

Unit-3

SOCIALIZATION

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INTRODUCTION

Socialization is not a new process and concept. It is an antique and primitive process and concept. It is predominately an unconscious process by which a newborn child learns the values, beliefs, rules and regulations of society or internalizes the culture in which it is born. Socialization, in fact, includes learning of three important processes: (1) cognitive; (2) affective, and (3) evaluative. In other words, socialization includes the knowledge of how things are caused and the establishment of emotional links with the rest of the members of the society. Socialization, therefore, equips an individual in such a way that he can perform his duties in his society. The agents of socialization vary from society to society. However, in most of the cases, it is the family which is a major socializing agent, that is, the nearest kinsmen are the first and the most important agents of socialization. The other groups which are socializing units in a society vary according to the complexity. Thus, in modern complex society, the important socializing agents are educational institutions, while in primitive societies, clans and lineages play a more important role. Socialization is extremely important thing for all individuals because no one can live in seclusion and social interaction is very crucial and inevitable. All human beings are social animals and survival in loneliness and separation is not pragmatic and practical. There is no fixed time regarding the beginning and the end of this process. However, some sociologists formulated different stages of socialization as childhood, adolescence, adulthood and age sixty five and beyond. Moreover agencies of socialization are also mentioned as family, school, peers, religion, government, media, work, ethnic background, clubs/social groups etc. All the stages and agencies of socialization are discussed in detail in this unit. The role of teacher is very crucial in this regard. The teacher can be a role model in this context of socialization. Therefore, this unit mainly focus on the socializing agents and specifically the teacher.

OBJECTIVES

After reading this unit, you will be able to:

1. Define and understand socialization.
2. Knowledge of socialization process.
3. Awareness of types of socialization.
4. Understand different stages of socialization.
5. Identify the functions of different agencies in socialization.
6. Figure out the role and responsibilities of teacher in the socialization.

3.1 Meaning of Socialization

The meaning of the term socialization varies from content to content and community to community. Therefore some of the definitions are presented below:

1. Socialization is the process whereby individuals are made aware of behaviours that are expected of them with regards to the *norms, beliefs, attitudes, and values* of the society in which they live.
2. Socialization is the means by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience.
3. Socialization refers to the ways in which people learn to conform to their society's norms, values, and roles.
4. Socialization is a gradual process of learning. The newborn child is not taught all the things about social life at once. It proceeds from simplicity to complexity. During the early stages of life (infancy and childhood) socialization takes place within the 'simple' limited social world. Gradually this social world becomes broader and broader and the child is confronted with several things to learn and to adjust.
5. Socialization – the process by which an individual learns how to interact with others and becomes a member of society. Socialization is a complex, lifelong process. We are all products of our social experience.
6. 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.
7. Socialization is the process by which human beings as material organisms living with other material organisms must learn to pattern their behaviour, and adapt it to the ways of acting that are considered appropriate to that society in which they live. Basically, it's how you learn how to act.
8. 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 behaviour. See also organizational culture and orientation.
9. 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.
10. Socialization is a general term for many different ways and processes by which children come to be able to function as members of their social community. It is in part a process of learning and in part a process of being taught, but modern views

of socialization also stress the active role of children in making sense of their social world, and constructing their own ways of being part of their social group. There are also strong predispositions, visible even in very young infants, to engage and interact with other people in preference to all the other objects in the world. Infants seem to be born as social beings.

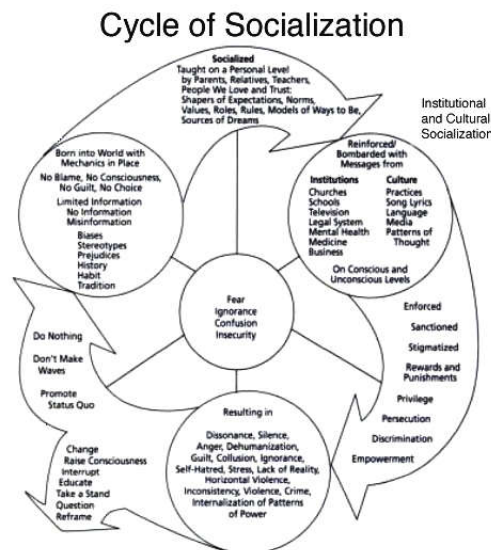
11. Socialization is also a long, drawn-out process and in some respects can continue throughout our whole lifetime: for example when adults find themselves interacting with people from unfamiliar cultures. Even when we join a new social group in our own culture there may be a need to adjust to new ways of behaving.
12. 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.

Activity:

Discuss with your coursemate about the concept of socialization and identify its role in learning process. Summarize how the concept vary from individual to individual.

3.2 Socialization Process

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.



From book: Readings for Diversity and Social Justice By Maurianne Adams.

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.

There are all types of mixes of positive and negative socialization; and the more positive social learning experiences we have, the happier we tend to be -- especially if we learn useful information that helps us to cope up well with the challenges of life. A high ratio of negative to positive socialization can make a person unhappy, defeated or pessimistic about life. One of the goals of Soc 142 is to show people how to increase the ratio of positive to negative in the socialization they receive *from* others -- and that they give *to* others.

Socialization coupled with valuable information about life and the skills needed to live well, can be a powerful tool for promoting human development. We all have an enormous human potential, and we all could develop a large portion of it if we had the encouragement that comes from positive socialization and the wisdom that comes from valuable information about living. Information about both natural and planned socialization can be especially useful.

Our prior socialization helps explain a gigantic chunk of who we are at present -- what we think and feel, where we plan to go in life. But we are not limited by the things given to us by our prior social learning experiences; we can take all our remaining days and steer our future social learning in directions that we value. The more that we know about the socialization process, the more effective we can be in directing our future learning in the ways that will help us most.

Because we were not able to select our parents, we were not able to control much of the first 10 or 20 years of our socialization. However, most people learn to influence their own socialization as they gain experience in life. It takes special skills to steer and direct our own socialization, and many of us pick up some of those skills naturally as we go through life. Having a course on socialization can help us understand *which* skills are most effective in guiding our socialization toward the goals we most value.

It is important to know that we all come into life with a variety of psychology systems that foster self-actualization and favor the development of our human potential. These are the biosocial mechanisms that underlie natural socialization. We can see and study natural socialization by examining the socialization of primates and other mammals. Once we understand the natural biosocial processes, we can try to build strategies of self-actualization that are compatible with the natural biosocial mechanisms we are born with to make self-development as easy and rewarding as possible.

Activity:
Differentiate between positive and negative role of socialization in teaching learning process.

3.3 Types of Socialization

These are the main types of socialization:

1. Primary Socialization:

Primary socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. For example, if a child saw his/her mother expressing a discriminatory opinion about a minority group, then that child may think this behaviour is acceptable, and could continue to have this opinion about minority groups.

2. Secondary Socialization:

Secondary socialization refers to the process of learning that what is appropriate behaviour as a member of a smaller group within the larger society. It is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialization; e.g., entering a new profession or relocating to a new environment.

3. Developmental Socialization:

Developmental socialization is the process of learning behaviour in a social institution or developing your social skills.

4. Anticipatory Socialization:

Anticipatory socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.

5. Resocialization:

Resocialization refers to the process of discarding former behaviour patterns and accepting new ones as part of a transition in one's life. This occurs throughout the human life cycle (Schaefer & Lamm, 1992: 113). Resocialization can be an intense experience, with the individual experiencing a sharp break with their past, and needing to learn and be exposed to radically different norms and values. An example might be the experience of a young man or woman leaving home to join the military, or a religious convert internalizing the beliefs and rituals of a new

faith. An extreme example would be the process by which a transsexual learns to function socially in a dramatically altered gender role.

6. Organizational Socialization

Organizational socialization is the process whereby an employee learns the knowledge and skills necessary to assume his or her organizational role.^[27] As newcomers become socialized, they learn about the organization and its history, values, jargon, culture, and procedures. This acquired knowledge about new employees' future work environment affects the way they are able to apply their skills and abilities to their jobs. How actively engaged the employees are in pursuing knowledge affects their socialization process. They also learn about their work group, the specific people they work with on a daily basis, their own role in the organization, the skills needed to do their job, and both formal procedures and informal norms. Socialization functions as a control system in that newcomers learn to internalize and obey organizational values and practices.

7. Group Socialization

Group socialization is the theory that an individual's peer groups, rather than parental figures, influences his or her personality and behaviour in adulthood. Adolescents spend more time with peers than with parents. Therefore, peer groups have stronger correlations with personality development than parental figures do. For example, twin brothers, whose genetic makeup are identical, will differ in personality because they have different groups of friends, not necessarily because their parents raised them differently.

8. Gender Socialization

Gender role has an important place in Socialization as Henslin (1999:76) emphasized "an important part of socialization is the learning of culturally defined gender roles." Gender socialization refers to the learning of behaviour and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This "learning" happens by way of many different agents of socialization. The family is certainly important in reinforcing gender roles, but so are one's friends, school, work and the mass media. Gender roles are reinforced through "countless subtle and not so subtle ways" (1999:76).

As parents are present in a child's life from the beginning, their influence in a child's early socialization is very important, especially in regards to gender roles. Sociologists have identified four ways in which parents socialize gender roles in their children: Shaping gender related attributes through toys and activities, differing their interaction with children based on the sex of the child, serving as primary gender models, and communicating gender ideals and expectations.

9. Racial socialization

Racial socialization has been defined as "the developmental processes by which children acquire the behaviours, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group". The

existing literature conceptualizes racial socialization as having multiple dimensions. Researchers have identified five dimensions that commonly appear in the racial socialization literature: cultural socialization, preparation for bias, promotion of mistrust, egalitarianism, and other. Cultural socialization refers to parenting practices that teach children about their racial history or heritage and is sometimes referred to as pride development. Preparation for bias refers to parenting practices focused on preparing children to be aware of, and cope up with, discrimination. Promotion of mistrust refers to the parenting practices of socializing children to be wary of people from other races. Egalitarianism refers to socializing children with the belief that all people are equal and should be treated with a common humanity.

Activity:

Visit some schools of your area and conduct an interview of at least 10 teachers and ask the teachers as how they try to socialize their students.
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3.4 Stages of Socialization

There are four basic stages in the socialization process: childhood, adolescence, adulthood and age sixty-five and over. During each of these stages of life, people typically begin to learn and to develop important and useful skills; these skills continue to evolve, carrying over and preparing each of us for the next stages of life. Very early on, organized institutions and specific groups of people help us through these four stages. These agents of socialization include family, school, peers, media, religion and the workplace. Without experiencing the essential stages of socialization and interacting with the agents of socialization, a person's growth and opportunity become stunted.

Childhood is the most important stage of socialization. The first thing that humans go through in life is called primary socialization, in which children develop personality, motor skills, reasoning, language and most importantly, self-concept. A little later in childhood, they are introduced to roles, values and norms. Primary socialization is the building block for socialization throughout the rest of one's life. Without learning and developing these skills early on, a person is not likely to develop them and therefore, will not have the tools to become an active member of society. During the childhood stage, the family acts as the most important agent of socialization. The family provides a nurturing environment that is instrumental in normal cognitive, emotional and physical development. Interaction with one's family allows a person to develop language, to learn and refine simple motor skills - such as shoe tying and eating - as well as to share emotional care and understanding. After the child masters some of the simple life skills, the parents begin to teach the meanings of right and wrong, obedience and conformity; ultimately, our parents teach and give us the foundation for the future of our lives.

It becomes clear that without both the childhood development stage and its accompanying familial involvement, children would be entirely unprepared to survive alone, to interact with others and to move any further toward the next stage, adolescence.

Adolescence is the next stage in the socialization process; it continues the development

of childhood lessons while, at the same time, setting us up for the socialization that will occur during adulthood. During adolescence, the biggest development is taking on independence from one's parents. This dramatic change is noted as anticipatory socialization, during which adolescents learn about and prepare for roles that they may take on later in life, in the stage of adulthood. Prevalent examples of anticipatory and adolescent socialization depend on the role of two agents of socialization, schools and peers. One of the most important things - that families try to set their children up for during the childhood stage - is the social challenges of school. Beyond teaching general knowledge, schools teach and reinforce society's culture, values, norms and ideals. For example, although more freedom of choice has opened up in recent years, girls are generally swayed toward taking home economics while boys usually gravitate toward technology or shop. In many middle schools throughout the country, this reinforced some of the gender norms that were likely learned during childhood and also, seemed to anticipate that girls would be housewives while men while went out into the workforce. Even beyond typical subjects and societal norms, schools teach children about following rules, obeying authority and finally, they are instrumental in introducing us to our peers. Our peers have a big role in the process of socialization, particularly during the stages of adolescence and early adulthood. It is natural for a person to search for acceptance; and so, when one finds a group of people with whom they can identify, they tend to conform to the norms associated with that group. Conforming is also known as giving in to peer pressure, which can lead a person to do a number of things to fit in including, dressing in a certain style, using drugs and participating in extracurricular activities. While fitting into a desired group may be very important to the adolescent individual, this may cause conflict with their family, who helped to shape their personality earlier in life. This, among other conflicts, exemplifies the difficulties of adolescence, particularly with finding oneself and separating from one's parents.

The third stage in the socialization process is **Adulthood**. At this stage, people are likely to be fully prepared for what they will face in life, given their anticipatory experiences during the previous two stages. Although anticipatory socialization exists to prepare us for what will most likely be our future role in society, we must go one step further and enter into the "real world." We will most likely get a job forcing us to go past anticipatory socialization and through professional socialization. This process prepares us for a job by providing the knowledge and cultural background to be successful in our respective work environment.

The workplace is the final ordinal agent of socialization. Most people spend a large portion of everyday at work for many years. People are socialized by their workplace in different ways depending on their occupation. For example socialization as a construction worker is much different from the professional socialization one would encounter as a businessman. A simple difference can be seen in the dress code of each job. They are drastically different, with the construction worker wearing jeans and a t-shirt while the businessman is expected to wear a suit.

The fourth and final stage of socialization is referred to as **age sixty-five and beyond**. In our society, many people enter the world of retirement around the age of sixty-five; entering into retirement can also be called a role exit or referred to as leaving an important social role. This stage of socialization is much less important to the individual, as it does not really set them up for the next stage of their life and in most cases, retirees take up hobbies just to occupy their time.

Activity:

Diffrentiate between adulthood and Adolescence with the help of relevant examples.
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3.5 Agents of Socialization

Agencies of socialization are categorized into two as primary and secondary. Primary agents familiarize a child to the society and family is a crucial primary agent of socialization. Secondary agents or agencies familiarize a child to an organized place or institution and it is more systematic than primary agents of socialization. The best example is none other than the school wherein there is a particular set of rules and regulations to be followed. Family, school, peer groups, mass media, education institutions, work places, religion and politics are key agents of socialization.

Family

Family is the most important and crucial institution of socializing a child. Soon after the birth, a child has to be with the mother and the child learns particular behavioural patterns from her. Of course, this is a crucial experience in his/her life. Subsequently he/she learns to interact with other members/individuals in the family. Activities such as sucking milk, smiling, carefulness and tottering are important in primary socialization. The infant gets fulfilled all physical and psychological needs within the family itself.

Child rearing practices such as nutrition, sleeping and use of toilets are to be trained at home. However, all these practices keep changing from society to society. In Asian countries these practices are experienced with simplicity and relaxation on the contrary rigid practices are followed in western countries since in western countries such as Britain, France, Germany, etc, the mother does not be with the child for a long period of time. However, Asian mother stays with the child for a long period in comparison to western mother.

In addition to child rearing practices, rewarding, threatening, punishing, bargaining and pleading help to socialize a particular child. Intention of all these methods is to make the child conformed to the society.

As far as sociologists are concerned, early childhood experiences affect the personality development. Both love and affection of parents strongly influence the development of his personality. At the same time, lack of warmth, love and affection form an affectionless figure or personality. When a particular individual has both over-affection, he becomes an unbalanced character. The individual who has the excessive love and affection is not self-confident while who is rejected can be harmful to the society.

School

The school is another important and crucial agent of socialization. The child who has been with the family for years extends his relationship with the outer society through school. The child receives his school education from six to eighteen years. The school is known as a micro system and it is an institution where learning takes place and individuals develop. The school provides the intellectual and social experiences from which individuals develop knowledge, skills, customs, beliefs, interest, and attitudes that characterize them and shape their abilities to perform adult roles.

However, provision of good members to the society is the objective of education. Subject knowledge which is being taught by a set of teachers is exclusively a new experience. However, just after the admission to the school emotional bond and relationship the child had with the family and its members keeps reducing. The child is able to develop his skills through the new environment. At the same time he has the ability to identify the school as a place where his ideas and activities are appreciated and admired. The rewards he receives as appreciation, commendation, etc, may influence over the formation of his personality.

Imitation affects the formation of the personality of an individual. The child has the opportunity to associate closely with the teacher in subject oriented activities and in extra curricular activities. He is motivated to imitate his teachers. The personality of the child is formed by following and imitating not only external characteristics of teachers such as accent, behaviour, handwriting, etc, but also their ideas and opinions as well.



Peer Groups

A peer group is a social group consisting of people who are equal in such respects as age, education, or social class. Friendship groups and age grades are also known as peer groups. In course of child's growth, he is motivated to be with the friends of his age. It is mainly prominent from teen ages to adulthood.

The socialization that takes place with peers is different from those of the family and school. Similar tastes, likes, dislikes and ideas influence of the formation of such groups. Those who like sports and music get together and form into groups is such an example. In peer groups, the child acquires a greater understanding in respect of conforming to laws and regulations. The child who does not conform to standard laws and regulations is rejected with ease from his group. Not being able to abide by the rules and regulations of the sports team and being unable to obey the order of its leader may be subjected to ejection.

According to ideas and activities of the members certain controlling methods such as commending, accepting, punishing or rejecting are operative within a group. Children who are disobedient to their children may be subjected to ideas and control of such groups. Peer groups are important as a place where in an individual could discuss certain issues, problems and matters which cannot be discussed with their adults in the family or school. Owing to movement with peers, a particular individual is able to solve certain problems. Socialization takes place by imitating the individuals who are appreciated by the peer group as well. Things such as accent, fashions, hair styles, ways of behaviour, etc, are often imitated.

In peer groups, there may be certain notions that are mismatched with the norms of the adults. It can be a reason for creating conflicts between the two groups. Now and then there are situations in which such groups formed can be mismatched with the society and culture. A friendship group abusing intoxicants or drugs is a group which is incompatible with the culture of the society. The socialization takes place by peer groups may strongly affect the formation of the personality of an individual.

Mass Media

Theorists, like Parsons, and textbook authors, like Ely Chinoy (1960), and Harry M. Johnson (1961), recognized that socialization didn't stop when childhood ended. They realized that socialization continued on into adulthood, but they treated it as a form of specialized education.

Johnson (1961), for example, wrote about the importance of inculcating members of the US Coastguard with a set of values so as to respond to commands and act in unison without question. Some scholars accused theorists of socialization of not recognizing the importance of the mass media which, by the middle of the twentieth century, was becoming more significant as a social force. There was concern about the link between television and the education and socialization of children, a concern that continues today, but when it came to adults, the mass media were regarded merely as sources of information and entertainment, rather than molders of personality.

Some sociologists and theorists of culture have recognized the power of mass communication as a socialization device. Dennis McQuail recognizes the argument: ... the media can teach norms and values by way of symbolic reward and punishment for different kinds of behaviour as represented by the media. An alternative view is that it is a learning process whereby we all learn how to behave in certain situations, and with the expectations which go with a given role or status in society. Thus, the media are

continually offering pictures of life and models of behaviour in advance of actual experience. (McQuail 2005: 494)

However, the most important agent of socialization for the development of the child is the mass media. The Mass Media are the different processes that facilitate communication between the sender of a message and the receiver of that message. It plays an important role in the socialization of children. In fact, there are many types of media; these include newspapers, magazines, radio, films, CDs, Internet, and television. These kinds of media, especially television, affect children's and adult's behaviour in different ways.

Having the mass media as one of our major agents of socialization could be very hard on our society today. When watching different TV shows seeing all those actors and actresses with these great figures hurt many people in the society today. In other ways watching TV could be a good thing when an actor or actress is on TV in different shows or music it could bring many good things like being a role model for an adolescent teenager who wants someone to look up to. Having these agents is a great guideline for people who want to start with a great start with their children or wants to be a good communicator.

The average family in the United States has at least one television turned on for at least seven hours a day. Television is the biggest mass media in a country and has positive and negative aspects. There are some programs which are very helpful with lots of information for the children. For example; on channel thirty-three, there is a good program called "Dora, the Explorer". Children can learn to speak Spanish and also do things such as singing, standing up and pronouncing words in English. On the same channel, there is also a program called "Blue's Clues". In this program, children learn how to think, sing and discover clues. When children watch these programs, they are not the same people anymore because they can become more knowledgeable. These programs are very good because they change children's minds and make the children different from what they were before.

However, there are also television programs that affect children negatively which have too much violence, and unfortunately children love it. Children should not see these kinds of programs because children tend to imitate the fighters. In addition, there are some movies that have a lot of violence and unwanted words and children love these kinds of movies. Children like and learn how to use knives, guns and explosives because they watch it on TV. Sometimes children take the role of their superheroes in real life because they see their favorite actors using these weapons. For example; when children watch the actor stealing a car on TV, they learn from it and they also want to steal because they want to be like their superheroes.

Other agencies of socialization

People are also influenced by other agencies of socialization as well. The other most predominant agent amongst them is religion. Religion or religious conviction forms social and cultural patterns for individuals. The manner the Muslims dress is not the way for other religious groups. Any religion inculcates moral values such as love and compassion for others. Religions do not permit anyone to engage in adultery and theft

and robberies. Also, scouts, youth organizations, the military and employment settings are some agents of socialization. In some countries the military training is even given to ordinary youths recruited for some other professions since it helps to produce individuals with discipline.

3.6 Role of School in Socialization

School is an important part of the society. It is known as social organization because it is the school which provides an exposure to students and it prepares the students to occupy social roles according to their capacities after receiving the school. School is considered as a second home for students because it is a school wherein students pass most of the time of his day and this is utilized in form of learning. Every student learns about social life, social norms and social believes etc and he will be produced as a social being. So in the process of socialization school plays a very significant role. Its functions are as under.

The first and the foremost function of the school is to transmit knowledge and skills to the younger generation. So in the process of socialization, the younger generation can utilize the knowledge and skills. They are become aware about social rights, rules, regulation and social believers so that they live according to their own ideas and knowledge. They develop thinking skill so recreation lies in their behaviour.

School keeps the moral power of the society, secure and also maintain social heritage of the society. This social heritage is handed on the following generation by the school. So it brings awareness in an individual about moral power of society and social heritage. School protects the historical continuity of society. It performs the function of acquainting the new generation with ancient myths and legends and maintaining the patterns of behaviour in the form of traditions and customs. So students become aware about ancient myths and legends and behaviour thereby they behave in a particular social way. The school is like a family, a social; institution which socializes the individual and provides him some experience in social control therefore, the individual will learn to accept the kind of social control that is imposed on him in school and will also demand similar social control from society for this reason, there is a great insistence in democratic countries that the atmosphere in the school should be democratic and we find the democratic climate in school around us which acquaints students with democratic norms of social control which is very important in the process of socialization. Thus students learn how to live with democratic norms and how to behave with each other which help in the process of socialization.

School fosters all round development in personality of students, physical, mental, emotional and social. School involves all students in different co-curricular activities so that students develop physically, mentally and socially, for example curricular activities like Puzzles, games, group discussion, sport related to the curriculum. Which develop students physically, socially and mentally thinking skills and co-curricular or extra activities including debate, elocution, competition, drawing etc develop individual differences and particular skills to students. They also develop social leadership qualities

other political leadership traits etc which indirectly help every individual to be a social being that mean every individual are socialized by such activities.

The school provides social environment before children by organizing students unions, social service camp social functions and parents- teacher association etc. So that all the socially desirable values namely sympathy, co-operation, tolerance, social awakening and discipline in them so school develops social dealing in all children. School works under the light of social ideals and develop the child with reference to such ideals and aims. School encourages children to come in active contact with the libraries and youth welfare countries organized by the community or Govt.

The miniature school life is brought into active and lively contact with wider world out-sides that means school provides a conducive climate. The head masters and teachers allow freedom to the students which make them more responsible. They impart knowledge of social customs and traditions and develop values of society among students.

The importance of the school as an agency of socialization can be divided into three subtopics: the school and society, the classroom, and the teacher. When children begin school it is usually the first time that they come under the supervision of people who are not their relatives. It is likely that the school is the first agency that encourages children to develop loyalties and sentiments that go beyond the family and link them to a wider social order. The school as an agency of socialization should be recognized as the first organizer of social relationships (Elkin & Handel, 1978). The classroom is often seen as a place where the child is easily faced with socializing amongst peers. Since most of the things that children do in the classroom are done in the presence of their peers, they have to learn how to deal with a more formalized group situation? Parental expectations and perceptions of their children's development of both cognitive and motor skills serve to affect the transition to the school environment (Coates & Wagenaar, 1999).

Humor in the classroom touches on socialization, one of the major functions of schools: to acculturate knowledgeable, understanding, compassionate, and empathetic new members to our society (Freda & Pollack, 1997). The teacher also plays an important role in the social development of the child. If one of the tasks of adolescence is to achieve a balance between conformity and rebellion, then the role of the teacher is an important one in assisting children as they attempt that process. When teachers confront a negative student with humor, they often find that this use of humor is an effective way to diffuse the student's anger and hostility. If a teacher and student can laugh together, they can most likely work together and also plan together.

Activity:
Plan a program in the school for student socialization by role play method.

3.7 Teacher as a Role Model

Schools are one of the first places where kid's behaviour and future educational success is shaped. Teachers are carriers of either positive or negative behaviour toward students. The reason why the first years of school are so critical is because kids learn the base of their educational life. Teachers must love their career to pass enthusiasm, to assist, and to provide a warm environment to the students.

Teachers are the second mothers for the students because students spend a lot of time with their teachers. At the same time, a real teacher becomes through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their kids expand, they become experts on the field. We know that mothers look the best for their kids and one of their goals is to raise their kids so they can become professionals and pioneers for the society. Some of the mother's role toward kids is to give them care, love, respect, lead, instruct and to try to form a safe and pleasant environment at their homes. Are these attitudes of the mothers toward their kids related to what the role of the teacher should be with the students in the classroom? If not, what should be the role of the teachers then?

A teacher is someone who becomes through many years of training and experiences in the field. It is urgent for everyone who is a teacher or is planning to become one to get prepared in the field the best they can. All teachers who get prepared will know how to set up rules in the classroom. Those kind of teachers will probably have less problems in their classroom because they will be able to control the classroom.

A teacher carries a big responsibility in her classroom. One reason is that all students depend on her/him. Everything the teacher says will have an impact on the students. If the teacher feels joy or feels anger, it will be spread among children because the attitudes of the teacher gets contagious. If the teacher laughs, students also laugh, why? Because teachers are responsible for the social behaviour in the classroom. If something goes wrong the only responsible is the teacher even if it was not their fault.

The teacher must create a warm and protective environment but at the same time that approach should be professional. If students feel secure in the classroom the result will be shown in the academic progress. A good start could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The first days most of the students are afraid of the teacher because they do not know how is the teacher's personality. It will change until the point that the teacher and students discover to have common hobbies with each other.

Sometimes, the teacher's caring attitudes could have a long positive or negative influence on students. Student's self-esteem could be lifted up because it could create ambitions in their minds for future academic success. Psychologically, students could be affected if they have

problems with their teachers. One of the results could be that students will avoid going to school. As professional teachers, we do not want any conflict with the students.

Sometimes, the behaviour of students demonstrates that something is not going right. Therefore, I think teachers must pay attention to any suspicious signs that could bother the student. As teacher our responsibility is to find out what is going on with the students in the classroom. Kids deep in their hearts feel that teachers could help them but sometimes they are afraid to ask the teacher. This issue is very common in the school. The students prefer to talk to their friends about their problems and sometimes teachers are the last person to find out about the problem. Sometimes is the teacher's fault that students do not seek his/her help because sometimes the teachers do not form a bond of communication. The teachers must let students know how she feels when students do not trust her, maybe it would help students to change their minds about telling the teacher his/her problem.

Often, there is a debate about, if a teacher should be a role model for students. Teachers are being respected by society because they are view as knowledgeable about different subjects of school. Even if teachers do not like to be point out as being role models, it is certainly think they are. Teachers have the qualities to be or become role models for students. Why? Because most teachers respect, love, care, instruct, and guide their students to become a successful person. Students view teacher as being wise therefore they look up for them. Students know that if they need something they just need to ask them. Kids learn from every lesson the teacher gives. At the same time, students should not look to their teacher to copy them but rather to compare and to see the mistakes to not do them in our lives. Students should concentrate in doing their work and being proud of the way they are.

It is essential and crucial for teachers to be prepared because the first years of school are very important for the students. The future education success of the students depends on their first years. It's never late to start about of a relationship between teacher and students. As human, sometimes teachers do things that are not correct, however we always have another chance to do it better. It is believed that teachers need to show respect, caring, become role models, make a pleasant environment, treat students right, instructs them but not be totalitarian, and guides them through the road of success. The only who gets the benefits are the students and sometimes it could be a negative or positive.

A teacher is someone considered as an ideal self or a role model by children. Children see these role models in their parents and also in teachers. Both have a powerful and lasting impact on the behaviour and attitudes of children. It is difficult to say when this influence starts and when it actually stops. What we know is that impressions formed throughout the school years and last a life time. It is therefore very important that teachers demonstrate qualities that impress children and they become examples of ideal self for children.

Teachers have a responsibility to demonstrate highest examples of acceptable behaviour, be it in class or outside the classroom. In other words teachers must walk the talk. In classrooms, we impart knowledge to shape young minds, their attitude, their beliefs,

values and their current and future behaviour. Our objective should be to produce good citizens well-grounded in Islamic teachings, values, culture and beliefs- ready to be a member of a responsible society.

We know the lasting, deep and permanent impressions formed by teachers on young minds. So what are the qualities or attributes that we would like to see in teachers who are in charge of influencing or modelling our children?

How do we become role models as teachers? There are a number of ways that we can act as role models. For example, punctuality is something that we all should value. A teacher who is repeatedly late to classes will find it difficult to convince the students on the value of this behaviour. Similarly a teacher who appears ill-prepared will find it hard to convince the students on the importance of being organized.

To be a successful role model, teachers must demonstrate highest examples in a number of attributes.

Honesty is a key attribute that excellent teachers possess. Teachers must be honest in all the interactions and dealings with children. Teachers should never discriminate among children or play favouritism. These are two highly undesirable behaviours that all successful teachers must avoid at all times. A teacher who is seen to be discriminatory or favouring certain children is eroding the motivation and the respect of other children. Such teachers will find it difficult to discharge their responsibilities and earn the respect of the children that are in their care.

Another quality that we seek in successful teacher is affection. Being human beings we all need love and affection. Children are no exception. Hence, teachers must be affectionate to all the children in their care. It is said that it is the love and affection that children get in this stage of their life that makes them lovable and affectionate human beings later in life.

A third quality of a good role model is that teachers should know his or her subject matter. Children expect teachers to be a source of knowledge and information. This is an attribute that cannot be underestimated. Children by their nature have a longing for learning and seek answers for various questions. Teachers should know that children do not take much time to assess the capacity of a teacher. Hence, the teachers must be current with their knowledge and information through continuous learning and development and by being prepared to class. A teacher should never pretend to know the answer for something he or she does not know. This could be seen as an example of being dishonest. Teachers who admit their limitations will also be teaching children the value of being honest and the importance of accepting human limitations, instead of simply justifying their own actions or behaviour.

A good role model also should respect and be appreciative of the problems that children go through in their life. Many children bring into classrooms problems that take place elsewhere. Good teachers should be willing to listen to children's' problems and be

willing to offer guidance and help wherever possible. In cases, where a teacher is unable to provide further support, a teacher should encourage seeking professional help either in the school or externally. When children know that they can trust and confide in the teachers, they develop confidence and try to address their problems, instead of keeping the problems to themselves. This is very important for the emotional well-being of the children and makes them motivated learners.

Also, in a technology friendly world a teacher should be a role model for acceptable use of technological equipment such as mobile phone. Technology tends to break the traditionally accepted norms and behaviours in society. For instance, playing music on a bus/ferry loudly is unacceptable as it tends to disturb the privacy of others on the bus/ferry. Likewise, talking loud or simply using the mobile phone in a certain space can be a nuisance to the others who use/share the same space, e.g. a hospital ward.

3.7.1 Specific Role of Teacher

1. Teachers are carriers of either positive or negative behaviour toward students.
2. Teachers must love their career to pass enthusiasm, to assist, and to provide a warm environment to the students.
3. Teachers are the second mothers for the students because students spend a lot of time with their teachers.
4. A teacher is someone who becomes through many years of training and experiences in the field.
5. A teacher carries a big responsibility in her classroom. One reason is that all students depend on her/him.
6. The teacher must create a warm and protective environment but at the same time professional.
7. Sometimes, the teacher's caring attitudes could have a long positive or negative influence on students.
8. Sometimes, the behaviour of students demonstrates that something is not going right. Therefore, the teachers must pay attention to any suspicious signs that could bother the student.
9. The teachers must let student know how he/she feels when students do not trust in her maybe it would help students to change their minds about telling the teacher his/her problem.
10. A teacher is someone considered as an ideal self or a role model by children.
11. Teachers have a responsibility to demonstrate highest examples of acceptable behaviour, be it in class or outside the classroom.
12. We know the lasting, deep and permanent impressions formed by teachers on young minds. So what are the qualities or attributes that we would like to see in teachers who are incharge of influencing or modeling our children?

Activity:

Discuss with your coursemate about the role of teacher as agent of socialization in community and analyze their opinions.

3.8 Summary

At last we have the ability to come to a conclusion that the socialization is the persistent process of familiarizing individuals to the society. Socialization provides an understanding in respect of society and culture in which the individual lives and also helps to form his personality. The institutions that make the individuals familiarize to the society are known as agents of socialization. Amongst them the primary socialization is done by family influences the formation of individual's personality. In addition to it, school, peer groups, mass media, religion, work place and politics influence in forming a particular individual's personality.

3.9 Self-Assessment Questions

1. Define socialization. Why is it important for the human beings to study the same?
2. Distinguish between different types of socialization.
3. How do different stages of socialization influence the developmental stages of a child?
4. Discuss in light of the education, how do schools influence the children in bringing up their socialization process?
5. How do teachers positively act as role models in the society?

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