Agents of Socialization

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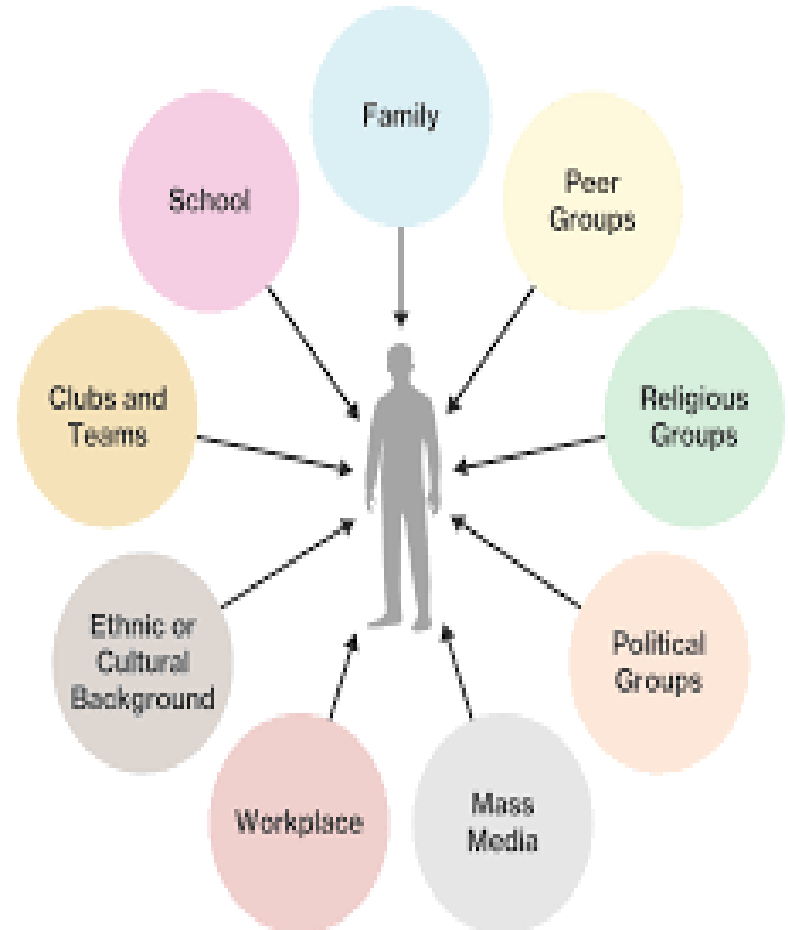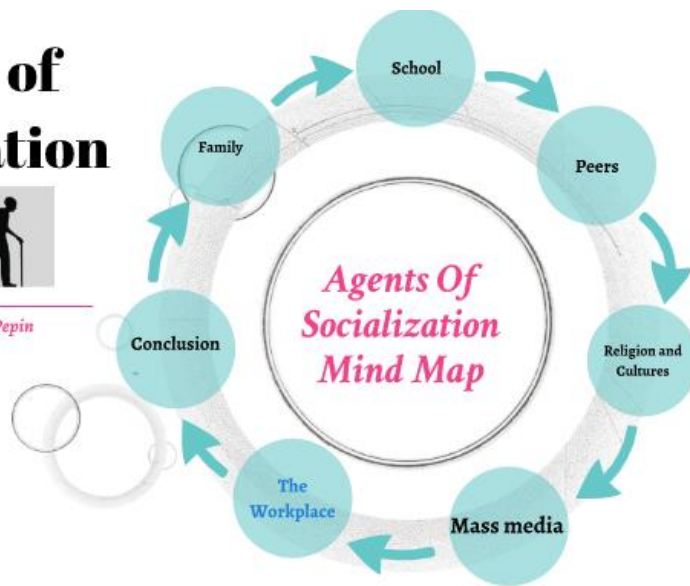**Email-priyamvadapreet@gmail.Com**

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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.

- These interactions include the parents' expression of attitudes, values, interests and beliefs as well as their caretaking and training behaviour. Some of this informal learning arises through interactions with relatives, neighbours, peer groups and teachers.

Agents of Socialization

Presented by Brynn Pepin

Agents Of Socialization Mind Map

School
Peers
Religion and Cultures
Mass media
The Workplace
Conclusion
Family

Family
School
Peer Groups
Religious Groups
Political Groups
Mass Media
Workplace
Ethnic or Cultural Background
Clubs and Teams

The family

Among the various social groups, the family occupies the first and the most significant influence for the social development of the child. It does not only provide the hereditary transmission of basic potential for his development, but also provide environmental conditions, personal relationship and cultural patterns.

The home derives its force in the life of the child from one salient psychological fact namely, the determinative weight of early associations and conditionings in later conduct. Research investigators have noted the potency of early conditioning and that long before the child reaches school age his native tendencies are heavily overlaid with a superstructure of conditioned reactions. Chauhan (1963) found that truants lacked love of the mother in early years of development. Parent child relations have various dimension of interaction and as such, remain basic for socialisation of the child. Child's acquisition from the parents in terms of "acceptance—rejection, 'dominance-submission', 'lovelate', 'democracy-authoritarianism, 'trust-distrust', 'reward-punishment', tolerance etc. determine his adjustment and potentiality of behaviour not only in the family but in other social spheres of interaction as well. Parent child relationship determine behavioural adjustment of the child in family as well in other areas.)

Jai Prakash and Govind Tiwari (1974) conducted a study on parent-child relationship and drop-out behaviour of 100 drop out and 100 non-dropout students taken from 201 primary schools of Agra city. Author applied 5 point scale and an interview schedule. They found that the dropout parents, in their treatment toward children give significantly greater weight to punishment, cooperation and autocracy. The non-dropout parents lay significantly greater emphasis upon possession, trust, help, love and dominance.

The School as a Socialization Agent

- ■ Schools influence many aspects of development.

- ■ Formal school curriculam teach academic knowledge.

- ■ Schools' informal curricula teach children skills that help them to become good citizens.

- ■ "Effective" schools produce positive outcomes such as low absenteeism, an enthusiastic attitude about learning, academic achievement, occupational skills, and socially desirable patterns of behavior.

- ■ Research suggests that the following characteristics do not influence a school's "effectiveness":

- ✓ monetary support

- ✓ school and class size

- ✓ ability tracking

- ■ Research suggests the following characteristics that make schools "effective":

- ✓ students who are highly motivated and intellectually competent

- ✓ a positive, safe school climate

- ✓ an effective "goodness of fit" between students and schools

- ✓ a scholastic atmosphere stressing:

- ✓ an academic emphasis

- ✓ challenging, developmentally appropriate curricula

- ✓ authoritative classroom management and discipline

The Effects of Television on Child Development

- ■ Although children watch a lot of TV and it can influence their behavior, research suggests that watching TV in moderation is not likely to impair children's cognitive growth, academic achievement, or peer relations. Cognitive development and experience watching television lead to increases in **television literacy during middle childhood and** adolescence. Televised violence can instigate aggressive behavior, instil **mean-world beliefs, and desensitize children** to aggression. TV also presents stereotypes that influence children's beliefs about ethnicity, race, and gender.

- ■ On the positive side, children learn prosocial lessons and put them into practice after watching acts of kindness on TV.

- ■ Educational programs such as *Sesame Street have been* quite successful at fostering basic cognitive skills, particularly when children watch with an adult who discusses the material with them and helps them to apply what they have learned.

Child Development in the Computer Age

- ■ Children benefit, both intellectually and socially, from their use of computers.
- ■ **Computer-assisted instruction (CAI) often improves** children's basic academic skills, especially when basic drills are supplemented by discovery programs that are presented as games.
- ■ Word-processing programs foster the growth of writing skills; and computer programming facilitates cognitive and metacognitive development.
- ■ Despite the advantages associated with children's use of computers, critics fear that-
- ✓ violent computer games may instigate aggression; and
- ✓ harm may result from children's unrestricted access to the Internet.
- ■ Research suggests that exposure to the Internet benefits children academically, socially, and in their healthy biological development.
- ■ Concerns about Internet exposure can be addressed if parents
- ✓ learn the technology;
- ✓ place computers in rooms the family frequents;
- ✓ plan family activities in advance and include the teen;
- ✓ limit the teen's online time; and
- ✓ monitor online activities.

Religion, government and peers as agent

* **Religion:** Like home, religion has long been regarded as a primary social institution. Religion plays a dominant part in the determinant of the direction of social functioning of the child. Religion is also of dominant influence in the determination of social attitudes.

* **Government**: Government is tremendously potent factor in the determination of the conduct lines in the individual. Brij Mohan (1969) has advocated for the reorientation of social policy for the welfare of the children. Government frames social policy for removing poverty and appalling backwardness of the Indian masses that is just conducive to the individual development.

* **Peer group:** The child is introduced to the social world outside his family, mainly for play purposes and for seeking friends of his choice in the immediate neighbourhood. The peer group satisfy various needs of the children like acceptance, achievement, affection, approval belongingness, fame and recognition, expression of thought and opinion etc. They play an important role in the social development of the child because of their emphasis on education in the rights of others, in acceptance of common group rules and discipline, in mutual understanding and cooperation, in play and activities and in the consciousness of a sense of justice.

Other agents

- **Physical environment**: In these days of considerable urbanisation, much attention has been given to the effects of certain special types of environments, such as population, congestion, upon social behaviour. It has been established that there is a lower incidence of juvenile delinquency in the areas contiguous to play fields than other parts of congested areas.

- **Class Status**: The role of class status in adjustment is illustrated in the results of an investigation by Heintz (1949). Kuhlen and Lee (1943) pointed out that an acceptable social status is necessary for a satisfactory social development. Different patterns of social behaviour are manifested by children from different social strata and socialisation in any given instance cannot be understood without taking this fact into account. In India, the constitution has provided special privileges to the scheduled caste and scheduled Tribes. Still they have not been fully assimilated into the main stream of Hindu society. Untouchability has been declared illegal. Still there is a social distance between so-called upper castes and lower castes. Prejudices are prevalent in Indian society. All these factors play an important role in the socialisation process of Indian child.

- The available evidences strongly support the view that though the genetic endowments provide the essential basis and set limits for both physical and psychological development, the potentialities of a child for functional activities depend upon the physical and socio-cultural ecology. The socio-cultural environment charged by a given set of relatively stable but subtle agents of forces in the form of rites and rituals, mythology and beliefs, egoideals, traditions and community practices, permeates into the fabric of plastic personality of the child through the parents, who, thus acquire the status of trustees of social norms and