



Socialization Processes and Children Development in the Family

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Abstract:

Process by which individuals acquire the knowledge, language, social skills, and value to conform to the norms and roles required for integration into a group or community. It is a combination of both self-imposed (because the individual wants to conform) and externally-imposed rules, and the expectations of the others. In an organizational setting, socialization refers to the process through which a new employee 'learns the ropes,' by becoming sensitive to the formal and informal power structure and the explicit and implicit rules of behavior. See also organizational culture and orientation. In this article the author wants to convey via this study that how the children socialized and its various developments in his/her family.

Keywords: *Culture, Community, Development, Natural Socialization, Personality Formation, Socialization*

1. Introduction

Socialization is the process by which children and adults learn from others. We begin learning from others during the early days of life; and most people continue their social learning all through life (unless some mental or physical disability slows or stops the learning process). Sometimes the learning is fun, as when we learn a new sport, art or musical technique from a friend we like. At other times, social learning is painful, as when we learn not to drive too fast by receiving a large fine for speeding.

Natural socialization occurs when infants and youngsters explore, play and discover the social world around them. Planned socialization occurs when other people take actions designed to teach or train others -- from infancy on. Natural socialization is easily seen when looking at the young of almost any mammalian species (and some birds). Planned socialization is mostly a human phenomenon; and all through history, people have been making plans for teaching or training others. Both natural and planned socialization can have good and bad features: It is wise to learn the best features of both natural and planned socialization and weave them into our lives.

Positive socialization is the type of social learning that is based on pleasurable and exciting experiences. We tend to like the people who fill our social learning processes with positive motivation, loving care, and rewarding opportunities.

Negative socialization occurs when others use punishment, harsh criticisms or anger to try to "teach us a lesson;" and often we come to dislike both negative socialization and the people who impose it on us.

2. Process of Socialization

Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture we are born into as well as the roles we are to play in life. For instance, girls learn how to be daughters, sisters, friends, wives, and mothers. In addition, they learn about the occupational roles that their society has in store for them. We also learn and usually adopt our culture's norms through the socialization process. Norms are the conceptions of appropriate and expected behavior that are held by most members of the society. While socialization refers to the general process of acquiring culture, anthropologists use the term enculturation for the process of being socialized to a particular culture. You were enculturated to your specific culture by your parents and the other people who raised you.

Socialization is important in the process of personality formation. While much of human personality is the result of our genes, the socialization process can mold it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences. These very likely accounts for much of the difference between the common personality types in one society in comparison to another.

Successful socialization can result in uniformity within a society. If all children receive the same socialization, it is likely that they will share the same beliefs and expectations. This fact has been a strong motivation for national governments around the world to standardize education and make it compulsory for all children. Deciding what things will be taught and how they are taught is a powerful political tool for controlling people. Those who internalize the norms of society are less likely to break the law or to want radical social changes. In all societies, however, there are individuals who do not conform to culturally defined standards of normalcy because they were "abnormally" socialized, which is to say that they have not internalized the norms of society. These people are usually labeled by their society as deviant or even mentally-ill.

Large-scale societies, such as the United States, are usually composed of many ethnic groups. As a consequence, early socialization in different families often varies in techniques, goals, and expectations. Since these complex societies are not culturally homogenous, they do not have unanimous agreement about what should be the shared norms. Not surprisingly, this national ambiguity usually results in more tolerance of social deviancy--it is more acceptable to be different in appearance, personality, and actions in such large-scale societies.

3. Stages in socialization Process

Socialization can be conceptualized as a process made up of three stages.

3.1 Pre-arrival Stage

This stage explicitly recognizes that each individual arrives with a set of organizational values, attitudes, and expectations. For instance, in many jobs, particularly high skilled and managerial jobs, new members will have undergone a considerable degree of prior socialization in training

and in school. Pre-arrival socialization, however, goes beyond the specific job. The selection process is used in most organizations to inform prospective employees about the organization as whole. In addition, of course, interviews in the selection process also act to ensure the inclusion of the “right type” determining those who will fit in.

Indeed, the ability of the individuals to present the appropriate face during the selection process determines their ability to move into the organization in the first place. Thus success depends upon the degree to which aspiring members have correctly anticipated the expectations and desires of those in the organization in charge of selection.

3.2 Encounter Stage

Upon entry into the organization, new members enter the encounter stage. Here the individuals confront the possible dichotomy between their expectations about their jobs, their coworkers, their supervisors, and the organization in general and reality. If expectations prove to have been more or less accurate, the encounter state merely provides a reaffirmation of the perceptions generated earlier. However, this is often not the case. Where expectation and reality differ; new employees must undergo socialization that will detach them from their previous assumption and replace these with the organization’s pivotal standards.

Socialization, however, cannot solve all the expectation differences. At the extreme, some new members may become totally disillusioned with the actualities of their jobs and resign. It is hoped that proper selection would significantly reduce this latter occurrence.

3.3 Metamorphosis Stage

Finally the new member must work out any problems discovered during the encounter stage. This may mean going through changes. Hence the last stage is termed as metamorphosis stage. Metamorphosis is complete as is the socialization process – when new members have become comfortable with the organization and their work teams. In this situation they will have internalized the norms of the organization and their co-workers; and they understand and accept these norms. New members will feel accepted by their peers as trusted and valued individuals. They will have gained an understanding of the organizational system- not only their own tasks but the rules, procedures and informally accepted practices as well. Finally they will know how they are going to be evaluated. They will know what is expected of them and what constitutes a good job. Consequently, successful metamorphosis should have positive effect on a new employee’s productivity and the employee’s commitment to the organization, and should reduce the likelihood that the employee will leave the organization any time soon.

4. How are Children Socialized?

Socialization is a learning process that begins shortly after birth. Early childhood is the period of the most intense and the most crucial socialization. It is then that we acquire language and learn the fundamentals of our culture. It is also when much of our personality takes shape. However, we continue to be socialized throughout our lives. As we age, we enter new statuses and need to learn the appropriate roles for them. We also have experiences that teach us lessons and potentially lead us to alter our expectations, beliefs, and personality. For instance, the experience of being raped is likely to cause a woman to be distrustful of others.

Looking around the world, we see that different cultures use different techniques to socialize their children. There are two broad types of teaching methods--formal and informal. Formal education is what primarily happens in a classroom. It usually is structured, controlled, and directed primarily by adult teachers who are professional "knower's." In contrast, informal

education can occur anywhere. It involves imitation of what others do and say as well as experimentation and repetitive practice of basic skills. This is what happens when children role-play adult interactions in their games.

Most of the crucial early socialization throughout the world is done informally under the supervision of women and girls. Initially, mothers and their female relatives are primarily responsible for socialization. Later, when children enter the lower school grades, they are usually under the control of women teachers. In North America and some other industrialized nations, baby-sitters are most often teenage girls who live in the neighborhood. In other societies, they are likely to be older sisters or grandmothers.

This cross-cultural study of socialization is provocative. Perhaps, you are now asking yourself what methods you would use to control the behavior of your children. Would you spank them or threaten to do so? Would you only use praise? Would you belittle or tease them for not behaving? Would you try to make your children independent and self-reliant or would you discourage it in favor of continuing dependence? At some time in our lives, most of us will be involved in raising children. Will you do it in the same way that you were raised? Very likely you will because you were socialized that way. Abusive parents were, in most cases, abused by their parents. Likewise, gentle, indulgent parents were raised that way themselves. Is there a right or wrong way to socialize children? To a certain extent the answer depends on the frame of reference. What is right in one culture may be wrong in another.

Even seemingly insignificant actions of parents can have major impacts on the socialization of their children. For instance, what would you do if your baby cried continuously but was not ill, hungry, or in need of a diaper change? Would you hold your baby, rock back and forth, walk around, or sing gently until the crying stopped, even if it took hours. The answer that you give very likely depends on your culture. The traditional Navajo Indian response usually was to remove the baby from social contact until the crying stopped. After making sure that the baby was not ill or in physical distress, he or she would be taken outside of the small single room house and left in a safe place until the crying stopped. Then the baby would be brought indoors again to join the family. Perhaps as a result, Navajo babies raised in this way are usually very quiet. They learn early that making noise causes them to be removed from social contact. In most North American families today, we would hold our baby in this situation until the crying stopped. The lesson that we inadvertently may be giving is that crying results in social contact. Is this wrong? Not necessarily, but it is a different socialization technique.

4. Conclusion

Socialization is the process of learning social norms in a given culture. This can be gender roles or rules of what is expected in society whether they are moral or not. Socialization is not the actual acquisition of rules and roles of a culture rather is the process in which a person accepts and implements those expectations. Socialization is not solely determined by the environment, but results from the interaction of an individual's genetic make-up, personality, educational experience, and environmental influences.

Socialization, the process whereby an individual learns to adjust to a group (or society) and behave in a manner approved by the group (or society). According to most social scientists, socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behaviour, beliefs, and actions of adults as well as of children. Here

the author tries to convey the process of and the development of the children through socialization.

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