difficult type of behavior to understand where someone indirectly communicates their

negative feelings instead of directly speaking out about the real frustrating situation. It is a type of non-verbal violence that develops negative behavior. The second important type of behavior is Passive (Submissive) behavior which explain the shy nature of the person that restricts him to openly say what he/she means and do not try to achieve his needs, especially when somebody else has disagreeing needs. The pin supposition of submissive behavior is, persons are inferior to other people for some reason and therefore those others have greater rights as compared to them. Third major type of behavior is Assertive behavior where the person fantasizes to be very intellectual in a sense which is neither inactive nor aggressive but straight forward and clear communication (Oleh, 2006; Jasani et al, 2016). Can it be said that these behaviors trigger the pulling of one's mask? There is the possible that, to show aggression, pulling down of face masks can be initiated. Persons with passive aggressive behavior may pull down their face masks to indirectly communicate the discomfort they pose. Assertive individuals may also react like the case afore mentioned since it is a non-verbal act and people with passive behaviors are likely to wear the face masks longer regardless the discomfort. This study hopefully will nip these speculations to the board.

Factors that trigger human behaviour could be seen from different perspective such as psychological, sociological and anthropological (Gastil, 1961; Ristea, 2013). These various fields explain in different perspectives why human beings behave the way they do. While Sociologists tend to be more concerned with international societal processes and compare it to the interpersonal relationships, Psychological view understands the brain functions, cognition, emotions, as well as the development of relationships among people along with study of abnormal behavior between individuals and analyses personality and intelligence. Hence Ahiauzu (2015) proposed that cognitive style has a lot to do with human behavior. She went further to argue that cognitive style is a process which is self-generating, transient, situational determined conscious activity that an individual uses to organize and to regulate, receive and transmit information and ultimately behavior. In other words, the way an individual perceives and analyzes given information affects or triggers his or her behavior. Human behavior which is an outcome of cognitive styles cannot manifest in isolation of societal, cultural or peer group influence, parental monitoring and language attitude. All these put together build up personality hence human behavior. The researchers adopt an eclectic approach since the study cuts across human reasoning, interpersonal relationship and

implication on the society. Therefore, this study and will consider the three theoretical perspectives during the analysis to know which factor(s) trigger the behavior under study.

Empirical Review

Shah et al (2020) investigates the pandemic when there was no vaccine yet looking at the aspects of behavioral dynamism especially the advertised safety measures. The researchers out list some behaviors they have discovered. There are: protective behavior, social distancing, misinformation, discriminatory behaviors, herd behavior, health seeking and psychological behavior. The pandemic being novel with complex descriptive issues, so many protective measures were practiced like regular hand washing, sanitizing of hands/surfaces, avoidance of face touch, closing up of mouth while coughing, disinfecting mobile screen phones, inter alia and wearing of facemask which the present study focuses on. The researchers note that people usually respond to losses than gains as telling them to stay at home to save lives won't be as effective as telling them not go out in order not to cause harm. So this served as a good alternative. The pandemic birthing so much death, triggered fear in the minds of many as people run to the hospital at the slightest symptom they find in their body. News reports attest to the fact that even healthy Africans patronized pharmaceutical stores for antibiotic and malaria drugs especially chloroquine which was alleged to act as antidote/vaccine (Ukpong, 2020; Belayneh,2020). Another reaction, panic buying was at its peak. So, it is believed that in peril period, people panic and buy up things they plan to use for self-isolation or because of perceived scarcity (Shah,2020; Hall et al., 2020) Emotional and psychological trauma bewailed most families as some family members, friends and relatives were quarantined, most people fought with their temperaments. Most behaviors in Shah's work are influenced by information and experiences. Shah et al (2020) however suggest that information should be clear and correct to avoid fear and despair. A common ground of these studies and the present research is the need to communicate effectively such that information cannot go wrong and trigger negative behavior.

Khotimah et al (2021) studied the lingual expressions in the covid-19 related ecolexicons in Indonesian online media coverage. The authors of the paper applied an ecolingusitic theory and a qualitative descriptive approach. The aim of the researchers was to study new terms or covid-19 related lexicons in the Indonesian online mass media. The technique adopted by the researchers is observation. The research tried to portray the presence of language dynamics in the covid-19

related terms as being manipulated by Indonesians thereby creating social interaction, expressing emotions, controlling realties and others. In the same direction, Moinani and Barasa (2021) carried out a critical analysis of the Covid-19 discourse in Kenya. Their paper studied the public address delivered by government officials in Kenya with the aim of establishing the implications on the general attitude of the people and behavior towards fighting the pandemic. Critical Discourse Analysis was utilized for the research. The politicians as constituted authority have a lot of meaning embedded in their speech and this makes the researchers suggest that the government should be careful with speeches that they make as their speeches showed high level of security challenges. So, the public needs love, care, empathy, kindness among others. The researchers in the course of the research found out that the authorities used lexical items that indicated danger, blame and power to punish the people. Then the researchers suggested the employment of language experts in handling cases of language use like this to ensure proper choice of language to avoid creating more fear into the people. These researches confirm that one needs to manipulate human behavior to achieve a desired result.

There are a good number of theories on conditioning human behavior. According to the Classical or respondent conditioning model, a respondent is a response or an act triggered by a stimulus immediately preceding the response. A respondent is therefore an elicited behavior by a known stimulus usually called the eliciting stimulus. Blowing air in to somebody's eye will cause the person to blink. Blinking here is the respondent while air is the eliciting stimulus. A short of riffle or sudden loud sound of thunder can cause a startling response. The startling response is the respondent while the sound of the raffle and thunder constitute the eliciting stimulus. All reflex behaviors and emotional responses operating under the control of the autonomic nervous system are respondents. Salivation response of animals at the site of food is also a respondent. Respondent learning model has claimed that human beings learn both desirable and undesirable behaviors through the process of conditioning (Henton and Iversen, 1978) Most of our behaviors including attitudes and emotion are learned by conditioning. The model therefore has provided so many techniques which clinicians can use to modify or unlearn the undesirable behavior of human beings. Although Pavlov and his assistants used dog in their experiments, Watson extended the conditioning to human being when they used an 11 month old boy. Little Albert and conditioned him to fear white rats which originally he was in love with. This theory by Pavlov in relation to

this work shows that behavior can be learned and unlearned and most times can be triggered (Johnson, 2014)

The Thorndike's instrumental or operant conditioning model (McLeod, 2018)has emphasized the significance of interaction between an organism and the environment in learning. It points out that organism's responses to the environment leads to meaningful learning especially when reinforced. On the other hand, organisms fail to act on the environment especially when it is associated with punishment. So reinforcement and punishment are two key principles of operant model which had gained wide application to behavior problem. In Thorndike's experiments, the cat performed an act (operant – clawing the loop or button), consequently rewards of escaping from the enclosure or cage and eating the fish, became the reinforcing stimuli. The same was true with cats and pigeons used by Skinner. It is the view of this model that both desirable and undesirable behaviors of human beings have been learned by being reinforced by our environmental contingencies and therefore it is possible to unlearn such undesirable behaviors through the use of appropriate behavior modification techniques (Staddon and Cerutti, 2003; McLeod, 2018). The model has a lot of behavior therapy technique for use by clinicians. This model in relation to this work shows that desirable and undesirable behaviors of individuals can be controlled by societal and environmental reinforcement and punishment. In other words, when good behavior is rewarded, it will be enacted and vice – versa.The social learning theory has emphasized the role of environment in shaping human behavior. We can therefore learn both desirable and undesirable behavior from those in our environment by observation and imitation. Like other learning models, social learning has in it is repertory a wide range of useful techniques used in modifying human behavior.

In summary, It is worthy of note to remind us that all the learning models share one idea in common: that is, that all behaviors desirable and undesirable are outcome of learning. Based on this premise, the undesirable ones are the product of faulty learning and can be unlearned followed by learning of new desirable ones. This study explores how certain communicative conditions have triggered the wrong behavior of pulling down facemasks during the Covid-19 pandemic.

Methodology

Population

The Faculty of Arts staff and students of NnamdiAzikiwe University, Awka constitute the population used in this study. There are 10 departments in the faculty – Departments of English, 56 staff and 603 students; Modern European Languages, 32 staff and 230 students; Chinese,15 Staff and 81 students; Religion,65 staff and 274 students; Igbo African and Asian Studies,38 staff and 152 students; History and International Studies, 53 staff and 598 students; Music,36 staff and 215 students; Philosophy,67 staff and 333 students; Theatre Arts, 49 staff and 440 students; and Linguistics, 48 staff and 495 students; making a total number of 3,880 persons (figures from the Faculty's August 2021 monthly return sheet). Yamane's equation is used to get the sample size at the confidence of 95%, margin of error 0.05 giving the population size of 363 persons. However, it is natural to say that the larger the size, the more authentic the results of the researcher. Therefore, this research adopts the 652 participants. The sample size of this study is therefore, 652 persons, students and staff inclusive.

Method of Data Collection

This study is a qualitative design research. Observation method is employed in the collection of data. The purposeful sampling focused on people wearing face masks. Human communication and behavior towards wearing of face masks within the faculty building are observed. The period of observation lasted from Jan 2021 to Sept 2021, a period of 9 months. Subsequently, the statistics of people with pull-down-facemask-syndrome is documented using a designed template that contains a gender, status and a description of the scenario. Phone recorders were used when conversations need to be recorded.

The different scenarios are categorized using open and axial coding analytic tools. Descriptive and thematic analytical methods are employed in the discussing of data.

Data Presentation

Clarity in the presentation of data will require different classifications of data in tables .These clarifications includes, gender, status and percentage of sample size.

Table 1. Percentage representation of gender

Gender	Number	Percentage
Male	219	33.59
Female	433	66.41
Total	652	100.00

From table 1, it is observed that out of the 652 respondents, 219 of them are males while 433 of them are females with 33.59% and 66.41% respectively. This gender margin is normally expected in disciplines given to society and humanity such as the faculty of arts. The pie chart in Fig.1 shows a graphic percentage distribution of the population gender
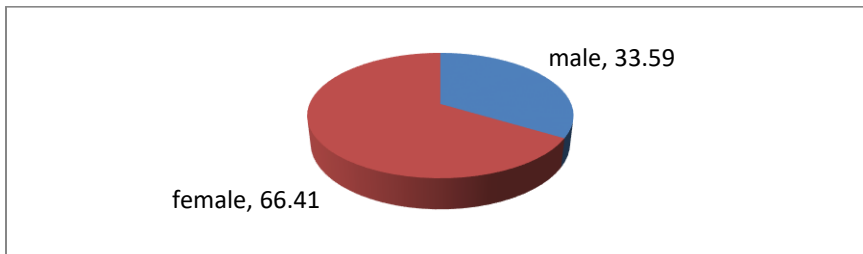

Fig.1: Graphic representation of the gender distribution

Table 2. Percentage representation of respondents' status

Status	Number	Percentage
Staff	83	12.73
Students	569	87.27
Total	652	100.00

Table 2 shows that 83 staff of 12.73% and 567 students of 87.27% participated in this study. It will be natural to say that it is more likely to have more reactions on the wearing of facemask from students considering the fact that the workers are more mature and responsible for lives; therefore may appreciate the precautions more.
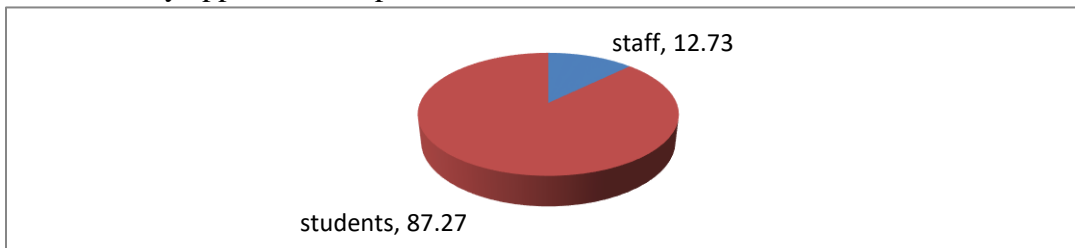
Fig.2: Pie chart representation of the staff and students' population.

Table 3. Observed reasons for people's defaulting in the wearing of facemasks

Open Coding	Number	Percentage
Asking questions (AQ)	32	4.91
Not heard (NT)	44	6.75
Turn taking (TT)	122	18.71
Relating Vital point	63	9.66
(RVP)	37	5.67
Repeating speech (RS)	27	4.14
Heated Argument (HA)	25	3.83
Sour conversation (SC)	40	6.13
Speech Space (SS)	11	1.69
Whisper (WSP)	68	10.45
Cajoled (CAJ)	183	28.07
Singing (SNG)	652	100.00
Total		

Table 3 shows that 32 respondents were observed to pull down their facemasks when they wanted to ask questions, 44 others are mostly lecturers and course reps and some others who often address classes or groups. They tend to pull down their facemasks when they get signals that the audience/class did not quite get what was said. Taking turns in conversation have a large turnout of 122 respondents who were observed to remove their facemasks once it gets to their turn to air their views, most of them end up not putting it back after their turn. Other reasons respondents pulled down their facemasks include: relating vital points, observed in 63 respondents; repeated speech, 37 respondents; heated arguments, 27 respondents; conversation turned sour, 25 respondents; speech space, 40 respondents; whispers, 11 respondents and cajoled, 68 respondents. Singing got the largest reaction of the pull down facemask syndrome, 183 respondents especially from the music department and staff members that attended faculty commemoration service of late colleague; pull down their facemasks to have a good singing.
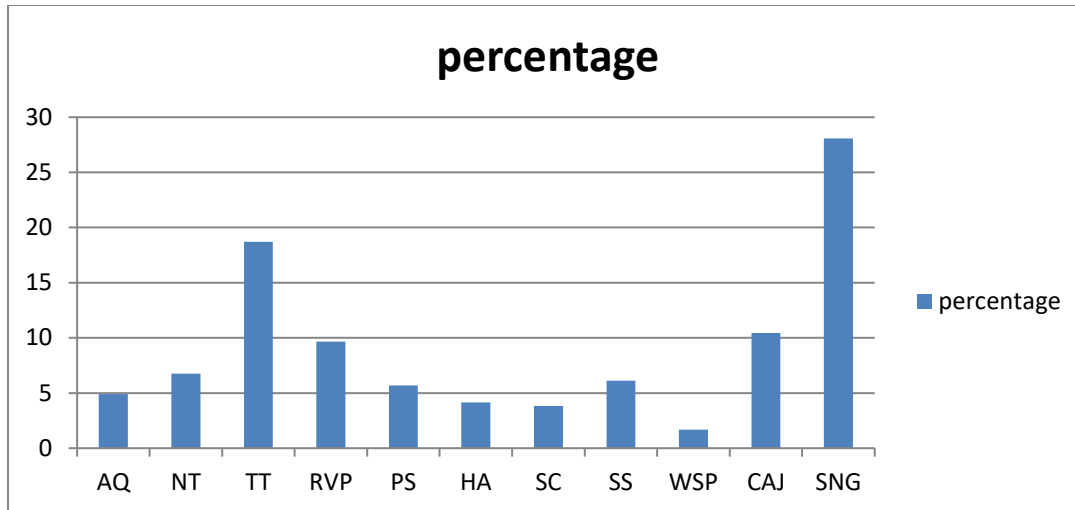
Fig.3: Open coding representation of observed reasons
for pull-down-facemask-syndrome

Data Analysis and Discussion of Findings

Research question 1: What are the reasons behind defaulting in wearing of facemasks?

The different contexts of pull down facemask syndrome from Table 3 are grouped, using axial coding, under three main themes: the impulse, relevance, boxed-in claustrophobic groups.

Impulse Induced Behavior

Table 3 nos. 1-3 make up the impulse induced group. The university at resumption, mandated students to use face masks in class and they adhered to this [especially that early stage when lockdown was lifted]. It was observed that the students listened in class with their face masks on, however at that stage of asking questions and commenting on issues about the topic or the lecture, once a student is permitted to speak, he/she pulls down the face mask and addresses the class. Most times, the lecturers caution the students, and though they adhered to the corrections, they repeat the action once the back rows complain of not being able to hear. Only a pocketful raises their voices still with their masks when faced with such situation. Additionally it was observed that during group presentations or waiting for lectures, students unconsciously pull down their facemasks while taking turns to speak. Most of them leave the facemasks hanging on their chins afterwards. It is observed that this behavior is not premeditated upon but a reaction of the stimulus of either asking or answering questions, wanting to be heard or feeling hindered; and the psychology of knowing that it is one's turn to speak. Lowenberg (1951) opines that the drive to

41

speak will surmount every limitation and break every hindrance. Pulling down of facemasks at this level was observed to be unconscious. It is based on these characteristics that the researchers grouped these observations under the impulse induced theme. The impulse group entertains 198 respondents which is 30.40% of the total sample population. However, there are some set of participants that said their greetings, discussed some issues with their masks on but could not resist the pull–down-face-mask urge at some points in their conversations. These set were grouped differently because the reason for the behavior is more than just impulse. This group is discussed in the next section.

Relevance Induced Behavior

It was observed from the data gathered that conversations or events take a sharp turn followed by pulling down of one's face masks. Utterances made after this action suggest attempts to either make a point, give crucial reasons in defense of something or draw attention. Numbers 4 to 7 of Table 3 represent the relevance induced behavior. The frustration of being at the down line in conversations or faced with the task of relating a vital information or the need to repeat/emphasize a message or take an excuse are all laced with a common denominator called relevance. In all the instances, there are targets that generate mild anxiety evident in some behaviors to double up in order to have the upper hand in arguments. Such behaviors include increase in speech, rapid flow/speed, tapping of feet or finger. According to Burgess (2017) Psychomotor agitation is a disturbing feeling of distress, anxiety or restlessness that is capable of making one act in a way that originally was not intended. It can be mild or severe in human behavior with symptoms ranging from inability to sit still, tapping of fingers/feet, pacing the room, to biting lips till they bleed, pulling ones nails or skin and chewing inside one's cheek. This mild psychomotor anxiety also has a corresponding behavior of moving objects around for no reason (Burgess, 2017). Removal of face mask in this context may be considered as a mild psychomotor agitation. It was observed that at some instances that some teachers discussed amongst themselves. These discussions were sustained at an average range of 1-3 minutes; however, it was observed that some teachers who removed their face marks after a while were mainly the ones who were on the down line of the discussions or the ones promoting some ideas. Also during board meetings or subcommittee meetings, reading group discussions, key speakers used their face masks most of the times, however upon relating a more vital point, a speaker removes his or her masks, calls for

an attention and then sends across the message or buttresses on some points. Consider the following examples pulled from the data:

Example 1:

> *Key speaker (with microphone): hello, excuse me, please pay attention (pulls his facemask down to the jaw with the other free hand) if you are a non-academic staff, a graduate assistant , you are not to take part in this election. I repeat, if… . You can leave now. Thank you.*

> *(Excerpt from one of the faculty meetings: Dean's election)*

The fact is that faculty members who were not eligible to vote or be voted for would have still left the hall if the announcement was given with the facemask on. However, the relevance of that announcement to the speaker and to the validity of the election has acted as stimulus which triggered a response in the removal of facemask to satisfy the psyche that the information is audibly spoken and properly heard. Another example is trying to form a kind of defense, when a conversation takes an unexpected turn or a high level of communicating frustration as shown in example 2, 3 and 4 respectively.

Example 2

> *Speaker A: some of you have not submitted hard copies of the students' results.*
> *Speaker B: I already forwarded the soft copy to you. I will print them later*
> *Speaker C: I have submitted both soft and hard copies. I don't need your troubles*
> *Speaker A turns to the Speaker B: eheeeee?*
> *Speaker B: what! Did I say I will not submit?*
> *Speaker A: today is the deadline*
> *Speaker D: nne[translation: dear] see eeh, (removes her facemask) I was admitted into the hospital. I will try and submit later today biko[translation: please]. I have already finished.*

> *(Office conversation on result submission)*

The initial excuse of Speaker B was made to handle the pressure from Speaker A to submit hard copies of students' results; however the demand for more information from Speaker A to B on line 4 and the added pressure on line 6 about the deadline, pushed Speaker B   to look for a more valid excuse for defense and an added action to communicate the seriousness or relevance

of her next line of speech. While defense prompted example 2, frustration, hunger or disappointment may be the cause of the behavior in example 3. The hungry speaker has managed to ask for options under the facemask but frustration sets in when all her desired options were not available and in that frustration, to effectively communicate her anger, she pulls down the facemask to address the vendor's ignorance and incompetence to customers' satisfaction. Example 3 lines 1and 2 show the early stage of the conversation filled with expectations; lines 3-6 show the onset and mounted frustration caused by unavailability of desired foods while lines 7-8 give away the customer's frustration and need to tell the vendor off. This example is typical of sour conversation scenario.

Example 3

> Speaker A: what do you have?
>
> Speaker B: Rice, Swallow and*Oha* soup
>
> Speaker A: Jellof rice? *The vendor shakes her head in the negative.* Any other soup?
>
> > *Left/right Shaking of head continues*…moimoikwanu [what of] ?*........shakes her head… 'No'.* Plantain? *Shaking continues… 'it has finished'.* Ok let me just have a drink.
>
> Speaker B: They just brought light. It is not cold o.
>
> Speaker A: *rapidly pull down her facemask and with obvious anger.* So why did you come out in the first place? Naomi what kind of thing is this? No food no drink.
>
> > > (conversation at the faculty staff canteen)

Additionally, Example 4 shares in the frustration response but differs from the cause. The frustration here was based on the fact that the bearer does not agree with the points given by the facilitator. The response to the facilitator's comments was a step towards making others see reasons why her own idea should count more.

Example 4

> *Speaker A: You have to work hard. When I was a young lecturer, I taught about 5 different courses in one semester and was still able to read and write papers….*

Speaker B: raises her hand indicating willingness to ask question. When signaled, pulls down her facemask. Thank you very much sir for the lecture. Sir this is not the first time I heard you talk about your early days. Please I beg to differ, I teach about 130 students, and I have to mark their scripts and CAs; supervise projects. I am the exam officer and have to prepare transcripts, degree results and also digitalize paper results. I am also a mother and have to cope with school run and home front. You make it sound like these things are just too easy…

In all these examples, we see relevance attached to the seriousness to maintain election rules in Example 1, the importance of one's health in example 2, the need for customer satisfaction in example 3 and the zealousness to sell an idea in example 4. The relevance induced group entertains 152 respondents of which are only 23.31% of the total sample population.

Boxed-in Induced Pull Down Facemask Syndrome

There are a few who pull down their face masks not at the start-off or major turning point in conversations but just after a while of speaking or not speaking. It is observed that some staff during meeting, and students sitting during lectures or in the library pull down their facemasks after some time, though with no intention of speaking. Some put back the masks after a minute or so while some just let it hang on their chin till the observation period elapses. Wearing a mask without speaking for a while is analyzed in this study to make the speaker feel boxed in either because of the limited quantity of air intake into the lungs given the covered orifice or just the discomfort it creates. Another boxed-in type are individuals observed to speak for a while under the mask then pull it down (for no observed reason) and continued with the conversation. Lowenberg (1951:110) opines that 'from the cradle to the grave we experience two antagonistic forces in steady conflict: one, a drive to reach out to others through sounds- to make connection across the deep chasm which separates human beings; the other, the awareness of how inadequate our tools are and how little, if anything, is transmitted to our fellow man'. He describes this urge to speak to others as deeply rooted in human physiology. Given these limitations existing in human language already, the seeming limitation to free movement of the articulators posed by wearing of facemask gets more frustrating.

It takes discipline and the type of facemask (if easily removed or comfortable) to largely determine the strength of one to consistently put on a facemask. The surgical and fabric facemasks are common in this study. Casual removal of facemask may be attributed to the psychology of freedom of space necessitated by the frustration/phobia of enclosure; this explains the mass removal of facemasks recorded under singing. Whispering is another example of boxed-in experience observed in this study. The speaker, in order to exclude others in the discussion, moves closer to the receiver to whisper. Naturally, voice is increased under facemask to made sound more audible. The irony with this phenomenon is that it is in contrast with the semantic content of the word 'whisper' which are [+speech, +low, +soft, +private]. Since [+loudness] is characterized with facemask, then it is logical to remove the given constrain (the facemask) in order to achieve quiet and private communication. The speaker achieves the intention of restricting the message to the receiver; unfortunately, a large quantity of the speaker's mouth particles is spread across the face of the hearer.

The last set of boxed-in group is mostly students who were metaphorically boxed within their peers' pressure. These ones could not deal with the pressure from classmate and gave in to the cajoling meted to them.

Example 5

Student A: which of these pronunciations is correct? [rut] or [rahtma].

Lecturer: say it again

Student A: [rut] or [rautma]

Student B: For goodness sake remove that face mask

Student C: That one na Tarpaulin. I too do people. Class erupts in laughter

Lecturer: Keep quiet. Somebody asks a question and you start laughing? What is the matter?

Student D: Ma, he doesn't remove that mask even for a minute. What is he not telling us?

Student E: He is positive. Class laughs again

Lecturer: No more noise. Turning to Student A, say it slowly or write the word on the board

Student A: Don't worry Ma. Removing the mask. the pronunciations are [ru:t] and [raut]

(Excerpts from LIN 211-Practical Phonetics Class)

Despite the fact that the teacher was willing to cooperate with the determination of the student, the taunting from classmates broke his resolve. Some of the pressures are not as harsh as the one in example 5. Some subtle but strong pressures were also observed among friends.

Example 6

> *Speaker A: Guy how far?*
> *Speaker B: I full ground my brother. Sits down*
> *Speaker A: Guy loosen up, free yourself small, abina mouth odour? Slightly laughs*
> *Speaker B: Speaker B removes his facemask. Na your papa get mouth odour. Both laugh.*
>
> *(Conversation at Faculty Pit Theatre)*

The boxed-in induced claustrophobic group entertains 302 respondents of which are only 46.32% of the total sample population.

From the above discussions, it is obvious from the study that the feeling of being boxed in has 46.32%, the largest percentage of defaulters, followed by impulse reactions of 30.40% and then relevance induced defaulters of 23.31%. These are cases of psychological and communication complexities. Is human communication or individual's attitude responsible for these behaviors? And how will such challenges be managed for a more productive human existence and well being. These questions will be addressed in the subsequent sections.

Research Question 2: What is the relationship between human behavior and communication drawn from observations of default wearing of facemasks?

Behavior and communication share some sort of relationship. One would say, someone's attitude made him or her to speak in a particular manner while others may share the perspective that it is what was said that gave rise to a particular behavior. We see that these two juxtapose positions in different scenario. This section discusses their roles and relatedness using the reasons arising from the default in proper wearing of facemask.

The first axial coding analytic tool used in the grouping is the Impulse induced group.As the name implies, it is a type of unconscious behavior. However, beneath this behavior lays a trigger sponsored by the desire to communicate: desire to ask or answer questions, share some information or opinions. At this stage, it will be convenient to say that the desire to communicate or talk freely triggered the behavior of pulling down of facemasks. Probing more, it is worthy to note that these

asking and sharing are not general attributes of every human. There are students in the class who would never ask or answer questions even when there is need to communicate that or be nice enough to repeat themselves or warmly engage in conversations. This suggests that beyond the desire or urge to communicate (as a trigger), there is a prior trigger (say: shy/bold, introvert/extrovert, nonchalant/focused) that prompts one to behave in a particular manner, inwardly or outwardly (Zelenski et al, 2014; Petric, 2019). Someone can make a move to communicate or sit still even when the desire is kindled. This first trigger is a personality/behavioral attribute. An introvert may desire to ask questions but may never get to the point of pulling the facemask because of unwillingness to speak in the class. So the extrovert nature may actually be the trigger for the pulling down of the facemasks. It could be argued also that the extrovert nature triggered the desire to speak which in turn triggered the pulling down of facemask. Another scenario could be that someone who had the desire to communicate and is motivated by his or her extrovert nature may be limited by communication factors such as poor competence in the language/topic of instruction, speech disorder etc. Considering these possibilities, it may be appropriate to say that behavior and communication can play stimulus and response interchangeably at various levels of interaction.

This is also applicable in the examples given under the relevance induced group. A good illustration will be the canteen conversation in example 3. The obvious anger accompanied with the pulling down of the facemask may be triggered by a tempestuous nature which is likely to be fueled by the unexpected answers from the conversation. This unexpected answer may also have been actualized given a carefree attitude of the vendor, an electricity company or the limited patronizing nature of the staff which made the vendor to produce in small quantity. Interwoven relationship may not exist in all the relationships shared in communication and behavior but this study suggests that it should be most expected; and given the examples above, it will not be right to say that one houses the other. Therefore, it is imperative that for every information communicated to the masses, measures should be in place to minimize instances of negative behavior.

Research Question 3: What are the implications of behavioral and communicative relationship to achieving effectiveness in human management?

The interwoven relationship evident in the previous section shows that for effective communication to be said to have taken place, a commensurate behavior is required. It also gives

away the fact that when measures for positive behavior are targeted, good responses are highly predictable. The thematic groups additionally suggest that most behaviors observed in this study are psychologically based. They are not intentionally intended or premeditated on. Frustration, an emotional reaction that manifests as a result of meeting a constraint, denial or inability to achieve a desired goal, accounts for most of the behaviors under relevance theme. Jeronimus and Laceulle (2017:1) defines frustration as a 'key negative emotion that roots in disappointment and can be defined as irritable distress after a wish collided with an unyielding reality'. An understanding of possible underlying causes of negative responses to intended messages afore hand and taking care of that situation are very vital to the actualization of the message. Peer pressure is another psychological influence that can be managed by deliberately introducing peer pressure counter adverts or slangs into the social media handles or other media coverage prior or alongside the main message.

Impulse oriented behavior is another psychologically based reaction that does not employ the consent or consciousness of the actor. However, the knowledge of the consequences of responding to such impulse can help in the management of the said behavior. In an instance, when someone pouring a coffee, holding the cup in one hand and the hot kettle in the other hand, gets an itching stimulus on his back; he is likely going to first set the kettle or the cup on the table to respond to that stimulus or face the consequence of spilling the coffee (Frijda et al, 2014). This person is likely to endure the itching because spilling the coffee is a heavier consequence than having to endure the itching. The reverse would have been the case if it were to be a fire cracker that accidently hit him. it then means that having a good knowledge of the consequences of an action could help bring control impulses. Deliberate and continuous stating of the dangers of a response (e.g. pulling down facemask as against detailed analyses of contracting Covid-19) or the consequences of an action (pulling down face mask as against no entry into the faculty block, classroom, examination hall or lecturer's office) can naturally condition impulse behaviors. Chain analysis, which is a conscious reflection of an impulse, checking its trigger and consequences with the aim of building a control strategy is another measure for impulse check (Salters, 2017).

Implications of the Study

The observations from the study show that communication is often truncated as a result of the fragility of the human behavior. However, for coherent social development and growth, there is

the need for effective communication and adequate adherence. To achieve communication and positive feedback, conditioning models must be employed to interpret, modify and correct behaviors. While classical conditioning may have been used to analyze the reactions of the staff and students observed in this study, the authors recommend operant approaches of reinforcement and punishment to enforce discipline in the society. An observed operant condition that was adopted by the management of the Nnamdi Azikiwe University, was the no facemask no exam policy. This was enforced by the Covid-19 Protocol Monitoring Team of the University. The first few days, students without facemasks were sent out of the examination halls and the ones with facemask but not wearing them were scolded and made to stand on their feet for some time. These actions brought about positive reactions because no student would want to miss exam schedule or be disturbed during exams. Adherence to the wearing of facemask was at its zenith during the exam period because the positive punishment of the operant conditioning model was employed. It is therefore necessary that subsequent communication and response activities in the society should be backed up with corrective behavioral response measures for more effective results.

Conclusion

This study has been able to discuss different behaviors covertly observed, that account for the pull down facemask syndrome witnessed among students and lecturers of the Faculty of Arts, Nnamdi Azikiwe University, Awka. The findings show that the urge to communicate, the desire to emphasize relevant points or win an argument; the psychology of yearning for speaking space and the pressure of peers are key reasons for the grave act of incessant and uncontrolled pulling down face masks. It was also logically deduced from these reasons that communication and behavioral attributes trigger the removal of facemask at one point or the other. This relationship is most times interwoven in nature. It is therefore recommended that awareness and correction of behavioral misconducts should be tackled psychologically with keen sensitivity to communication.

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