

PROCESS OF SOCIALIZATION AND ACCULTURATION OF THE CHILD-CRITICAL APPRAISAL OF THE ROLE OF SCHOOL, PARENTS, PEER GROUP AND THE COMMUNITY.

SOCIALIZATION

Family as a social institution. Socialization is basically the learning of social values and roles by its members. It learns to control and regulate. The child has an inborn capacity to learn and to communicate. Gradually, it also learns to internalize the values and norms. The mode of learning to live in society is called the process of socialization. Socialization is a process of owning, adopting and initiating the newborn, stage by stage, in the family, community and society.

DEFINITIONS OF SOCIALIZATION

According to E.S. Bogardus “Socialization in the process of working together, of developing group responsibility or being guided by the welfare needs of others”.

According to W.F. Ogburn “Socialization is the process by which the individual learns to conform to the norms of the group.

According to Lundberg, “Socialization consists of the complex processes of interaction through which the individual learns the habits, beliefs, skills and standards of judgment that are necessary for his effective participation in social groups and communities”

STAGES OF SOCIALIZATION

The socializing agent does not try to teach everything at once. He concentrates on one task or on a few tasks at a time. Moreover, the process of accomplishing any one of the aims of socialization is gradual. Social scientists have earmarked four different stages of socialization from infancy to adulthood. These are:

- i) The oral stage
- ii) The anal stage.
- iii) The oedipal stage, and
- iv) Adolescence.

At the first stage the infant builds up fairly definite expectations about feeding time, and he learns to signal his pressing needs for care. During this stage, the infant is not involved in the family as a whole. He is involved only in the subsystem consisting of himself and his mother.

The anal stage of socialization covers the period between first and third year of child's life. Toilet training is the main focus of this stage. During this stage the child internalizes two roles- his/her own and that of his/her mother, now clearly separate. The child receives love and care and gives love in return.

The third stage extends from about the fourth year to puberty. During this stage the child becomes a member of the family as a whole. The child identifies itself with the social role ascribed to him/her on the basis of his/her sex.

The fourth stage begins roughly at puberty. At this stage young boy or girl wants to be free from the control of parents. The 'crisis' of this period is precisely the strain produced by much greater demands for independence. By the time the individual attains maturity major part of socialization is over, though it continues for whole of the life.

SOME IMPORTANT CHARACTERISTICS OF SOCIALIZATION:

- i) It is a lifelong process.
- ii) It helps in the inculcation of principles, values and symbols of a social system.
- iii) It enables a person to enact certain roles.
- iv) The roles that one enacts are in accordance with what he has learnt from the process.
- v) The roles a person enacts are the expressions of his social nature.
- vi) The development of the social nature enables the person to participate in social life.
- vii) The nature of what one communicates in society is determined by the influence of one's interaction with the society.
- viii) Most human behaviour is learned, not instinctive. The capacity of the child to learn and to internalize is called the plasticity of human nature.

SOCIO – CULTURAL FACTORS

Socio cultural factors are customs, lifestyles and values that characterize a society or group. Cultural aspects include concepts of beauty, education, language, law and politics, religion, social organizations, technology and material culture, values and attitudes. Social factors include reference groups, family, role and status in society, time and available resources. An understanding of socio cultural factors is crucial in developing marketing strategies for businesses or organizations seeking action from particular groups.

AGENTS OF SOCIALISATION

1. Family
2. School
3. Peer Group
4. Community

1. FAMILY

The child's first world is that of his family. It is a world in itself, in which the child learns to live, to move and to have his being. Within it, not only the biological tasks of birth, protection and feeding take place, but also develop those first and intimate associations with persons of different ages and sexes which form the basis of the child's personality development. The family is the primary agency of socialisation. It is here that the child develops an initial sense of self and habit-training—eating, sleeping etc. To a very large extent, the indoctrination of the child, whether in primitive or modern complex society, occurs within the circle of the primary family group. The child's first human relationships are with the immediate members of his family—mother or nurse, siblings, father and other close relatives. Here, he experiences love,

cooperation, authority, direction and protection. Language (a particular dialect) is also learnt from family in childhood. People's perceptions of behaviour appropriate of their sex are the result of socialisation and major part of this is learnt in the family. As the primary agents of childhood socialisation, parents play a critical role in guiding children into their gender roles deemed appropriate in a society. They continue to teach gender role behaviour either consciously or unconsciously, throughout childhood. Families also teach children values they will hold throughout life. They frequently adopt their parents' attitudes not only about work but also about the importance of education, patriotism and religion.

Family is the foremost and most important institution that affects the socialization of the child. The child opens his eyes in the lap of his mother. After that, he comes in contact with his family members. He imitates the family members to learn their language and behavioural norms. He repeats the tasks that are approved by his family, and keeps away from doing those that are forbidden in the family, and thus he adjust himself in the family. These attributes developed in childhood are very stable. Thus, family is the foremost and most effective agency of the socialization of the child.

Socialization in the Home context

Family is actually his/her first School, Mother is her most loving teacher. Family is the first and most important Agency of Socialization. The Child initially comes in contact with parents and other family members. As a result, it imitates their actions and behaviour pattern through different forms of responses, such as, anger, screaming, smiles and through movements of arms, hands and legs etc. These kinds of special gestures help it to integrate itself with its family. The Child spends a maximum period of time here. In the family the child comes in contact with his parents, brothers and sisters, uncles, aunties, cousins, grand parent etc. and he learns many habits and behaviour from them. Love, sympathy, co-operation, tolerance, consideration and many other qualities are learnt in the family first. The Child also learns many ideals, customs and traditions, first of all from his family. Family as a Social Institution Family is a crucial primary agent of Socialization. Family is the smallest unit of society and represents it in all aspect. It is the locus of early socialization or the internalization of basic values of culture because the child is most plastic and exposed longest in the dependent relationship with parents. The basic requirements involved in walking, playing with other children, eating, toilet training and generally dealing with adults are learned in an informal way. The family is also the source of internalization of the basic cultural vocabulary of the child. The learning of roles in family takes place with effective orientation of the parents towards the child. Parents and siblings as role models invoke less anxiety, because the family situation offers security to the child. In primitive society the family used to be the chief seat not only of socialization but also of education. Learning of role was hereditary and the household being the place of work, all arts, skills and crafts were learnt under the guidance of the older kinsfolk. The stability of occupational roles, lack of social mobility and kin-bound relation of work and trade made the education system of peasant society homogeneous and static, and the process of socialization simple and smooth. With the growth of an industrial society, the established order of peasant society is broken. The family structure also changes and its size becomes smaller with a predominance of nuclear and neo-local types. The chief mechanism of socialization, such as, learning, adjustment etc. becomes more complex as a number of opposite standards of values of morality and patterns of life prevail in the same community, sometimes even in the same family. The role of the family

in the socialization process and education is now taken over more and more by other agencies mainly the school. Another function performed in the family is the education of children. The family is an important educational agency. The children learn the first letters under the guidance of parents though today he/she learns them in the kindergarten. The traditional family was the centre of vocational education because the children from early childhood were associated with the family task. The modern family has delegated the task of vocational education to technical institutes and colleges.

2. SCHOOL

After family the educational institutions take over the charge of socialisation. Schools not only teach reading, writing and other basic skills, they also teach students to develop themselves, to discipline themselves, to cooperate with others, to obey rules and to test their achievements through competition. Schools teach sets of expectations about the work, profession or occupations they will follow when they mature. Schools have the formal responsibility of imparting knowledge in those disciplines which are most central to adult functioning in our society. It has been said that learning at home is on a personal, emotional level, whereas learning at school is basically intellectual.

School is another important agent of socialization . School is the child's first experience with formal and public evaluation of performance. In school, the behaviour and work of the children are evaluated by the same standards and judgments and are made public to the others in class as well as to the parents. In the school children tend to develop those traits which facilitate social interaction throughout life. The children of different families, different castes, different religions, different economic statuses and different social levels study in school. There is a difference in the language and behavioural norms of these children. The school provides an environment in them where children take part in collective activities to learn the language and manner of behaviour as approved by all and thus adjust themselves in the wider society. The children are trained in controlling themselves and behaving in a socially approved way. A narrow attitude is developed in the family, neighbourhood and caste. The school transform his narrow attitude in to wider attitude. After having passed out of schools, the children become able to adjust in any society. The society in which they have to live further, they adopt its lifestyle and adjust to it. How far school succeeds in the socialization of the child depends on two factors.

1. School Environment
2. The children.

1. The school environment

The Principal and teachers of the school have a broad attitude. They don't differentiate among the children on the basis of caste, religion, economic status and social level etc. and treat children equally. The socialization of children in such a school is affected properly. The school that is based on a particular caste cause impediments in the socialization of the children.

2. The children

The children are prejudiced, they do not follow the rules of the school and in such a case their socialization can't be affected. Two facts about child's socialization are especially significant.

1. The child who live in these social group after birth, all of these are either helpful or hindrance in his socialization. If the members of these social groups are educated and conduct

themselves according to the behavioural norms acceptable to society. The socialisation of the child takes place in the right direction. Now, whether it is family, neighbourhood, caste of the whole community, the child's socialization depends on this fact: how educated its members are and how social they are.

2. The socialization of children is special in that their socialisation from birth to adolescence occurs at a very rapid rate. After that, they adjust to the members of the desired social group by learning its rules and behavioural norms. Family and neighbourhood have the foremost influence during infancy. But behavioural norms are guided by school during childhood and adolescence. The children who do not receive school education, their socialization occurs in a narrow manner and the children who receive school education for a longer period their socialization occurs more widely. These two facts make out that school plays a double role in the socialization of children. This role can be played by the school when their teachers are aware. In modern industrial society the school system has emerged as one of the most potent agencies of socialization. School offers two contests for the students.

3. PEER GROUP:

Besides the world of family and school fellows, the peer group (the people of their own age and similar social status) and playmates highly influence the process of socialisation. In the peer group, the young child learns to conform to the accepted ways of a group and to appreciate the fact that social life is based on rules. Peer group socialisation has been increasing day by day these days.

Young people today spend considerable time with one another outside home and family. Young people living in cities or suburbs and who have access to automobiles spend a great deal of time together away from their families. Studies show that they create their own unique sub-cultures—the college campus culture, the drug culture, motorcycle cults, athletic group culture etc. Peer groups serve a valuable function by assisting the transition to adult responsibilities.

Teenagers imitate their friends in part because the peer group maintains a meaningful system of rewards and punishments. The group may encourage a young person to follow pursuits that society considers admirable.

On the other hand, the group may encourage someone to violate the culture's norms and values by driving recklessly, shoplifting, stealing automobiles, engaging in acts of vandalism and the like. Some studies of deviant behaviour show that the peer group influence to cultivate behaviour patterns is more than the family.

Why do some youths select peer groups which generally support the socially approved adult values while others choose peer groups which are at war with adult society? The choice seems to be related to self-image. Perhaps, this dictum works—"seeing- is behaving". How do we see ourselves is how we behave.

The habitual delinquent sees himself as unloved, unworthy, unable, unaccepted and unappreciated. He joins with other such deprived youths in a delinquent peer group which reinforces and sanctions his resentful and aggressive behaviour. The law-abiding youth sees

himself as loved, worthy, able, accepted and appreciated. He joins with other such youths in a conforming peer group which reinforces socially approved behaviour.

4. COMMUNITY

High-quality, easily accessible services that provide support not only to young people but also to their families are important in minimising the impact of social and cultural risk factors such as unemployment or single parent families. Just as important as access to 'structured' community resources are the intangible community supports which allow families and their children to feel a connection and a sense of belonging within the community. Often rural and remote communities lack adequate organizations/services/resources to support parents and young people. As a consequence the informal linkages and support networks become even more important in providing a strong feeling of belonging and support for both parents and young people.

Community is a large social group. The socialization of the children in a community of different civilizations and cultures and in a community of one language, one civilization and one culture is different. The children in the community with one language, custom, tradition and culture, come in contact with the members of that community speaking the same language having similar behavioural norms and customs and traditions, though they come from different families. As a result, the direction of their Socialization is same. As a result, the direction of their socialization is the same. On the contrary, the children of a community having different languages, religion and culture find themselves in a different environment. It is true that the attributes of family and caste are ineradicable, yet different. The Civilization and culture of the community have an effect on the children. Cultural differences in the community are an impediment in the socialization of the child. The festivals and celebrations of the community play an important role in the socialization of the child. The children come into contact with others on those occasions. The outcome of this contact is both competition and cooperation. A little care in this regard can help inculcate permanent emotions towards the language, art, culture, history, civilization and culture of one's own community. We should make an effort towards it. Only under such circumstances can the community be helpful in the socialization of the children. The community in which the child takes birth, he/she has to live and adjust in it. If he/she does not adjust in it, he/she can't live happily. Whatever the type of community, its cooperation is needed for complete socialization of the child. The Child's socialization takes place by his taking part in group activities of the community. So it is essential that we allow the child to take part in group activities of the community. And it is the duty of a community to construct different groups, organizations and institutions to become helpful in the socialization of the children.

ACCULTURATION

Acculturation can be defined as the 'process of learning and incorporating the values, beliefs, language, customs and mannerisms of the new country immigrants and their families are living in, including behaviors that affect health such as dietary habits, activity levels and substance use. John Berry's (1994; 2001) model includes four types of acculturation strategies:

1. Integration,
2. Assimilation,
3. Separation, and
4. Marginalization.

Acculturation is defined as “the process of cultural change that occurs when individuals from different cultural backgrounds come into prolonged, continuous, first-hand contact with each other” (Redfield, Linton, & Herskovits)

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