

Family as a primary agent of socialization

PGDCP, semester– ii

COURSE: Social and community psychology

Paper VI; unit II

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DIFFERENCE BETWEEN PRIMARY AND SECONDARY SOCIALISATION

Family is the first
social agent

School and peer
groups are the
primary sources

A kid gets
unconditional love

Child does not get
same treatment as in
family

It gives limited view
of the society to the
children

A kid gets wider view
of the society

Learning is informal

Learning happens
formally

Socialization

- ▶ Socialisation is a practical problem of rearing children so that they will become adequate adult members of the society to which they belong. Research studies in Psychology and Anthropology in the last few decades have shown the relationship between parental practices in the upbringing of children and the behaviour patterns of adults.
- ▶ There are two ways in which unique types of thinking, feeling and modes of acting of a particular group of people get transmitted to the next generation:
 - ▶ (a) directly and formally as in educational programmes, and
 - ▶ (b) informally through interactions between parents and their children which occur in the course of child-rearing.
- ▶ The family is the **primary agency** to socialize a child. The interactions include the parents' expression of attitudes, values, interests and beliefs as well as their caretaking and training behaviour etc, contribute in this process. Some of this informal learning arises through interactions with relatives, neighbours, peer groups and teachers etc, these are the **secondary agencies** of socialization

Parental socialization

- ▶ **Socialization** : the process by which children acquire the beliefs, values, and behaviors considered desirable or appropriate by their culture or subculture.

many researches conducted to know how parents might affect the social, emotional, and intellectual development of their infants and toddlers?

Results were indicated that warm and sensitive parents who often talk to their infants and try to stimulate their curiosity are contributing to positive developmental outcomes. Their children are securely attached, willing to explore, sociable, and show signs of positive intellectual development. It also helps if *both parents are sensitive, responsive caregivers who support each other in their roles* as parents. During the second year, parents continue to be caregivers and playmates. They also become more concerned with teaching children how to behave (and how *not to behave*) in a variety of situations (Fagot & Kavanaugh, 1993).


According to Erik Erikson (1963), this is the period when **socialization begins in earnest**. **Socialization refers to the process** by which children acquire the beliefs, values, and behaviors considered desirable or appropriate by their culture or subculture. Parents must now manage the child's budding autonomy in the hope of instilling a sense of social propriety and self-control. Meanwhile, they must take care not to undermine the child's curiosity, initiative, and feelings of personal competence.

AGENTS OF SOCIALIZATION

- **Family:** There is no better way to start than to talk about the role of family in our social development as family is usually considered to be the important agents of socialization. As infant is completely dependent on others to survive.



Two Major Dimensions of Parenting

- ▶ **Acceptance/responsiveness** a dimension of parenting that describes the amount of responsiveness and affection that a parent displays toward a child.
 - ▶ **Demandingness/control** a dimension of parenting that describes how restrictive and demanding parents are.
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Four Patterns of Parenting

- ▶ It turns out that the two major parenting dimensions are reasonably independent, so we find parents who display each of the four possible combinations of acceptance/responsiveness and control/demandingness. These four parenting styles are described as follows.

1. Authoritarian Parenting

A very restrictive pattern of parenting in which adults impose many rules, expect strict obedience, and will rarely if ever explain to the child why it is necessary to comply with all these regulations. These parents will often rely on punitive, forceful tactics (such as power-assertion or love withdrawal) to gain compliance. Authoritarian parents are not sensitive to a child's differing viewpoint. Rather, they are domineering and expect the child to accept their word as law and respect their authority.

Four Patterns of Parenting

2. Authoritative Parenting

A controlling but flexible style in which parents make many reasonable demands of their children. They are careful to provide rationales for complying with the limits they set and will ensure that their children follow those guidelines. However, they are much more accepting of and responsive to their children's points of view than authoritarian parents. They will often seek their children's participation in family decision making. So, authoritative parents exercise control in a *rational, democratic way that recognizes and respects their children's perspectives*.

3. Permissive Parenting

An accepting but lax pattern of parenting in which adults make relatively few demands, permit their children to freely express their feelings and impulses, do not closely monitor their children's activities, and rarely exert firm control over their behavior.

4. Uninvolved Parenting

An extremely lax and undemanding approach displayed by parents who have either *rejected* their children or are so overwhelmed with their own stresses and problems that they haven't much time or energy to devote to child rearing (Maccoby & Martin, 1983). These parents impose few rules and demands. They are uninvolved and insensitive to their children's needs.

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- ▶ These patterns of parenting are associated with various developmental outcomes, some good and some bad. One program of research that has investigated the relationships between parenting styles and child characteristics clearly indicates, authoritative parenting is associated with many positive outcomes. Research investigating parents who are uninvolved suggests that this may be the least successful style of parenting. For example, by age 3, children of uninvolved parents are already relatively high in aggression and such externalizing behaviors as temper tantrums (Miller et al., 1993). Furthermore, they tend to be disruptive and perform very poorly in the classroom later in childhood (Eckenrode, Laird, & Doris, 1993; Kilgore, Snyder, & Lentz, 2000). These children often become hostile, selfish, and rebellious adolescents who lack meaningful long-range goals and are prone to commit such antisocial and delinquent acts as alcohol and drug abuse, sexual misconduct, truancy, and a wide variety of criminal offenses (Collins & Steinberg, 2006; Pettit et al., 2001). In effect, these youngsters have neglectful (or even “detached”) parents whose actions (or lack thereof) seem to be saying “I don’t care about you or about what you do”—a message that undoubtedly breeds resentment and willingness to strike back at these aloof, uncaring adversaries or at other authority figures. Authoritative parenting is consistently associated with positive social, emotional, and intellectual outcomes. There are probably several reasons for this. First, authoritative parents are warm and accepting—they communicate a sense of caring concern that may motivate their children to comply with the directives they receive in a way that children of more aloof and demanding (authoritarian) parents are not.

Relationships Between Child-Rearing Patterns and Developmental Outcomes in Middle Childhood and Adolescence

Child-rearing pattern	Outcomes	
	childhood	adolescence
Authoritative	High cognitive and, social competencies	High self-esteem, excellent social skills, strong moral/prosocial concern, high academic achievement
Authoritarian	Average cognitive and social competencies	Average academic performance and social skills; more conforming than adolescents of permissive parents
Permissive	Low cognitive and social competencies	Poor self-control and academic performance; more drug use than adolescents of authoritative or authoritarian parents

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- ▶ **Behavioral Control Versus Psychological Control** Brian Barber and his associates (Barber, 1996; Barber, Stolz, & Olsen, 2006) raise another important issue about parental exercise of control that is not captured completely by classifying parents as authoritative, authoritarian, permissive, or uninvolved. They point out that parents may differ in their exercise of **behavioral control—regulating the child’s** conduct through firm but reasonable discipline and monitoring his or her activities, such as withholding privileges, grounding, or taking away toys for misbehavior.
- ▶ They may also differ in the exercise of **psychological control—attempts to influence a child’s** or adolescent’s behavior by such psychological means as withholding affection or inducing shame or guilt. Based on research covered throughout the text, you can probably guess which form of control is associated with more positive developmental outcomes. Parents who rely on firm behavioral control without often resorting to psychological guilt trips tend to have well-behaved children and adolescents who do not become involved in deviant peer activities and generally stay out of trouble. Heavy use of psychological control (or high levels of *both behavioral and psychological control*) are often associated with such poor developmental outcomes as anxiety and depression, affiliation with deviant peers, and antisocial conduct in adolescence (Barnes et al., 2000; Galambos, Barker, & Almeida, 2003; Pettit et al., 2001; Wang, Pomerantz, & Chen, 2007).

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- ▶ These outcomes may reflect the findings that parents who use behavioral control have generally displayed a pattern of supportive but firm guidance, whereas those who rely heavily on psychological control use harsh discipline and attempts to thwart the child's autonomy (Barber & Harmon, 2002; Pettit et al., 2001). Heavy use of psychological control can be construed as a strong intrusion on a child's sense of self and self-worth (Barber et al., 2006). It may be difficult, indeed, to feel very autonomous, self-confident, and self-reliant when psychologically controlling parents are often sending the message that "you are loathsome or shameful for ignoring me and behaving inappropriately"—a message that may depress the child or push her away, often into the arms of a deviant peer group.



**THANKS
FOR
WATCHING!
MY
PRESENTATION**