PARENTS DECISIONS REGARDING CHILDS' SOCIALIZATION: A COMPARATIVE ANALYSIS OF UPPER AND LOWER CLASSES AT SARGODHA DISTRICT

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This research thesis is submitted in partial fulfillment of the requirement for the Master of Philosophy in Social Work

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SESSION: 2012-2014

CERTIFICATE

This is to certify that research scholar Mr. Muhammad Rameez MohsinM.Phil Scholar department of social work, University of Sargodha (Session 2012-2014), has completed his research study on, **"Parents Decisions regarding Childs' Socialization: a Comparative Analysis of Upper and Lower Classes at Sargodha District**He utilized all his efforts to accomplish research work with full dedication and devotion. This research study is the outcome of his efforts, he has really produced a worth full and constructive study.

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DEDICATION

Dedicated

To

My Beloved Mother

&

Respected Teachers

Whose love, affection, kindness, encouragement, guidance, untiring

efforts & prayers enabled me

to stand where I am

ACKNOWLEDGEMENTS

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ABSTRACT

It is vital to make certain that the children, who constitute a significant and notable portion of the country's population, are defended from numerous complications that stem from the decisions undertaken by parents in the childhood that are related to socialization of (their children. These impotent and less then apt decisions can certainly lead to mitigation and dilapidation of that specific potency within children that is vital for facing the challenges of society. To put it concisely, such decisions affect the social prowess that a child entails; It can be stated without a shred of doubt or misgiving that Children comprise one of the most integral and irreplaceable of components in regards to society. It is also therefore true that the decisions undertaken by parents in regards to the socialization of their children are instrumental in their social molding. These decisions decide as to what the social prowess levels the children will display later on in their lives. The behavior of the parents combined with their capacity to act as prospective role models for their children is what decides the level and nature of the socialization that is imbued within the children. This study will be conducted while keeping the objective mentioned above in view. This study will be executed with the deliberation of baring and clarifying the difference and discrepancies that exist in the realm of decision making amongst parents of the two main classes of society, those being the Upper and lower classes. This research will undoubtedly shed much needed illumination on the level of devotion and focus that the respondents from the aforementioned classes apply upon decisions related to the caring and rearing of their progeny and will also speak for, to an adequately contenting extent, about the effectualness and workability of these decisions. Moreover, there exists between the child and parents, the occurrence of Reciprocal Socialization as well. Reciprocal socialization "is a socialization process that is bidirectional: children socialize parents just as parents socialize children". For instance, the interaction amongst mothers and their infants is sometimes exemplified as a dance or dialogue in which following actions of the participating partners are coordinated on a close level e.g. If a mother smiles then the infant will try to smile as well and vice versa. The nature and positive magnitude of the coordination and imitation of the aforementioned actions will dictate the level of social prowess thai will be ingrained

within the child. The effectiveness will be gauged in terms of the psychological, physical and social poignancy and potency of the children hailing from me classes that would be subjected to examination. The area of research will be a blend of psycho-social parameters with the eventual objective of researching and vivifying the knowledge as well as results coveted and required. This study was conducted in order to assess the difference that exists between decisions taken by parents from Upper and Lower Class regarding their children. It was a step taken in order to gauge the level of discrepancy that exists in the aforementioned parameters. This study was also aimed at discovering the level of social prowess that a child acquires as a result of his or her socialization (which in turn is affected by parents' decisions regarding the latter). Towards this purpose, the researcher selected about 200 respondents From the city of Sargodha. The respondents were selected through Cluster Sampling method i.e. 100 from Cluster of upper class respondents and 100 from the lower class. The more posh areas of Sargodha, such as Sherzarnan Town, Umer Park, Madina Town etc, were chosen as reaping grounds for upper class respondents while areas like Tariqabad. Jinnah Colony etc. were chosen for selection of lower class respondents. Interview schedule was employed as the tool ofdala collection and once the dala was garnered, it was subjected to SPSS (Statistical Package for Social Sciences) for requisite classification and processing.

Chapter No. 1

INTRODUCTION

Introduction

The decisions taken by parents in the course of a child's early life have, indubitably, major and profound ramifications on the level of social prowess that they exhibit later on in life. Parental behavior affects the child's personality and the likelihood of his or her developing problems of a psychological and social sort. The most vital qualities in this perspective are whether and how parents transmit their sentiments of love to a child, the disciplinary techniques they employ, and their behavior as role models. To elucidate, social prowess here is a term that pertains to the intensity of one's confidence, self-assurance, interaction with peers and other members of society, and the attributes of prominence such as leadership, calculation and so forth exercised in the context of society. As a parent, one provides his or her children with their first glimpse of social behavior such as crucial functions like how to manage conflicts, engaging in conversations with others and navigation of day-to-day interactions. Likewise, the degree to which one bonds with his or her child can set him or her up to have either positive or negative social interactions in the context of his early childhood years and as he or she reaches the cusp of adolescence. This study will be executed with the deliberation of baring and clarifying the difference and discrepancies that exist in the realm of decision making amongst parents of the two main classes of society, those being the Upper and lower classes. This research will undoubtedly shed much needed illumination on the level of devotion and focus that the respondents from the aforementioned classes apply upon decisions related to the caring and rearing of their progeny and will also speak for, to an adequately contenting extent, about the effectualness and workability of these decisions. Moreover, there exists between the child and parents, the occurrence of Reciprocal Socialization as well. Reciprocal socialization is a socialization process that is bidirectional; children socialize parents just as parents socialize children. For instance, the interaction amongst mothers and their infants is sometimes exemplified as a dance or dialogue in which following actions of the participating partners are coordinated on a close level e.g. If a mother smiles then the infant will try to smile as well and vice versa. The nature and positive magnitude of the coordination and imitation of the aforementioned actions will dictate the level of social prowess that will be ingrained

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Definition of a Child?

Speaking biologically, a child is a person, a human being if you will, who is ensconced amid the stages of birth and puberty. On the other hand, when pertaining to a legal perspective, a child may translate to a minor, or to be more precise, a younger person who is younger in age in contrast or comparison with the majority. A child is also identified and described by the relationship that he or she holds in conjunction with a parent, like sons or daughters for instance within whichever age group.

Children are susceptible and subjected to a variety of social issues that can influence and exert an effect on them. These include child poverty, dysfunctional families, bullying, education etc.

The Social Significance of Childhood

The basic attitudes of a child when it comes to interacting with life spring from the period of childhood. These are essential and are inculcated within a child during the aforementioned period of life. There are various social skills that are absorbed by a child in this stage such as:

Respect for Others

This is learned within the child's household as his parents teach him to respect his or her elders (brothers, father, mother, uncles, aunts, sisters etc.).

Learning to Relate to Other People that are loved

This is yet another skill that the child acquires through the nurturing relationship that he or she entails with his or her parents. The parents teach the children to love them (the

parents) and in doing so become capable of transmitting that love and affection to other adults in the family and siblings.

Learning to Cooperate

During the period of childhood, the child is taught to cooperate with others and interact with other members of society. The level of intensity with which the parents effort to instill said attribute within their children decides the level of gregariousness that they would attain.

Definition of Parent:

A Parent can be defined as:

1. One who conceives, initiates birth to, or fosters and brings up a child; like a father or mother.
2. A forerunner; or an ancestor/progenitor.
3. A living being that gives birth to or forms offspring.
4. A protector, overseer or a guardian.
5. A parent organization or company.
6. A wellspring or source; an origin

A Parent can be regarded as a person who is responsible for the reproduction, caring and rearing of children. A parent can also be recognized as a predecessor that has ceased for a generation or so. Why, with the recent elevations in science, it has now become possible for a child to be culled from two separate biological parents.

Parents Role in Infant or Toddler's Development

Parents and children, as they embark together onwards with their lives as a unit, or to elucidate further, a family, parents acquiesce to combating a profound new hurdle, which is nurturing their babies and ensuring their' healthy development and natural advancement. Indubitably everyone is privy to the fact that the care provided by parents in pertinence to their children affects all facets of their rudimentary as well as more intricate levels of development.

1. Promotion of the Social-Emotional Development in Relation to Infants or Toddlers

The relationships established by parents in conjunction with their babies and infants lays the foundation for the sentimental and social progress of their children. These initial parent-child bonds are furthermore responsible for setting the stage for their children's emotional integrity and social associations that they will encounter in the later stages of life. In the course of this discussion, it will be made lucid that the parents who are perennially and homogenously perceptive and reactive towards their children contribute more to the progression of child trust and bonding (or attachment) that sequentially enhances parent-child cooperation and harmony and is expressed later on in toddler independence and conduct of exploratory nature.

2. Concerning Infant Faith and Love/Attachment

Probably the greatest goal of nurturing and caring for children is to induce within them a feeling of faith and reliability. Erik Erikson was of the theory that the level of parent and infant interactions is responsible for babies developing a feeling of trust or that of mistrust (Goldhaber, 2000).

A Child's construction of a feeling related to trust corresponds to the buildup of tenacious bonding. Parents of strongly bonded or attached infants have been identified and explained as being more perceptive, ubiquitously responsive, reliable, and are liable to cradle (or hold) their children. They are however less forward or meddlesome, less rigid, and display an alleviated level of petulance (Ainsworth, 1973). The method through which children create sound and safe bonding or attachment is reliant upon whether or whether not they experience liable perceptiveness from their parents as well as the other care providers. Parents respond with likewise and conditional sensitivity to their children when they allow them to be dynamically engaging in the position of gleaner in addition to receiver of parental care and consideration. Therefore, infants comprise a dynamic part in provision of signals, for instance like crying and smiling, that are responsible for directing their parents in comprehending at what time and in which manner to treat and look after them. When parents sincerely react to these signs or gestures, their babies

begin to understand and believe that their desires will be brought to contentment (Erikson, 1963, 1982) while also ensuring secure connection or interactions. In addition, congruous with the studies conducted by Ainsworth and her compatriots (in timeframe of 1973, 1978), newer and latest studies also links sound bonding to parents' perceptiveness to infants' angst and disconcert indications like crying for example (McElwain& Booth-LaForce, 2006; Posada, Carbonelle, &Alzate, 2004). Existing explorations and studies signify that parents' kindness and sympathy donates to child safety in a variety of cultures that are induced with diversity and are situated around the globe. These cultures show that the bond between parents' perceptiveness and child security is a unanimous and general phenomenon (Posada, Jacobs, & Richmond, 2002).

3. Effects over Short and Long Term regarding Parental Sensitivity and Infant Attachment

The advantageous short as well as long term yields or results for safely fixated children are pretty amazing. Short scale advantages are that safely connected children are more perceptive than insecure or timid children in one on one play. Also, they posses more facetted and different means of communication, are likely to cry less, and cease crying much easily when held and cradled (Ainsworth et al., 1978; Isabella &Belsky, 1991). There is also the fact that strongly bonded children mostly become toddlers and in turn children, that display more inquisitive behavior than those children who do not show secure and strong bond or attachment (Ainsworth, 1973), and they are more liable to grow into kids that are proficient in a large selection of societal as well as perceptive skills (Fagot, 1997). For example, Riksen-Walveren and Bakel in 2002 discovered that strongly linked children are eminently more obeying than those children that are not. Equally, children with inconsistent and muddled bonds display considerably more adverse conducts as compared to children that are safely attached with their parents. Finally, Crandell, Patrick and Hobson in 2004 showed that children whose mothers answer to them in an emphatic and kind way posses a tendency to communicate about their experiences with their mother and in addition to this, are more liable to indulge and interact with other people that dwell in the context of their environment.

4. Initiation of Feeding Action upon Demand as an illustration of Responsive Care giving

An example of child care in which parents' receptiveness towards infants entails progressive ramifications can be viewed in how and at which time do parents feed their children or infants. An important decision for the parents is whether to feed the baby on demand, grading up with the choice to be fed through the mode of breastfeeding or being fed through a bottle. Across the globe and throughout the pages of past, it has been known that babies have received nourishment or food when they cried and demanded to be done so. As observed by Nelson in the year of1998, crying is an intrinsic act that is essentially a request for the caring and remedying availability of a parent. Thus, the crying of an infant initiate's relative and pertaining care imparting actions in the psyche of parents. Because an infant's cry is an innate act, the normal reaction or responsive instinct of the parent to provide food for the starving baby is an appropriately parallel one. Furthermore, sufficient studies provide testament in support of feeding upon demand. In their old and classic study of 1969 which linked parental sensitivity and responsiveness to child attachment, Ainsworth and Bell detailed relations between mothers' modes of feeding in the initial 3 months in the lives of their children and the configuration of bonding behavior displayed at 12 months of age. Children that received feeding upon demand were more prone to have stronger attachment with their mothers in contrast to those infants who received feeding according to a schedule or time table.

Parental Sensitivity, a Cross Cultural Perspective

Parental compassion and sensitivity towards children is a worldwide phenomenon and can be understood by viewing interactions amongst parents and infants across the world. Cultures dominated by tradition like Bali for instance and numerous other cultures of Africa display closeness of parents with their children by the act of holding them and allowing them to sleep with them (Ainsworth, 1967; Ball, Hooker, & Kelly, 1999). Researches on the effects that carrying of infants and allowing them to sleep with parents, are very positive for physical, social and emotional maturity of the latter. Testament to this point, infant cradling that is done by Ugandan mothers was identified by Ainsworth in 1967 to be related with safe fixation as well as developed and higher total autonomic

development. A benefit of sleeping with a parent is that it is advantageous for assisting to normalize the child's physiological performance and for increasing attachment with regard to the parents of the child (Feldman et al., 2002). Fresh studies also back the connection between security of infant and parental care in the context of countries outside the Western territory cultures. Posada et al. in 2004 discovered that the motherly compassion of Colombian mothers is greatly connected to their child's safe connection or bond. Also, findings on a cross cultural level support the relation amongst parental receptiveness and child safety imply that a discrepancy in the method through which sensitivity of parents is articulated doesn't challenge the said link of sensitivity. What is of paramount importance is that the infant's gestures and demands are answered in a manner appropriate and conducive by parents or caregivers.

The significance of parents' compassion to leave children, which is exemplified by parents keeping proximate connection to their infants and being constantly receptive to them, cannot be stressed enough in terms of emphasis. When parents deliver care on a consistent basis to their children by being there for them thoroughly and not overlooking their laments and additional attempts for capturing attention, babies adapt and begin to understand and learn that their demands will receive satisfaction. When a parental interaction stimulates reliability and safety, the child forms a safe attachment to the parent and in doing so attains confidence in interacting with and scouring the environment or immediate world that surrounds him or her. Also, both short term and long term advantages of parental compassion demonstrate the importance of receptiveness from parents in relation to infants and toddlers and thereby children.

So, it is understandable and totally perceptible that Parent's play a huge and undeniable role when it comes to affecting the personality of their children. Following is an example of how that is done so:

How a child's personality is affected by the Behavior/Conduct of parents

1. **Authoritarian Parents Children have Lower Self-Esteem**:

Parents with authoritarian attitudes want to be obeyed without question or deterrence and teach their children to stick to rules and a strict code of behavior. Despite the fact that such children do well in school, they end up with a loss in self-esteem and don't interact properly with the society (lack in confidence).

2. **Children with Overprotective Parents are Fearful:**

A child who has been consistently overprotected will concur and conclude that the world in totality is an unsafe arena. He will therefore, forever strive to remain within the comfort zone that his overprotective parents formed for him or her. This deprives him or her from the chance of developing apt and compatible skills for dealing with life's tragedies, predicaments and complications thereby rendering him fearful constantly.

3. Balanced Children are raised by Authoritative Parents:

Authoritative parents nurture and rear children that are balanced. These are the parents that impose strict rules with the right mixture of diplomacy thrown into the mix. The children that spring from said mode of parenting are those that know how to adhere to rules and duly have confidence in their own being.

3. **Rebels with High Self Esteem are raised by Permissive Parents:**

The parents that are not too demanding but still provide the necessary level of attention and care to their children can end up raising rebels. These children will have high level so self-esteem but won't abide by the rules that are imposed upon them.

4. Children with Low Self Esteem and inapt skills are raised by Neglectful parents:

Children that are neglected by their parents usually feel as if they aren't worthy and eligible for any task. At the same instance, the child is unsuccessful in the task of learning to perform well in various activities of life.

The decisions taken by parents in the course of their children's life and socialization have a huge impact on their further social escapades and interactions. To put it simply, if a parent takes the most appropriate and conducive decisions that include the elements of caring, adherence to rules and confidence building will undoubtedly raise kids that are more socially able and confident.

Chapter No. 2

LITERATURE REVIEW

The intent behind this literature Review is to summarize all of the literature and research that has been initiated and completed on the subject of decision making regarding the socialization of children and the various factors and circumstances that affect and facilitate said spectacle. This literature review is basically a summary of all research that has been conducted on the factors, methods, limitations and proponents that dictate the initiation of child care decisions on part of the parents. This review is basically an amalgamation of material from a variety of sources that include journals, articles and various other researches.

Parents and Child Socialization

Human children are spawned absent of any form of culture. They have to be molded by through the amalgamated influences of relative parents, tutors, and others individuals of interactive significance into beings that are able on a cultural as well as social basis for coping with the society. The basic methodology of attaining culture is called to be socialization. Through the process of socialization, we adopt the patterns of the culture into which we are born and also the roles that we are to perform in life. For example, girls acquire knowledge regarding the methods to adopt in order to assume positions of daughters, friends, sisters, mothers and wives. Also, they gain understanding in regard to the roles relating to occupation that their society entails and has in store for their being. We also become privy to and, subsequently adapt, to the norms of the ensconcing and surrounding culture by the process of socialization. Norms can be regarded as conceptions deemed positive by the society and include predictable set of behaviors that need to be practiced the majority of the population in a society. While socialization gesticulates to the basic procedure of assuming culture, anthropologists employ the term enculturation for defining the process of being socialized in accordance to a specific culture. A person is acculturated to his or her specific culture through his or her parents and the other individuals that nurture him or her.

Socialization is significant in the procedure related to creation of personality. While it is true that most of man's personality is the yield of his genetic material, the socialization procedure can shape it in certain dimensions by supporting certain ideas and outlooks in addition to pinpointing and supplying experiences. This most probably forms most cause

of the discrepancy amongst the matching personality's categories in a society and its contrast with another. For example, the Semai to hear tribes people that hail from the region of central Malay Peninsula located within Malaysia generally are docile and calm individuals that abhor aggression, angry people. In truth, they circumvent these sentiments whenever it is permissible and possible to do so. In stark difference, the Indians of the Yanomamö tribe, situated between the locations of Venezuela and Brazil on the mutual border area region, usually instill within their boys such qualities that lead them to be tough and pugnacious in personality and spirit. The best Yanomamö man doesn't avoid violence and powerful emotions. In reality, he searches for them and tries to find such confrontations that trigger said emotions. Similarly, Shiie Muslim men belonging to Iran are anticipated, at specific instances, to inflict pain on their selves in a public and emotionally potent display so that they may better articulate their religious beliefs.

Immaculate and faultless socialization can culminate in a society that evinces uniformity. If the same type of socialization is induced within all children of a society, then it is extremely probable that they will all display and entail similar sets of beliefs and expectations. This point has acted as a profound and potent form of incentive for national governments situated everywhere in the world to regulate education and make compulsory for every child that falls within its autonomy and thrall. Determining what elements will be imparted to the children and the method in which they will be done so is a profound tool of political proportions for manipulating and holding authority over people. Those that adopt and subsequently adapt to the customs of society are less liable to violate the rules, regulations and laws, or to want immensely revolutionary social transitions. However, there are people in every form of society within the world that don't adhere to fluent cultural standards or outlined norms of normality because they received socialization on an abnormal level, which is actually a manner of saying that they have not adopted nor gained acceptance of the norms that exist within a given society. Such people are therefore dubbed deviant and even ill on a mental level by the societies from which they belong.

Intricate and tremendously scaled societies, like USA for instance, usually consist of numerous groups with different ethnicities. As a ramification, initial or rudimentary socialization in different families often differs in methods, aims, and anticipations. Because these intricate societies bereft of consistence of a cultural sort, they don't have undisputed solidarity over what the mutual set of norms should be. Unsurprisingly, this national uncertainty mostly and often manifests in increased lenience regarding deviancy on a social level. To elaborate, it is more agreeable towards difference in appearance, disposition, and exertions in these huge societies.

How Children Receive Socialization?

Socialization is an obtaining process that starts soon after conception. Starting adolescence is the time of the most compelling and the most essential phases of socialization. It is here that we submit to dialect and impart the nuts and bolts of our society inside ourselves. It is additionally when the majority of our identity takes structure. By the by, we continue to be standardized all through the compass of our lives. As we become more seasoned, we usher into another set of statuses and need to take in the suitable parts for them. We additionally have encounters that teach us in lessons and potentially manage us to change our trusts, convictions, and nature. For instance, the affliction of being assaulted is obligated to bring a lady to be suspicious of others.

Looking around the globe, we can see that different societies use different methods of standardizing their youngsters. There are two unequivocal systems for showing named formal and casual. Formal instruction is the thing that fundamentally happens in a classroom. It basically is systemized, managed, and guided principally by grown-up educators that can be said master "knowers." In contrast to this technique, casual training can happen at wherever. It involves mirroring of what others do and discuss notwithstanding experimentation and repeating practice of simple abilities. This is the thing that transpires in kids recreations when they have grown-up communications.

The vast majority of the basic early socialization over the world is carried out casually under the direction of ladies and young ladies. Firstly, moms and their female relatives are fundamentally responsible for socialization. Later on, when kids start the lower

school classes, they are frequently under the aide of female educators. In North America and some other industrialized nations, sitters are the most normally teen young ladies that are living arrangements of the same neighborhood. They are liable to be more established sisters or grandmas in different social orders. In the early 1950's, John and Beatrice Whitiing headed a point by point field investigation of introductory socialization strategies and practices inside six different social orders. They were the Gusii from Kenya, the Rajputs from India, the town of Taira from the island of Okinawa, Japan, the Tarong from Philippines, the Mixteca Indians hailing from focal Mexico, and a New England group that was titled with the alias Orchard town. These social orders had the basic part of being socially predictable and homogenous. Two major results were drawn from this study. Principally, socialization practices varied prominently from society to society. Also, the socialization practices were fundamentally same among individuals fitting in with the same society. This is not stunning as individuals from comparable societies and groups are powerless to impart crucial qualities and convictions. Likewise, we for the most part standardize our youngsters in generally the same way in which our guardians standardized us. The Whitings and their contemporary analysts found that remarkably diverse techniques were utilized to control kids in these six social orders. For instance, the Gusii fundamentally connected apprehension and physical discipline. In contrast, the populace of Taira used parental applause and the threat of denying recognition. The Tarong for the most part depended on teasing and startling.

This multi-social investigation of socialization is suggestively provocative surely. It may instigate contemplations inside your mind as to which strategy if best suited for a youngster's socialization. Should you hit them or make dangers about doing so? Should you just utilize acclaim? Should you dishearten or tease them for not carrying on in a way fitting? Should you make a move to make your kids feel free and confident or would it be a good idea for you to dishearten it in perspective of empowering reliance? At a particular point in our lives, the greater part of us will be occupied with raising youngsters. Will any of us destroy it the same way in which he or she was raised? Most presumably you will on the grounds that you were standardized in that way. It is seen that harsh folks were, by and large, mishandled thusly by their own guardians. Also, delicate, captivating folks were raised that way themselves. So the inquiry is, does there exist a

privilege or wrong approach to standardize kids? To a certain level the answer rests on the connection of reference. That is what is right in one society may be viewed as wrong in an alternate one.

Indeed apparently trifling choices of folks with respect to their kid's care and socialization can have significant repercussions on the socialization relative to their kids. For instance, what would your course of action be if your infant cried interminably in spite of being sick, hungry, or actually when requiring a change of undergarments, or diaper if you will? Would you pick and cradle your infant, stroll around, or sing a children's song tenderly till the crying has halted, dismissing the point that it took hours. Your answer is likely subject to your society. The customary Navajo Indian system generally was to exclude and separate the infant from social interaction till the crying ceased. In the wake of making sure that the infant wasn't sick or in a misery of the physical sort, the tyke would be taken away and outside of the unobtrusive and modest house to a solitary place and left in a protected spot until the crying subsided. After that, the infant would be brought once again inside to rejoin the clan. Most likely as a symptom, Navajo children supported in this way are generally tranquil. They adjust to the certainty early that making commotion realizes their division from social contact. We learn here that crying is not wrong however it is the way in which we choose to administer to our tyke that shapes his or her social ability and socialization. This simply goes to show exactly how much significant a part Parents play in standardizing their kids and molding their future social responsiveness.

How Parents Make Child Care Decisions:

Techniques identified with kid mind choice making are generally those that attempt to join inside their structure frameworks that can be fittingly conductive to the formative needs of kids while likewise satisfying the requests of folks too. Inevitably, Parents need to choose from various kid care systems or game plans and it is their choices that oversee and recognize the quality and dependability of the plan that they pick. The choices made by folks in connection to youngster consideration impact the capability of kid care arrangements to achieve the desired results. The degree to which these arrangements or plans can be good with the entire Parent youngster mind choice making procedure

reflects the adequacy of the approaches or courses of action themselves. Case in point, Parents go for settling on kid mind choices that are guided at fitting consideration of the kids, job they could call their own self and in addition transportation. The folks will strive to pick a game plan that best improves their circumstance. Notwithstanding, the ensuing youngster mind choice making course of action may or may not satisfy their necessities.

Child care choice making is an event that can't be seen external of the world in which the family lives and operates. At exactly that point will helpful and workable tyke mind strategies be produced that will support and back Parental kid mind choice making. The following is displayed a realistic presentation of how the choice making procedure begins:

Graphical Presentation of Parental Child Care Decision Making Process:

Choices by folks in regards to kids care stem from a various components. The realistic presentation here will explain the complex connections among families and groups that prompt such tyke mind choices. This is a choice making process that is multi-faceted and various dimensioned as opposed to being the direct process that numerous consider it to be. In a publication, Chaudry, Henly and Myers have presented an argument that entails various frameworks through which the Parental Child Decision making process can be assessed.

Parental Child Care Decision-Making: Graphic Description

Outcomes become part of context for next child care decision
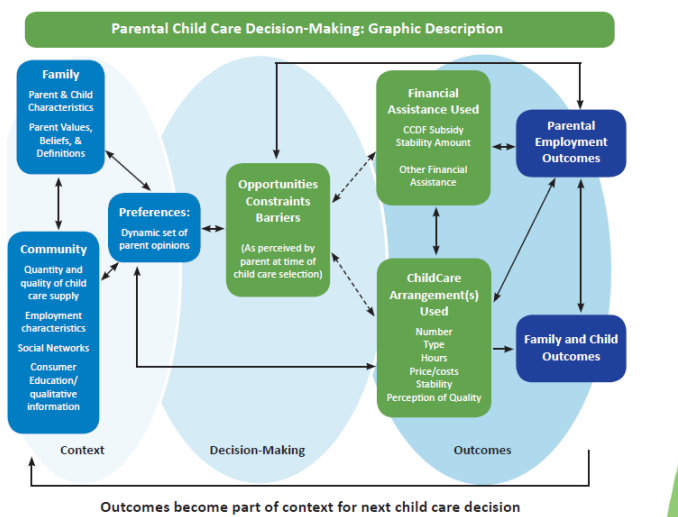
Context

When we say context, it is to refer to the challenge of selecting a kid care system that as it changes from one family to another and is dependent upon their characteristics as well the ensconcing community within which it is situated.

Following are the aspects evinced by this section:

1. Family

Some of the characteristics pertaining to Parent and Child that researchers have discovered to be relevant to early education and type of child care include:

- Education of Parents

- Income of Family

- Age of the Children

- Special desires and wants of the Child or parent

- The number of adults and kids within a household

- Ethnicity, Culture, Race and Language

2. Values and Beliefs

Another factor that determines the selection of an arrangement by the parents is Values and Beliefs. Parents' notions of adequate and harmonious care giving are influenced by the cultural values that they entail. Certain child care options are not considered by parents as their cultural beliefs are profoundly rooted in their system. For example, amongst certain lower income or lower class parents, trust is a huge issue without which they don't ever consider the option of utilizing a caregiver.

3. Community

Families reside within communities and their choices are influenced by what is available and what isn't in a workable and feasible space from home and workplace. The choice

and nature of child care decisions is also dictated by size and population of a community. For instance, for families living in rural areas, the options are far sparser then for those families that reside within urban areas. The quality and quantity of child care services also varies from regions within a country as well as the communities located within a certain state.

Preferences

Preferences in regard to child care decisions erupt from beliefs, values and other factors alluding to family as well as the concerned community that mold a parent's decision relating to the care of the child. When it comes to early education and child care, these pertain to those facets of an arrangement that receives higher priority by a parent. It is likely that Parents preferences would alter with the passage of time. As preferences are dynamic they are partly based on available options. The parents would be able to shape their priorities, in relation to preferences, if they timely realize that few options available to them. Likewise, the process of keeping a child in an agreement would probably affect parents' priorities. Before a preference can be interpreted into a decision, the perceptions of parents' regarding the constraints, barriers and opportunities will be a vital part of shaping that decision.

Proof that Kids Imitate their Parents:

There is a copious amount of evidence available that would act as testament for the fact that Children imitate their parents in behavior, attitude and resultant social values. One definitely doesn't require an intricate and technologically lavish experiment related to science however to verify that children impersonate their parents. There have been probably many instances when you would have viewed young girls trying on high heels that belong to their mothers or applying lipstick so they appear like their mother? Numerous young boys pretend to shave so they can imitate their dads as well. Children reiterate what they've listened to their parents say and they mimic what they've watched them do. For example:

- A mother informs the manager while at a restaurant that her son of 12 years is actually just 11 years old so that she may avail a concession at the meal. She then

chastises her son because he lied when he states that he is done with his homework.

- A father expends his time in the evenings by viewing TV but scolds his daughter of 14 years that she should devote more time towards reading.

- Parents educate their children to behave towards all with reverence but they often make callous and rude statements on the visage of people who appear on the television.

- A divorced couple quarrels of ten in relation to custody based and visitation issues but anticipate from the children to play well with each other.

- A mother teaches her daughter to adopt a kind attitude towards others but she shouts at the cashier in stores at their refusal at taking back an item she had expected to return.

Follow Your Own Rules

It's very difficult to mold suitable behavior for one's children all the time. Nevertheless, a person has opportunities each day to deliver to his or her kids with educational and learning rich experiences so that they can view how to behave in a proper manner.

Even though you may discover openings that you consider to be appropriate to distort the rules a bit, children are not capable of doing this. For instance, if you indulge a "Small innocent lie" by lying to your friend by saying that you can't assist his or her in her move (from one house to another) because you are experiencing a " headache" but you attend to a different social matter in its place, then your kids will pick up that lying is appropriate.

That is why it is important to Show your children to follow the basic household rules. Utilize discipline that educates and imparts life abilities and elucidates in which manner regulations will assist them later on in life. When it is exhibited to kids that you uphold the domestic rules, it will supplement the effectualness of your plans regarding discipline.

When it comes to modifying and implanting adequate and suitable behavior, it's imperative to induce those values in your children that will assist them in becoming healthy, dutiful adults. The most effective method to teach them such values is to take the best and fitting decisions in regards to their caring and socialization.

There are several theories that support the notion of Child Care decisions playing an instrumental and irrefutable role in the inculcation of social prowess within a child. These theories also elaborate that the nature, type, and level of child care decisions dictate and speak to the intensity and level of social potency that develops within a child.

For evidence in support of the aforementioned arguments, the following may prove ample justification:

Endorsing Theories

Kohlberg's Theory of Moral Reasoning

Kohlberg's Stages of Moral Reasoning is one such theory that supports the concept concerned. From the first cry to the final breath, Life is a perpetual process of social and emotional development. Infants are born into families, children go to school, and adolescents begin to form clubs or groups. Adults enter businesses. Old people move to retired communities.

Levels and Stages	Reasons for Moral Behavior
Pre-conventional Morality Stage 1: Pleasure/ Pain Orientation Stage 2: Cost Benefit Orientation, Reciprocity and an Eye for an Eye.	 To Avoid pain or not get caught. To get reward.
Conventional Morality Stage 3: Good Child Orientation	 To get Acceptance and avoid disapproval.

Stage 4: Law and Order Orientation	To follow rules, avoid censure by authorities.
Principled Morality Stage 5: Social Contact Orientation Stage 6: Ethical Principle Orientation Stage 7: Cosmic orientation	 To Promote the society's welfare. To achieve justice and avoid self-condemnation. To be true to universal principles and feel one's self part of cosmic direction that transcends social norms.

These stages elucidate and enunciate the process of development of the specific prowess within a child that enables him or her to face society.

Erikson's Theory of Psycho Social Development

The second theory is Erikson's theory of Psycho Social Development. Erik Erikson was a Psychoanalyst who developed, probably one of the most comprehensive of theories in the field of Social development. According to Erikson, the developmental changes that occur throughout one's life can be viewed as a succession or sequence of eight stages of psychosocial development. Psychosocial development encompasses changes in our interactions and understanding of one another as well as in our knowledge and understanding of our own selves as members of society.

A clarifying sketch entailing the eight stages in a child's development on the Psychological and biological scale can be presented as following:

Stages	Characteristics
1. Trust vs. Mistrust (0-12 Months)	Infant depends upon adult for all needs. Emergence of hope.

2. Autonomy vs. Shame and Doubt (1-3 Years)	Child Asserts independence from adult. Emergence of Will occurs here.
3. Initiative vs. Guilt (3-6 Years)	Child undertakes relationships in lay. Emergence of purpose spawns here.
4. Industry vs. inferiority (6-12 Years)	Child accomplishes tasks in school. Emergence of Competence occurs here.
5. Identity vs. Identity Confusion (Adolescence) (12-18 Years)	Adolescence or youth defines sexual and occupational roles. Emergence of Fidelity occurs here.
6. Intimacy vs. isolation (Young Adulthood) (18-24 Years)	Young men or women establish a shared identity. Emergence of the sentiment of live manifests here.
7. Generativity vs. Self-Absorption (Middle Adulthood) (24-30 Years)	Middle aged person invests in next generation or creative work. Emergence of care begins here.
8. Integrity vs. Despair (Old Age)	Elderly person reviews life in the face of death. Emergence of the attribute of wisdom occurs.

According to this theory, the child strives to achieve a certain objective or milestone at every stage of his life. If the parents support him in its acquisition, his or her social prowess will develop on a favorable scale and if the situation is contrary to the aforementioned scenario, then degradation of social potential is liable which culminates in frustration on part of the child as well as the parents.

Piaget's Theory of Cognitive Development

The third theory that upkeeps the idea under study is Piaget's theory of Cognitive development. Jean Piaget (1896-1980), was a psychologist who presented his theory of Cognitive development. Piaget devised a model that described how humans went about making sense of their world by gathering and organizing information. He provided an explanation for the development of thinking from infancy to adulthood. According to Piaget, our thinking processes change radically, though slowly, from birth to maturity because we are constantly striving to make sense of this chaotic world. He identified four factors of interaction that influence changes in thinking. Those factors are

1. Biological maturation
2. Activity
3. Social Experiences
4. Equilibration

The stages involved in Piaget's theory can be mentioned as following:

Stage	Approximate Age	Characteristics
Sensorimotor	0-2 Years	Begins to make use of imitation, memory and thought. Begins to recognize that objects don't cease to exist when they are hidden. Moves from reflex action to goal directed actions.
Preoperational	2-7 Years	Gradually develops use of language and ability to think in symbolic form. Able to think operations through logically in one direction. Has difficulties seeing another person's

		point of view.
Concrete Operational	7-11 Years	Able to solve concrete (hands on) problems in logical fashion. Understands laws of conservation and is able to classify and seriate. Understands reversibility.
Formal Operational	11-Adult	Able to solve abstract problems in logical fashion. Becomes more scientific in thinking. Develops concerns about social issues and can identify them as well.

According to this theory, the guidance and navigational ministrations exerted by parents during the various stages of the aforementioned theory are vital to the exact and synchronized development of the child. If the child is guided with an appropriately adequate and streamlined manner, then he or she will develop social propensities of the highest and most acceptable order. If, however, child is not guided properly and is subjected to less than apt or improper and inappropriate treatment, then the ramifications relative to the development of his or her social prowess will most certainly be detrimental and lacking mettle in terms of effectualness.

Albert Bendura Social Learning Theory

Albert Bendura in 1977 formed the Social Learning theory and in it he stated that behavior is derived or learned from the encompassing and surrounding environment through the method of observation based learning.

Contrary to Skinner's beliefs, Bandura considers humans to be processors of information that deliberate upon the relationship between their behavior and the ramifications that it

might incur. Unless cognitive processes were in function, observational learning would not be initiated.

Children observe and are influenced by the people in their surroundings who behave in different manners and ways. Bandura illustrated this through the renowned bobo doll experiment in 1961.

Models are those individuals that are observed. Parents within a family are the prime and most appropriate example of such influencing models. Aside from them, other models that condition a child's psyche are friends, characters on their TV shows, teachers and so forth. Children learn to imitate these models and alter their behavior and social stance in accordance with them.

Children impart consideration to some of these models or people and program their behavior. In a later period of time, they may imitate or copy the behavior that they have seen or have been observing. They may do this despite of whether the behavior is appropriate by gender scales or constraints or not but there exist a set of processes that makes it more probable that a child will reiterate the behavior that the society dictates appropriate for the respective gender or sex.

Primarily, the child is more liable to indulge and copy those individuals that he or she perceives as reminiscent and identical to him or herself. Ramification wise, it is more liable to copy behavior formed by people of the same gender. If a parent views a young girl soothing her teddy bear and rewards her by stating what a kind hearted girl she is, then it will reinforce the probability that she will repeat the behavior.

Reinforcement can be inculcated through external or internal means and can be either positive or negative. If a child wishes to gain approval from his or her parents and peers, then this approval can be regarded as an external reinforcement, but experiencing sentiment of happiness about gaining approval is an internal reinforcement. A child will act in a mannerthathe or sheconsiders to best for gaining approval because he or shecovets approval.

Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behavior.

Third, the child will also take into account of what happens to other people when deciding whether or not to copy someone's actions. This is known as vicarious reinforcement.

This relates to attachment to specific models that possess qualities seen as rewarding. Children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or elder siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess.

Identification occurs with another person (the model) and involves taking on (or adopting) observed behaviors, values, beliefs and attitudes of the person with whom you are identifying.

The term identification as used by Social Learning Theory is similar to the Freudian term related to the Oedipus complex. For example, they both involve internalizing or adopting another person's behavior. However, during the Oedipus complex the child can only identify with the same sex parent, whereas with Social Learning Theory the person (child or adult) can potentially identify with any other person.

Identification is different to imitation as it may involve a number of behaviors being adopted whereas imitation usually involves copying a single behavior.

Chapter No. 3

RESEARCH METHODOLOGY

3.1. Justification of the Problem

It is important to ensure that the children, who form an integral and significant portion of the country's population, are protected from various predicaments that are predicated on the decisions taken by parents in the period of childhood pertaining to child socialization. These less than apt or appropriate decisions can undoubtedly lead to the desiccation and dilapidation of that specific potency within children that is vital for facing the challenges of society. To put it concisely, such decisions affect the social prowess that a child entails. This study will be undertaken with the aforementioned objective in consideration.

This study will especially emphasize the decisions that are made by mothers and aim to bring about rectification and positive augmentation in their parental decisiveness that pertains to their child's socialization. That is because families play an important and irrefutable role when it comes to child socialization, education and development in social prowess concentration within their progeny.

This study will show the level of priority and priority that parents from the Middle and lower class place or allocate to the decisions that they make regarding the child socialization of their progeny.

3.2. Aspects of the Study

These are the following aspects of study that are associated with respondents.

➢ Decisions of parents regarding the care of their children.

➢ Participation and priority level of parents and in conjunction with the socialization of their children.

3.3. Universe

"Universe is the area of study where the investigation is conducted"

A universe or population refers to all constituents of any clearly described group of people, events or objects, which for research purpose are designed as being the focus of an investigation.

The universe can be divided into two categories.

- ➢ Geographical universe

- ➢ Human universe

3.3.1. Geographical Universe

Geographical universe is the limited geographical area or place in which the research is done.

The study covered Sargodha city of Punjab, Pakistan. The present study was conducted in district Sargodha on the decisions taken by parents' from upper and lower classes with regard to the socialization of their children.

The Criteria for selecting city of Sargodha are mentioned here:

- ➢ Easy to access

- ➢ Respondents were easily available

3.3.2. Human Universe

Human universe refers as the community or group of people who are the focus of research or investigation and all the events of research more around them. TheHuman Universe of the study was the Parents and their children from upper and lower classes of Sargodha District.

3.4: Sampling

Social phenomena are very vast. It is practical impossibility to contact each and every person (Thakur, 2005). So, instead of studying every case which might logically be included in an investigation only small portion is selected for analysis for which to draw conclusion is called a sample and it is miniature picture of the entire group". (Young)

3.5: Sample Size

Keeping the aforementioned principle in view, the sampling method, which will be utilized in this study, will be Cluster Sampling Method. 100 respondents from the cluster of lower class and 100 from upper class will be chosen as the subjects from whom the requisite data (statistical) will be obtained.

3.6: Tool of Data Collection

The research tool or tool of data collection that is to be used in a study must reflect the objectives of the research while duly serving the purpose of facilitating and inducing convenience within the study for the researcher. That is why, while considering the nature of the study concerned, the tool of Interview schedule will be used for data collection because it is a mechanism that entails within it the capability of interviewing and eliciting both literate and illiterate people.

3.7: Research Method

Dr. Robert Labaree of the University of Southern California Libraries defines Quantitative Research in the following words:

"Quantitative research deals in numbers, logic and the objective, focusing on logic, numbers, and unchanging static data and detailed, convergent reasoning rather than divergent reasoning."

The research conducted by the researcher is the Quantitative, an exploratory research and for data collection cluster sampling method was used and a sample of 200 respondents, 100 from each class, was taken for research.

3.8: Selection of the Tool

3.8.1: Survey Method (Quantitative)

Social survey research is a method of collecting data in which a specifically defined group of individuals are asked to answer a number of identical questions, (Baker, l999) Surveys are especially helpful in depicting the qualities of an expansive populace. A

deliberately chosen test of probability in blend with an institutionalized questionnaire offers the likelihood of making, refined graphic attestations around an understudy body, a city, a country or some other vast populace. Surveys are flexible. Many inquiries may be made regarding a given topic, giving you significant freedom in your analysis. (Babbie, 2001)

A survey permits the researcher to come in direct contact with the people, whom he wants to study, it brings to light a number of problems and propositions that would have not been possible by pure theoretical analysis for survey, the tool" used for data collection was interviewing schedule. Schedule is a device in social research which is most frequently used in collecting field data where the survey method is employed. (Thakur, 2005)

3.9: Tool Development

Interviewing schedule is sometimes treated independently; an interviewer presents the questions of the schedule to the interviewee and records, their responses."(Khalid, 2006)

The reason to choose the interviewing schedule as tool of data collection was the limited time, diversity of the respondents and one can easily ask the complex questions which are predetermined and fixed with regard to the number, order, language. It is useful for both the researcher and the respondent.

3.10 Pre-Testing

Interviewing of 15 respondents from different areas of the universe carried out pre-testing, they were not included in the actual sample. The results of pre-testing discussed with the supervisor in a meeting and on the basis of the results necessary amendments were made and interviewing schedule was finalized.

3. 11: Data Collection

A detailed training session was held before starting data collection by the supervisor-respondents from Bhakkar District according to above mentioned criteria were selected and interviewed and data was collected in approximately 90 days.

3.12: Problems Faced During Data Collection

The researcher faced maximum difficulties while collecting the data.

The main difficulties which are faced by the research group are as under:

➢ Mostly members of lower class were from illiterate or less educated class and they were required quite a bit of convincing and coaxing for acquisition of data.

➢ Researcher had also faced problems pertaining to time in pursuit of data collection.

Researchers got over these problems by explaining to respondents their position and every possible effort was made to convince them, hence the data was collected.

3.13: Data Processing

After the collection of data the whole group processed it. Following steps were included in that process.

Editing and Numbering

The raw data collected by the researcher was edited soon after its collection in order to delete irrelevant information & to make sure that all the responses were clear and definite and all the required information were collected. After editing, the interviewing schedules were numbered in a serial order for the purpose of classes & habilitation,

Classification

"At these stage responses of close-ended questions were classified; on the basis of their characteristics similarities, resemblance and on the objectives of' the study. The classes were codified for tabulation."

Codification

"It refers to the process of arranging number and others symbols to answer so that responses can be put into a limited number of categories or classes. After the classification of questions the classes were codified".

Data Sheet

The researcher transferred the coded items into data sheet, the purpose of preparing data sheet was to compile the data in number to make it easy to handle and transfer the data into tables.

Tabulation, Interpretation And Analysis

In order to tabulate the data, it was converted into tables having horizontal rows and vertical columns. The interpretation of the tables involved both statistical as well s descriptive analysis.

Report Writing

The final report was prepared to present the results in sufficient details by researcher the report was comprised on the following chapters.

i. Abstract
ii. Introduction
iii. Review of Relevant Literature
iv. Methodology
v. Tables and Findings of the study
vi. Conclusion and Recommendations
vii. Appendices
    a) References
    b) Interviewing Schedule

Editing And Numbering

The data collected by the researcher was edited after the collection in account to remove irrelevant information to make sure that all the required to make sure that all the required information was definite and covering the main aspects of study. After editing of interviewing schedule serial numbers were allotted to avoid complications at the stage of classification and tabulation.

Classification and Codification

After editing, the data was divided into various categories on the basis of similarities and differentiation of responses. Each category or class was assigned a particular code and then making data sheets to tabulate it exactly. This process needs much care while codifying the data. For that purpose, the researcher reviews it various times to reduce errors.

Tabulation

When classification of data had completed then tabulation was done. First of all cross tables were made. After that frequencies were fed subsequently. The tables were presented on the basis of percentages and averages.

Analysis and Interpretation

The tables were then analyzed and interpreted both descriptively and statistically. On the basis of that interpretation, conclusions were drawn.

Pre-Testing

To determine the visibility and reliability of the interview schedule, it was pre-tested on 15 respondents. As a result of pre-testing necessary amendments were incorporated to give it final shape.

Data Collection

The most important step of this research study was data collection. For this purpose, the researcher visited the respondents at their homes. An interview schedule was formulated in English but for the facility of respondents, questions were asked in Urdu and Punjabi, to obtain desirable information with the greatest degree of accuracy.

3.15:   Analysis

Quantitative data was analyzed through various statistical techniques. In analysis such as frequency and percentage were used to describe the data. In bivariate analysis,

relationship among different variables was examined through applying chi-square and gamma tests.

Use of SPSS

This revolutionary statistical analytical software system was called SPSS that stood for the Statistical Package for the Social Sciences. Nie, Hull and Bent (1968) developed SPSS out of the need to quickly analyze volumes of the social science data gathered through various methods of research techniques. The SPSS was used first time at StanfordUniversity.

SPSS is the one of the most widely used software packages in the world of social sciences. It has been very crucial in facilitating the data of research using individuals as well as discrete units of analysis (Wellman, 1998). Further it is clear that SPSS technology has made difficult analytical targets easier by advances in usability and to data access and also enabling the researchers to benefit from the use of quantitative techniques in making decisions. It helps researcher to input the data on computer and can save time from the laborious and exhaustive work of an analysis.

Percentage

In order to bring the data into comparable form, percentages of various categories of data were used in the present study.

The percentages were calculated by following formula:-

$$\text{Percentage} = \frac{f}{N} \times 100$$

Where:

f = Absolute Frequency

N = Total Number of items

Chi-Square Test

Chi-square test is denoted by symbolχ2. Chi-square is defined as, a statistical test used to compare the observed with frequencies with expected frequencies, it would expect to obtain according to a specific hypothesis also to determine the degrees of independence (Fisher, 1928). One of the most general and useful ways to observe information about the social globe is in the set-up of a table. There are many ways we might show information related to the question, but perhaps the most frequent and easiest to comprehend method is in a table. The formula for calculating chi-square (χ^2) is:

$$\chi2= \Sigma(fo\text{-}fe)2/fe$$

Chi-square is the sum of the squared difference between observed (fo) and the expected (fe) frequency (data) (or the deviation, d) and divided by the expected frequencies in all possible categories. Σ- capital sigma tells to compute the fractions for every cell and then sum over all cells to get χ^2 . The following steps are involved to compute the chi-square:

i- To find out the difference between each observed frequency and the correspondence expected frequency for each cell in the table

ii- Square for each difference.

iii- Divide each squared difference by the respective expected frequency.

iv- Add the resulting divisions.

There are certain assumptions of chi-square. At first, data is random sample of population, secondly data based on nominal/ ordinal, thirdly there is not any expected frequency less than 5 and at lastly there is not any empty cell in frequency.

3.15: Operational Definitions

Following are the definitions to some of the operational words that were utilized in this study.

1. Child:

The United Nations Convention on the Rights of the Child defines child as "a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier".

2. Socialization:

According to the Dictionary of Sociology, Socialization is a process of learning from Cradle to death.

3. Upper Class and Lower Class:

For this study, the upper and lower classes were ascertained and selected in accordance with geographical positioning. The upper class, comprised of respondents of the more elevated economical earning, were selected from Umer Park, Madina Town, Sherzaman Town and Shadab town which are the more opulent areas of the City.

The Lower class, respondents from a more famished and destitute economic class, were selected from the more fiscally decrepit areas of Tariq Abad, Old civil lines, and Istaqlalabad.

Chapter No. 4

DATA INTERPRETATION

The general objective of this study was to discover the difference that existed between the socialization levels and types that existed amongst the children from upper and lower classes. Analysis and interpretation of data are the most important steps in scientific research. Without these steps generalization and prediction cannot be achieved which is the target of scientific research.In this chapter an attempt has been made to discuss, analyze and interpret the data in order to draw conclusion and formulate appropriate suggestions in the light of the results obtained.

Table No. 1

Number of Family Members in Respondents Family
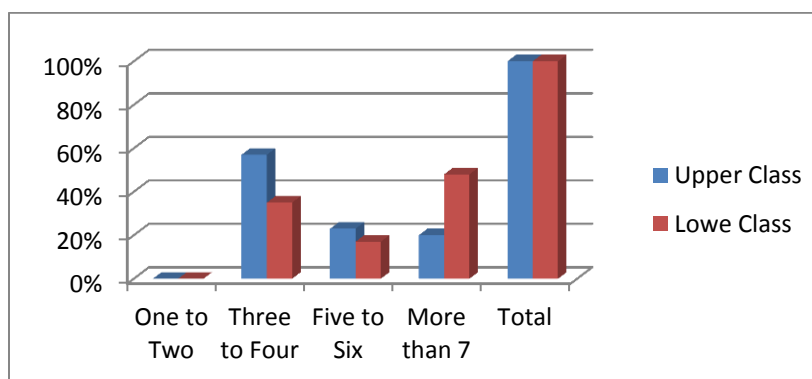
Upper Class

No. of Family Members	Frequency	Percentage
1 to 2	0	0%
3 to 4	57	57%
5 to 6	23	23%
More than 7	20	20%
Total	100	100%

Lower Class

No. of Family Members	Frequency	Percentage
1 to 2	0	0%
3 to 4	35	35%
5 to 6	17	17%
More than 7	48	48%
Total	**100**	**100%**

Table 1: Graphical Representation of Family Members Number in Each Class

Table 1 shows that in the upper class, 57% respondents have 3 to 4 members in their family, 23% have 5 to 6 members and 20% more than 7 members. In the lower class there are 35% respondents that have 3 to 4 members in their family, 17% have 5 to 6 members and 48% have more than 7 members in their families.

Table No. 2

**Number of Children in Respondents Family**

Upper Class

No. of Children	Frequency	Percentage
1 to 2	28	28%
3 to 4	46	46%
5 to 6	19	19%
More than 7	7	7%
Total	100	100%

Lower Class

No. of Children	Frequency	Percentage
1 to 2	25	25%
3 to 4	38	38%
5 to 6	22	22%
More than 7	15	15%
Total	100	100%

Table No.2: Graphical Representation of Number of Children in Respondents' Family

Table 2 shows that 28% of the respondents from lower class have 1 to 2 children, while 46% have 3 to 4 children, 19% have 5 to 6 children and just 7% have more than 7 children, From the upper class, 25% have 1 to 2 children, 38% have 3 to 4 children, 22% have 5 to 6 children and 15% respondents have more than 7 children.
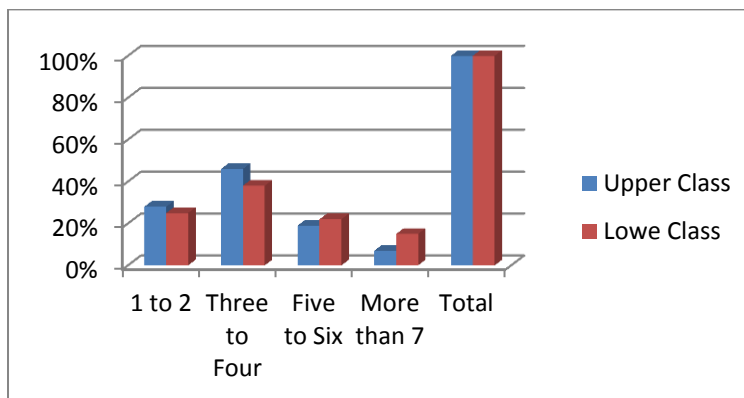
Table No. 3

Respondents Belief Regarding Enforcement of Norms for Proper Socialization of Children
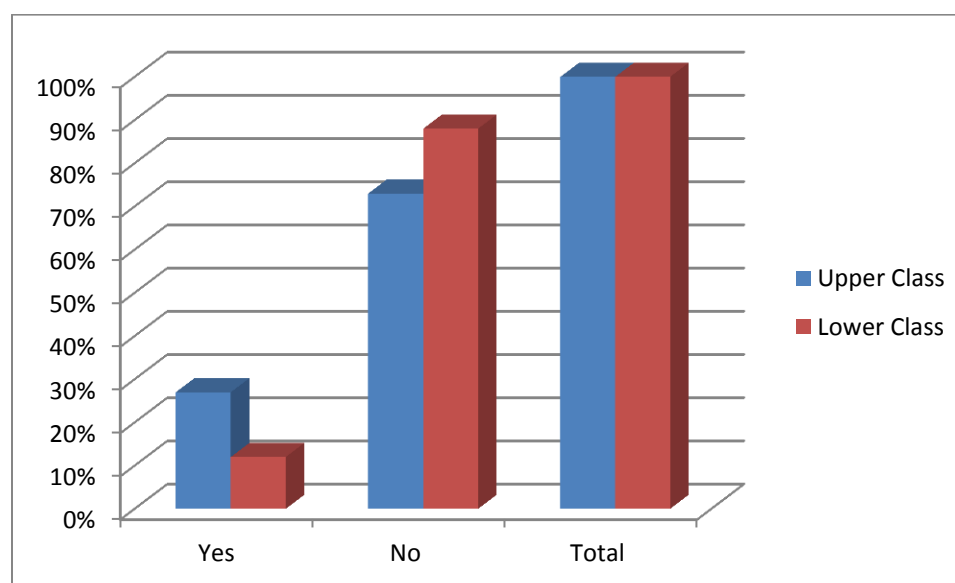
Upper Class

No. of Children	Frequency	Percentage
Yes	82	82%
No	18	18%
Total	100	100%

Lower Class

No. of Children	Frequency	Percentage
Yes	77	77%
No	23	23%
Total	100	100%

Table No.3: Graphical Representation of Respondents Belief Regarding Enforcement of Norms for Proper Socialization of Children

Table 3 shows that the majority of respondents from the upper class believe that enforcement of norms is essential for proper socialization, 82% to be exact while 18% believe that it isn't essential. The Lower Class likewise presents a majority, 77% that believe that enforcement of norms is essential for proper socialization of children while 23% didn't consider it to be essential.

Table No. 4

Language mostly spoken by Respondents with Children at Home
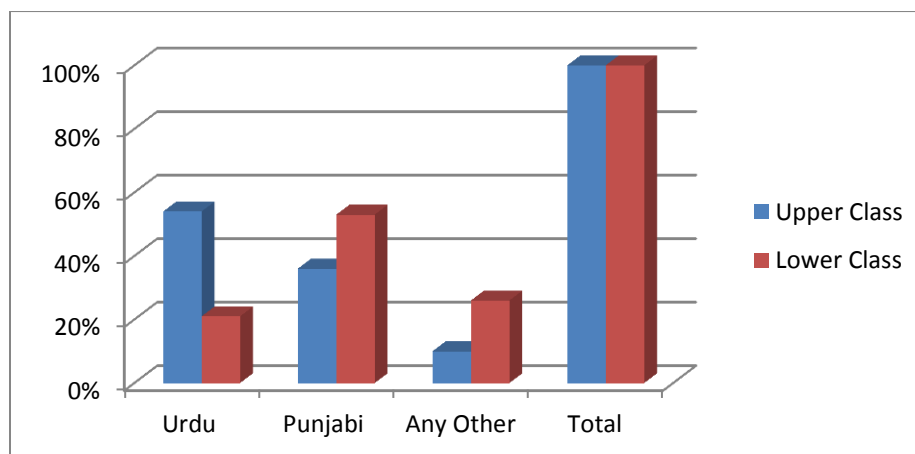
Upper Class

No. of Children	Frequency	Percentage
Urdu	54	54%
Punjabi	36	36%
Any Other	10	10%
Total	100	100%

Lower Class

No. of Children	Frequency	Percentage
Urdu	21	21%
Punjabi	53	53%
Any Other	26	26%
Total	100	100%

Table No. 4: Graphical Representation of Language mostly spoken by Respondents with Children at Home

Table No 4 shows that 54% respondents from upper class speak urdu with their children at home. 36% speak Punjabi and 10% speak any other or their mother tongues (Pashto, Saraikietc). It also shows that 21% of the respondents from lower class speak urdu while 53% speak Punjabi. 26% of these respondents speak other languages with their children at home.

Table No. 5

Whether If Respondents speak more than one language at home
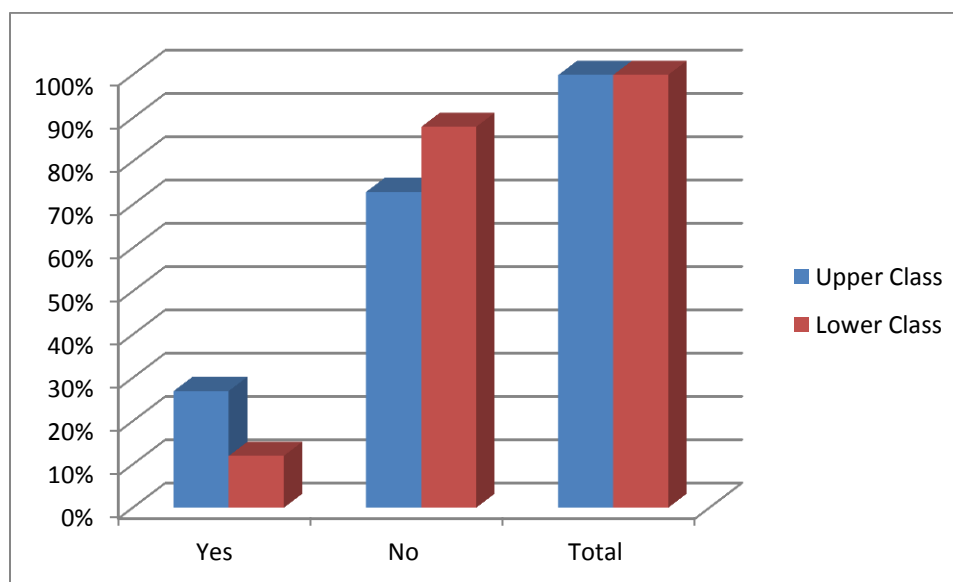
Upper Class

No. of Children	Frequency	Percentage
Yes	27	27%
No	73	73%
Total	100	100%

Lower Class

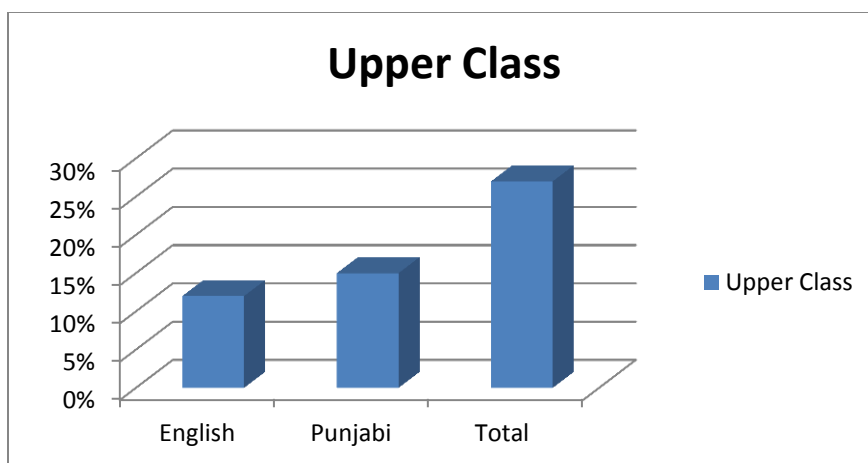| No. of Children	Frequency	Percentage
Yes	12	12%
No	88	88%
Total	100	100%

Table No.5: Graphical Representation of Whether If Respondents speak more than one language at home:

Table No 5 shows that 27% respondents from the upper class speak more than one languages at home while 73% don't. Also, 12% respondents from lower class speak more than one language with their children while 88% don't.

Table No. 5.1

If "Yes" than which Languages are spoken?

Upper Class

No. of Children	Frequency	Percentage
English	12	44%
Punjabi	15	56%
Total	27	100%

Table No 5.1: Graphical Representation of If "Yes" than which Languages are spoken? for Upper class

Lower Class

No. of Children	Frequency	Percentage
Urdu	4	33%
Saraiki	7	59%
Pashto	1	8%
Total	12	100%

Table No 5.1: Graphical Representation ofIf "Yes" than which Languages are spoken? for Lower class

Table No 5.1 shows that from the upper class, 44% of the 27 respondents speak English additionally with their children at home, and 56% speak Punjabi. From the lower class, 33% of the 12 respondents speak Urdu additionally while 59% speak saraiki and 1% speaks Pashto.
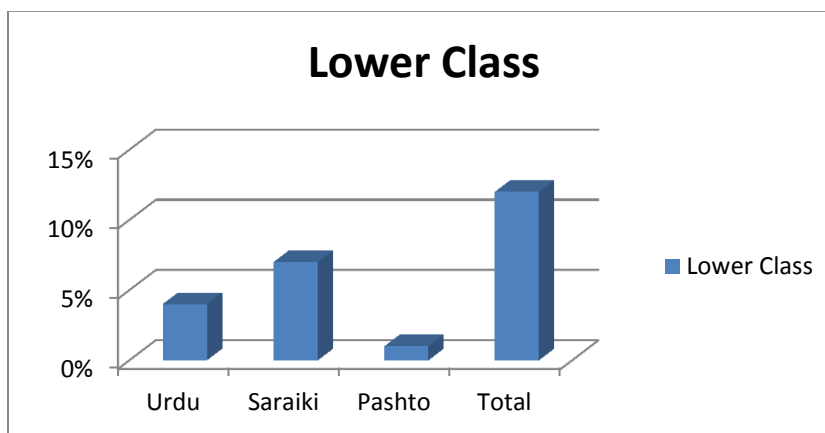
Table No. 6

Which Language Respondents Encourage Child to Speak
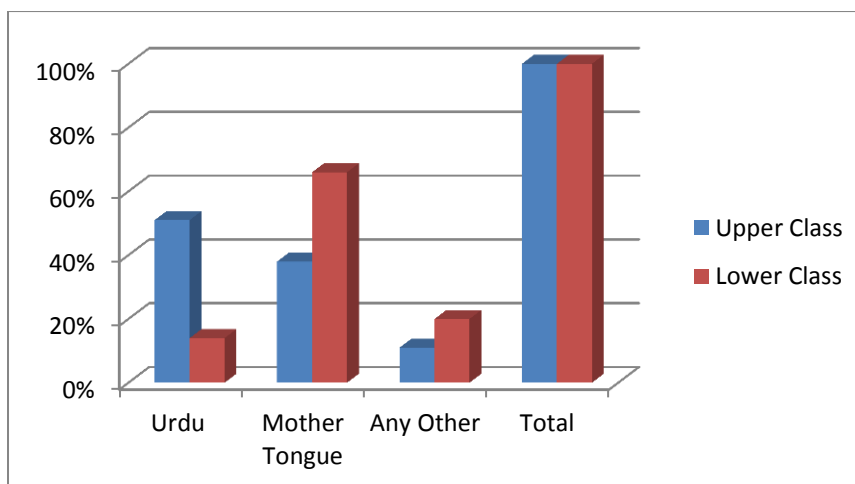
Upper Class

No. of Children	Frequency	Percentage
Urdu	51	51%
Mother Tongue	38	38%
Any Other	11	11%
Total	100	100%

Lower Class

No. of Children	Frequency	Percentage
Urdu	14	14%
Mother Tongue	66	66%
Any Other	20	20%
Total	100	100%

Table No.6: Graphical Representation of Which Language Respondents Encourage Child to Speak

Table No 6 shows that 51% respondents from upper class encourage their children to speak Urdu, 38% encourage their mother tongue while 11% encourage other language speaking. In contrast, 14% of the lower class respondents encourage their children to speak Urdu while 66% encourage their children to speak their mother tongue and 20% encourage them to speak other languages.

Table No. 7

Do Respondents pay Attention to their Children's Hygiene

Upper Class

No. of Children	Frequency	Percentage
Yes	100	100%
No	0	0%
Total	100	100%

Lower Class

No. of Children	Frequency	Percentage
Yes	74	74%
No	26	26%
Total	100	100%

Table No.7: Graphical Representation of Do Respondents pay Attention to their Children's Hygiene

Table No 7 shows that upper class respondents all pay attention to their children's hygiene while 74% of the respondents from the lower class do pay attention to their children's hygiene and 26% don't
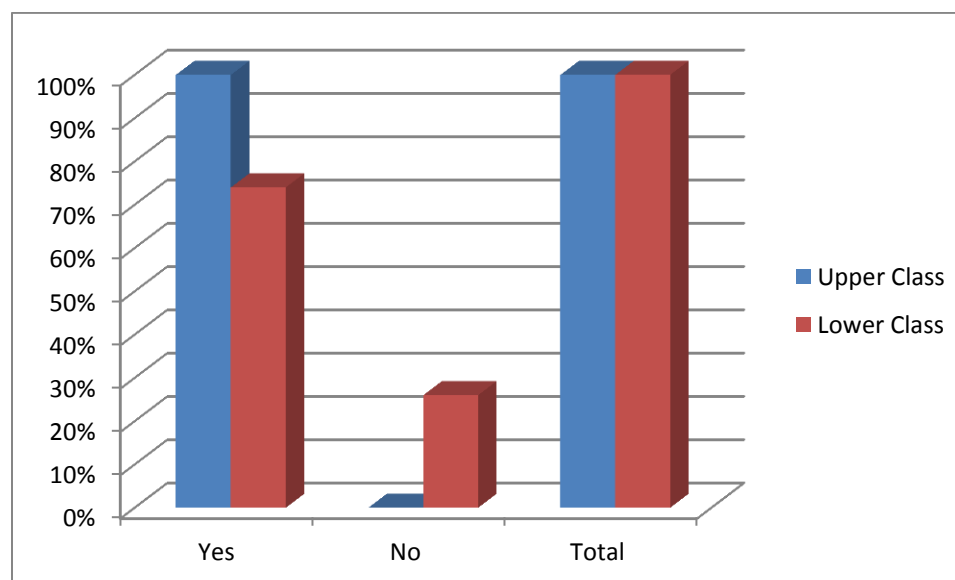
Table No. 7.1

If No then state reason

Lower Class

No. of Children	Frequency	Percentage
Lack of time	12	46%
Child keeps getting Dirty	14	54%
Total	26	100%

Table No. 7.1: Graphical Representation of If No then state reason for Lower Class

Table No 7.1 shows that 46% of the respondents don't pay attention to their children's hygiene due to lack of time while 54% don't do so because the child keeps getting dirty.
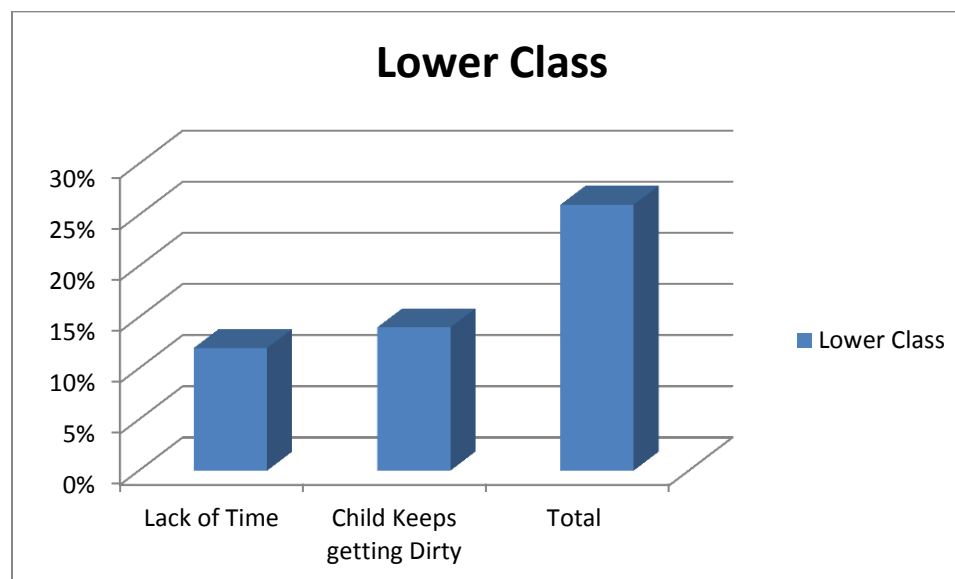
Table No.8

Do Respondents pay attention to their Children's proper clothing

Upper Class

No. of Children	Frequency	Percentage
Yes	100	100%
No	0	0%
Total	100	100%

Lower Class

No. of Children	Frequency	Percentage
Yes	41	41%
No	59	59%
Total	100	100%

Table No.8: Graphical Representation of Do Respondents pay attention to their Children's proper clothing

Table No 8 shows that all upper class respondents pay attention to their children's proper clothing in contrast to the lower class where 41% of the respondents do pay attention to their children's attire and 59% don't.
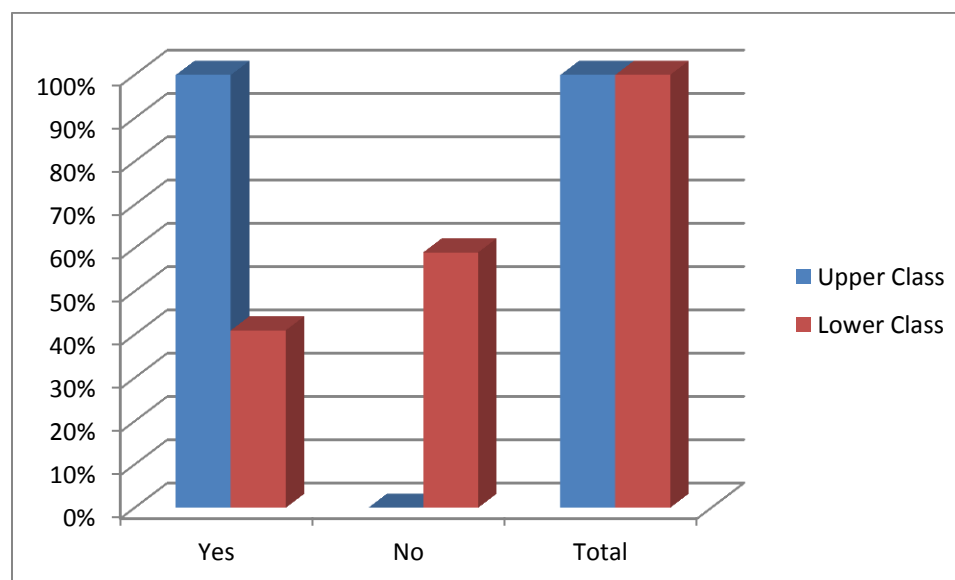
Table No.9

Do Respondents motivate their children to follow their religious duties

Response	Frequency	Percentage
Yes	67	67%
No	33	33%
Total	100	100%

Response	Frequency	Percentage
Yes	79	79%
No	21	21%
Total	100	100%

Table No.9: Graphical Representation of Do Respondents motivate their children to follow their religious duties

Table No. 9 shows that 67% of the upper class respondents motivate their children to follow their religious duties and 43% don't. In contrast, 79% of the respondents from lower class motivate their children to follow their religious duties and 21% don't.
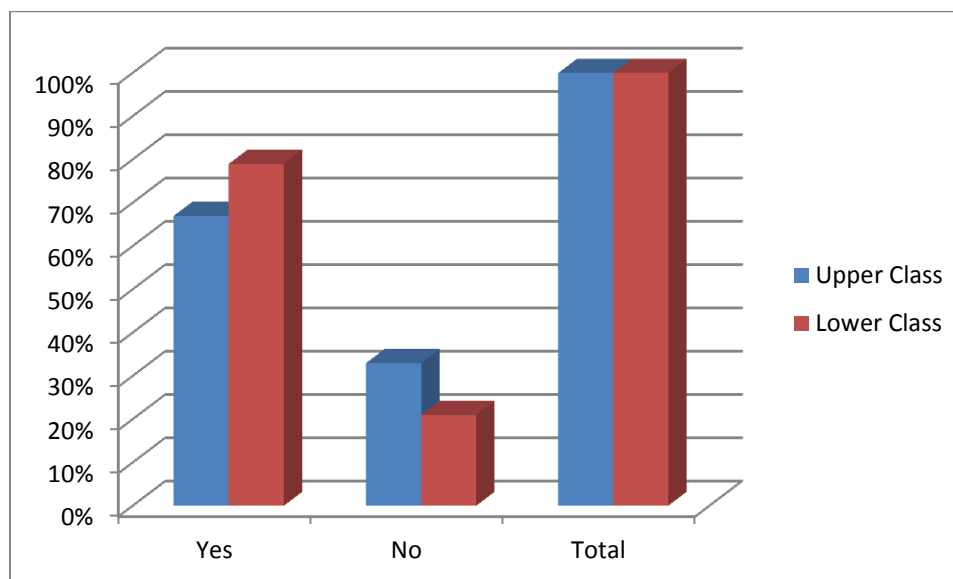
Table No.10

Do Respondents Motivate Children to act according to the Norms of their Religion

Upper Class

Response	Frequency	Percentage
Yes	67	67%
No	33	33%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	79	79%
No	21	21%
Total	100	100%

Table No. 10 Graphical Representation of Do Respondents Motivate Children to act according to the Norms of their Religion

Table No 10 shows that 67% of the respondents from the upper class motivate their children to act according to the norms of their children while 43% don't. In contrast, 79% of the respondents from lower class motivate their children to act according to the norms of their religion while 21% don't.
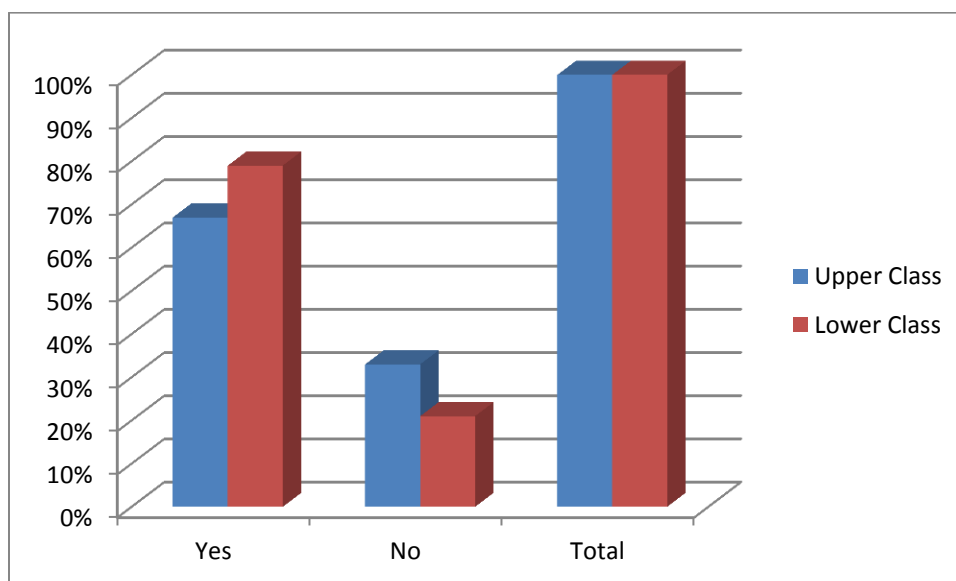
Table No.11

Do Respondents Reprimand their children if they act contrary to Religious Norms

Upper Class

Response	Frequency	Percentage
Yes	67	67%
No	33	33%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	79	79%
No	21	21%
Total	100	100%

Table No.11: Graphical Representation ofDo Respondents Reprimand their children if they act contrary to Religious Norms

Table No 11 shows that from the upper class, 67% respondents reprimand their children if they act contrary to the norms of religion while 33% don't. On the other hand, from the lower class, 79% respondents reprimand their children if they act contrary to the norms of religion while 21% don't.
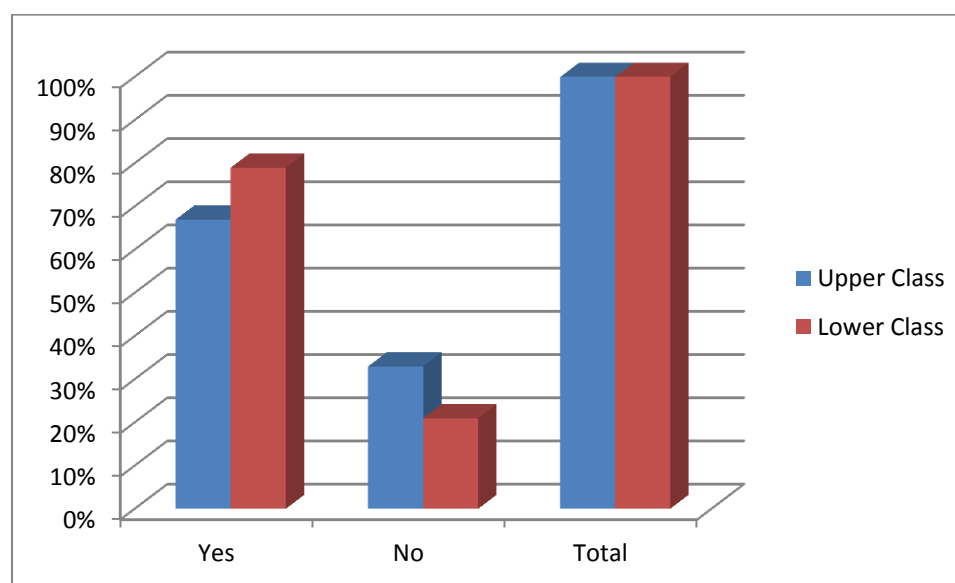
Table No.12

Do Respondents consider Children Education Important for Proper Socialization

Upper Class

Response	Frequency	Percentage
Yes	87	87%
No	13	13%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	69	69%
No	31	31%
Total	100	100%

Table No. 12: Graphical Representation of Do Respondents consider Children Education Important for Proper Socialization

Table No.12 shows that from the upper class, 87% respondents consider education to be important for proper socialization while 13% don't. In contrast, 69% of lower class respondents consider education important for proper socialization while 31% don't.
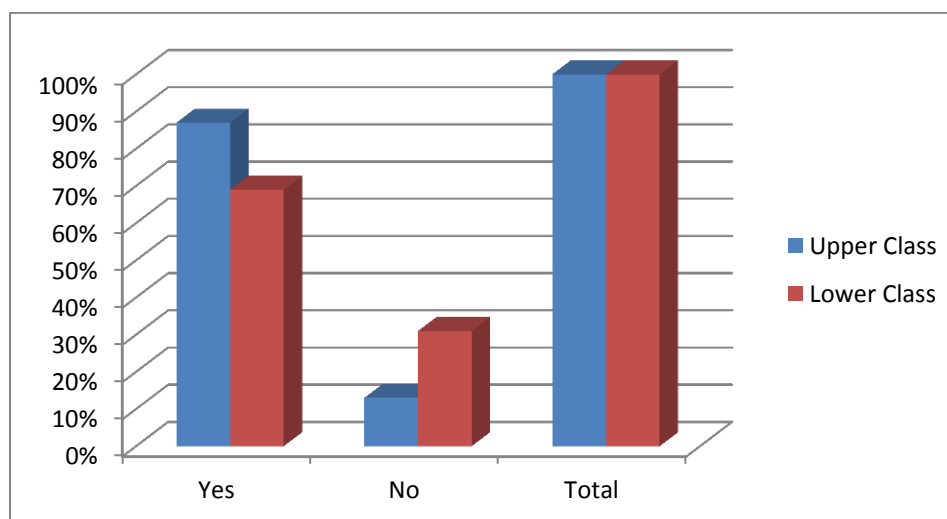
Table No.12.1

Kind of Educational Institution Attended by Respondents Children

Upper Class

Type of Institution	Frequency	Percentage
Private	97	97%
Government	0	0%
Any other (Madrassas)	3	3%
Total	100	100%

Lower Class

Type of Institution	Frequency	Percentage
Private	55	55%
Government	31	31%
Any other (Madrassas)	14	14%
Total	100	100%

Table No.12.1: Graphical Representation of Kind of Educational Institution Attended by Respondents Children

Table No. 12.1 shows that from the upper class, 97% respondents' children study in private educational institutes and 0% in Government while 3% study in other institutes. In contrast, 55% of lower class respondent children study in government institutes, 31% in Government institutes and 14% in other institutes.
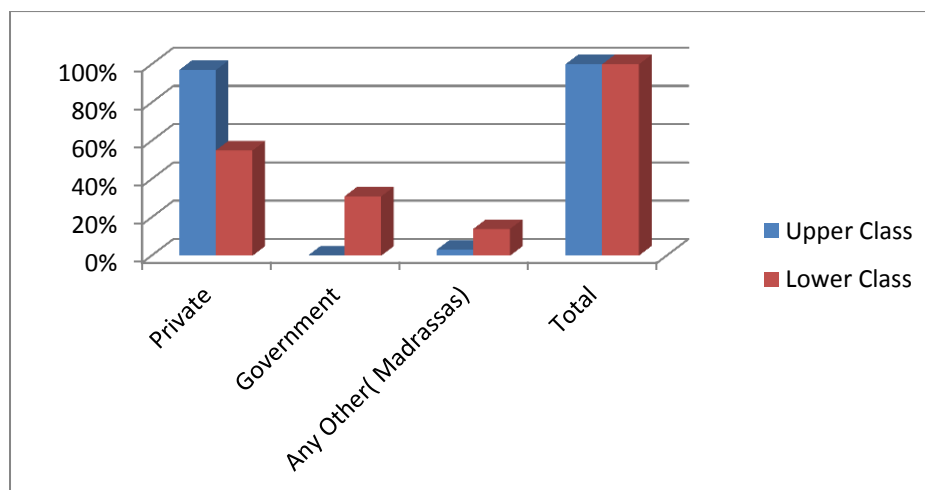
Table No.13

Do Respondents Oversee their Children related Educational Decisions

Upper Class

Response	Frequency	Percentage
Yes	78	78%
No	22	22%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	69	69%
No	31	31%
Total	100	100%

Table No. 13: Graphical Representation of Do Respondents Oversee their Children related Educational Decisions

Table No. 13 shows that 78% of upper class respondents oversee their children's educational decisions while 22% don't. In contrast, 69% of the lower class respondents oversee educational decisions pertaining to their children while 31% don't.
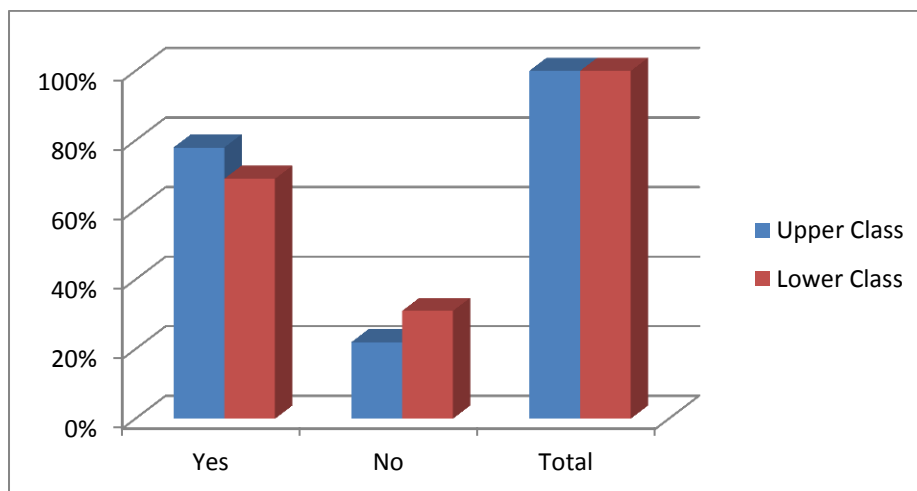
Table No. 14

Do Respondents Check their Children's Educational Progress

Upper Class

Response	Frequency	Percentage
Yes	78	78%
No	22	22%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	69	69%
No	31	31%
Total	100	100%

Table No. 14: Graphical Representation of Do Respondents Check their Children's Educational Progress

Table No.14 shows that 78% of the upper class respondents check their children's educational progress while 22% don't. In contrast, 69% of the lower class respondents check their children's educational progress and 31% don't.

Table No.14.1

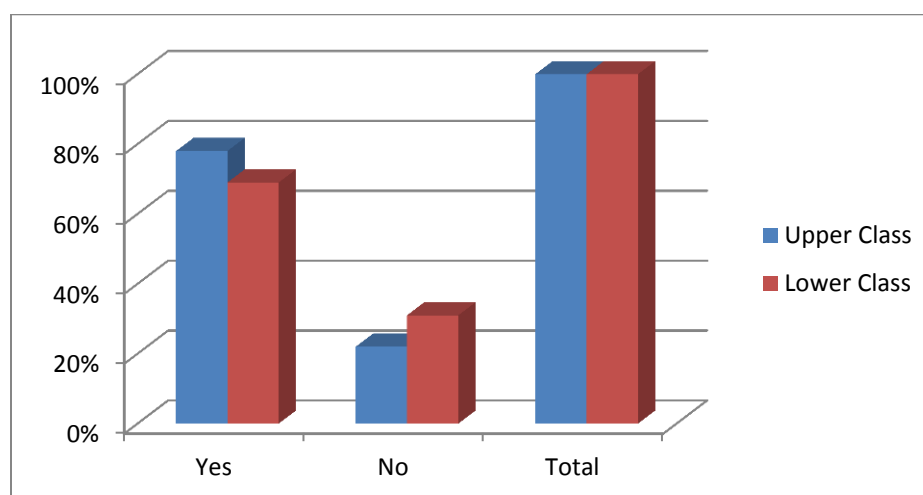**If "Yes: then How do Respondents Check Educational Progress**

Upper Class

Method for Checking	Frequency	Percentage
Telephonic Assessment	10	13%
Diary Checking and Homework Supervision	36	46%
Parent Teacher Meeting	32	41%
Total	78	100%

Lower Class

Method for Checking	Frequency	Percentage
Telephonic Assessment	04	6%
Diary Checking and Homework Supervision	13	19%
Parent Teacher Meeting	52	75%
Total	69	100%

Table No.14.1: Graphical Representation of If "Yes: then How do Respondents Check Educational Progress

Table No. 14.1 shows that 10% of the 78 upper class respondents that check up on their children's educational progress use telephonic assessment, 46% use the mode of diary checking and homework supervision while 41% adopt meeting with teachers as the way to perform said operation. In contrast, 6% of the 69 lower class respondents use diary checking, 19% use the mode of diary checking and homework supervision while 75% adopt meeting with teachers as the way to perform said operation.
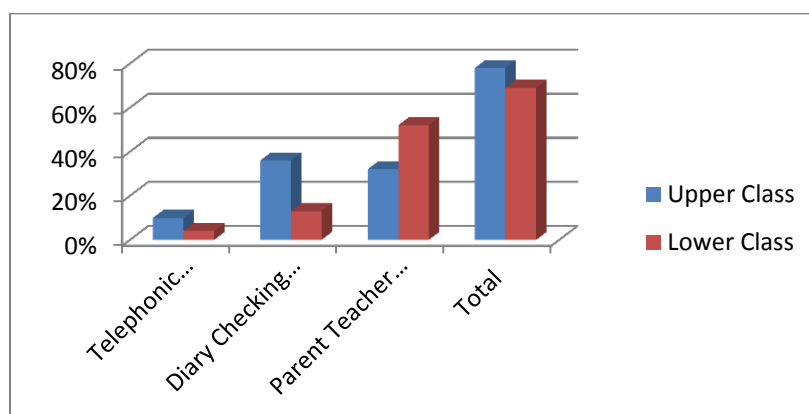
Table No. 15

Do Respondents consider Tutoring Important for Proper Socialization

Upper Class

Response	Frequency	Percentage
Yes	90	90%
No	10	10%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	71	71%
No	29	29%
Total	100	100%

Table No.16: Graphical Representation of Do Respondents consider Tutoring Important for Proper Socialization

Table No.15 shows that from the upper class, 90% respondents consider tutoring important for proper socialization and 10% don't. In contrast, 71% lower class respondents consider tutoring important while 29% don't.
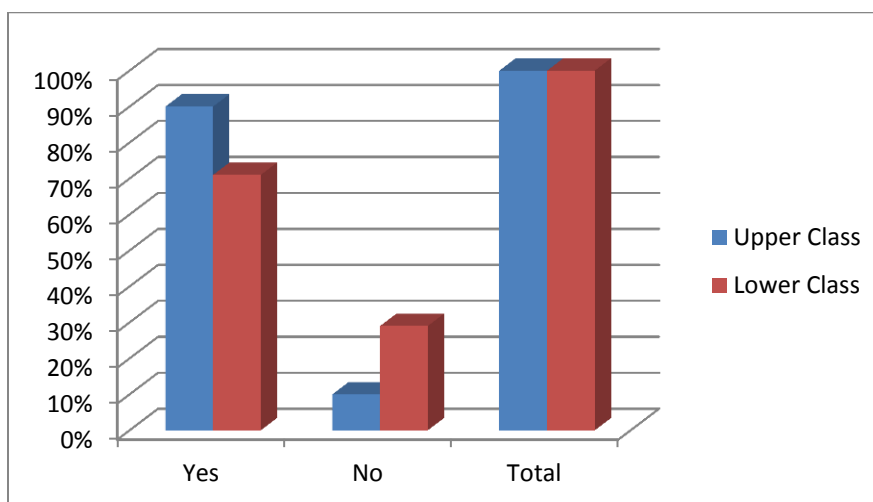
Table No. 15.1

1 If "Yes" then in Which manner is the child tutored

Upper Class

Response	Frequency	Percentage
Tutor them yourselves	15	15%
Home Tuition	35	35%
Academy	50	50%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Tutor them yourselves	9	9%
Home Tuition	27	27%
Academy	64	64%
Total	100	100%

Table No.15.1: Graphical Representation of If "Yes" then in Which manner is the child tutored

Table 15.1 shows that from upper class, 15% respondents tutor their children themselves, 35% use home tuition and 50% go for the academy. In contrast, from the lower class respondents 9% tutor children themselves, 27% use home tuition and 64% go to academy.
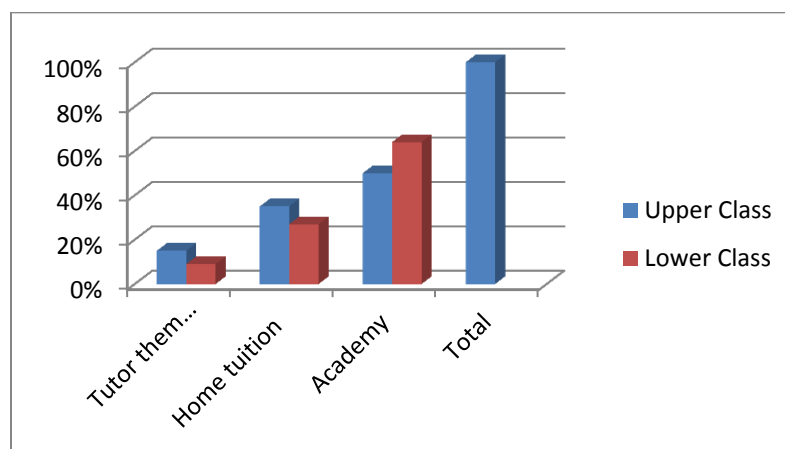
Table No. 16

Level of Education respondents consider Essential for Proper Socialization

Upper Class

Response	Frequency	Percentage
Primary	3	3%
Matric	14	14%
FA or Fsc	19	19%
BA or Bsc	21	21%
Masters	32	32%
Beyond	11	11%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Primary	44	44%
Matric	36	36%
FA or Fsc	8	8%
BA or Bsc	5	5%
Masters	5	5%
Beyond	2	2%
Total	100	100%

Table No. 16: Graphical Representation of Level of Education respondents consider Essential for Proper Socialization

Table No 16 shows that from the upper class, 3% consider primary adequate, 14% matric, 19% FA or Fsc, 21% BA or Bsc, 32% Masters and 11% consider beyond masters as adequate educational threshold for socialization. In contrast, 44% lower class respondents consider primary enough, 36% consider matric, 8% consider FA or Fsc enough, 5% consider BA or Bsc important, 5% consider masters and 2% consider education beyond masters necessary for proper socialization.
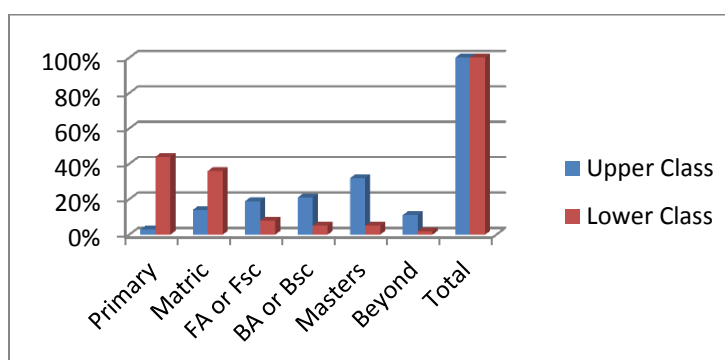
Table No. 17

Do Respondents Give their Children Freedom in selecting their friends

Upper Class

Response	Frequency	Percentage
Yes	54	54%
No	46	46%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	79	79%
No	21	21%
Total	100	100%

Table No.17: Graphical Representation of Do Respondents Give their Children Freedom in selecting their friends

Table No 17 shows that 54% Respondents from upper class give their children freedom in choosing their friends while 46% don't. In contrast, 79% lower class respondents give their children freedom for choosing their friends while 21% don't.
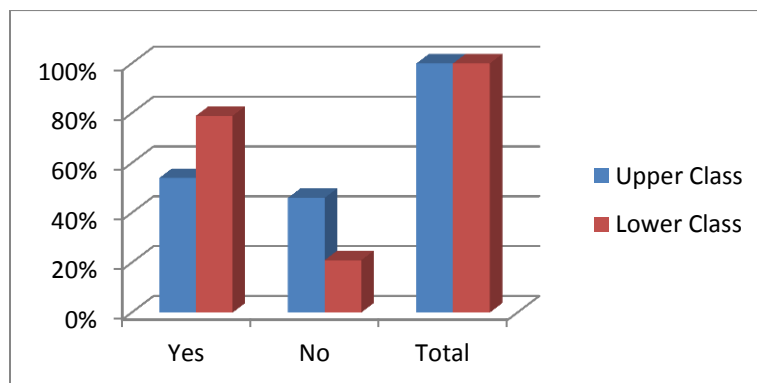
Table No. 18

Number of Friends that Respondents' children have

Upper Class

Response	Frequency	Percentage
1-2	56	56%
3-4	13	13%
More than 5	19	19%
Not Sure About this	12	12%
Total	100	100

Lower Class

Response	Frequency	Percentage
1-2	21	21%
3-4	38	38%
More than 5	10	10%
Not Sure About this	31	31%
Total	100	100%

Table No.18: Graphical Representation of Number of Friends that Respondents' children have

Table No 18 shows that from the upper class, 56% Respondents children have 1 to 2 children, 13% have 3 to 4 friends, 19% have more than 5 friends and 12% respondents are not sure about this query. In contrast, 21% Lower class respondents have 1 to 2 friends, 38% have 3 to 4 friends, 10% have more than 5 friends while 31% are not sure about this.
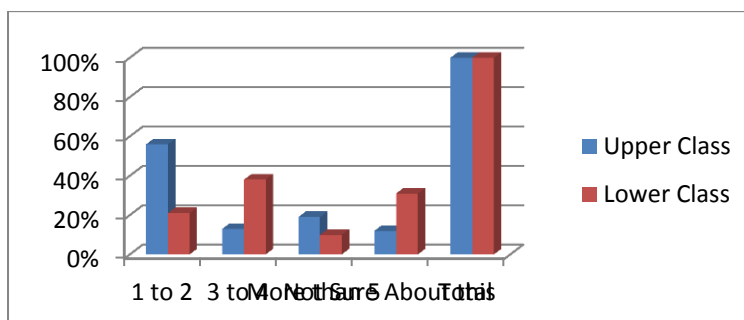
Table No. 19

Time Respondents' Children Spend with their Friends

Upper Class

Hours	Frequency	Percentage
1-2 hours	67	67%
3-4 hours	13	13%
5-6 hours	0	0
Any other duration	0	0
Never leaves home	20	20%
Total	100	100%

Lower Class

Hours	Frequency	Percentage
1-2 hours	17	17%
3-4 hours	24	24%
5-6 hours	33	33%
Any other duration	15	15%
Never leaves home	11	11%
Total	100	100%

Table No.19: Graphical Representation of Time Respondents' Children Spend with their Friends

Table No 19 shows that from the upper class, 67% of the respondents children spend 1 to 2 hours outside, 13% do so for 3 to 4 hours, 0% for 5 to 6 hours, 0% for any other duration and 20% children never leave home. In contrast, 17% respondents from the lower class spend 1 to 2 hours outside, 24% spend 3 to 4 hours outside, 33% spend 5 to 6 hours outside, 15% spend any other duration outside and 11% don't leave their homes.
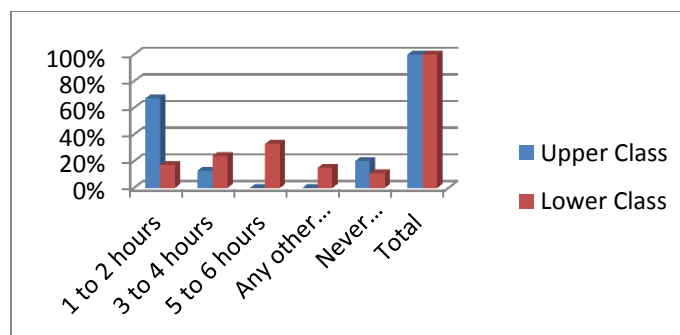
Table No. 20

Respondents' Permission for Children to engage in Recreational Activities in Home and School

Upper Class

Response	Frequency	Percentage
Yes	100	100%
No	0	0
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	100	100%
No	0	0
Total	100	100%

Table No.20: Graphical Representation of Respondents' Permission for Children to engage in Recreational Activities in Home and School

Table No. 20 shows that from the Upper class 67% respondents allow that children to engage in recreational activities at home and school while 33% don't. In contrast, 78% Lower class respondents' children are allowed to engage in recreational activities at home and school while 22% don't.
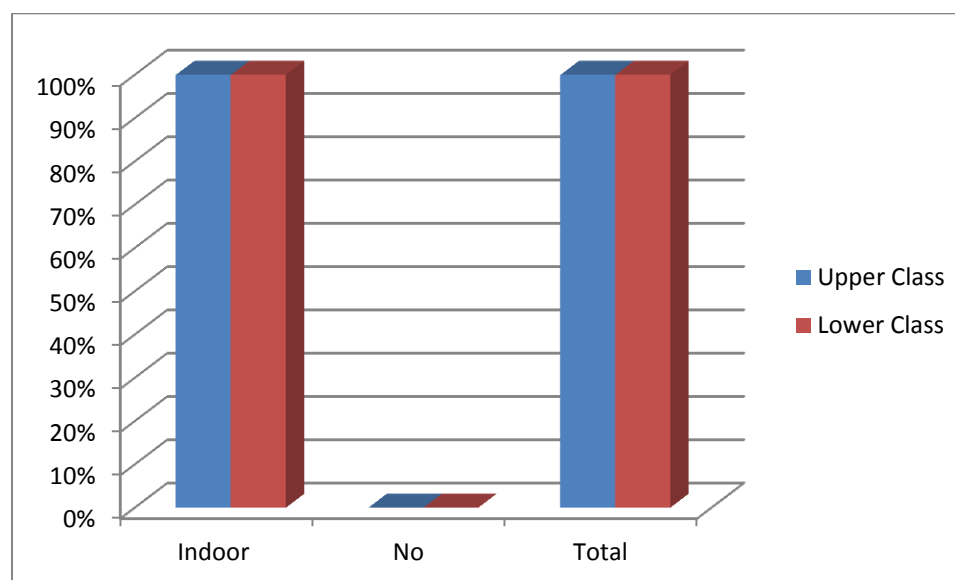
Table. 20.1

Kind of Activities allowed to Children by Parents

Upper Class

Type of Recreation	Frequency	Percentage
Indoor Activities	67	67%
Outdoor Activities	33	33%
Total	100	100%

Lower Class

Type of Recreation	Frequency	Percentage
Yes	22	22%
No	78	78%
Total	100	100%

Table No.20.1: Graphical Representation of Kind of Activities allowed to Children by Parents

Table No. 20.1 shows that from the upper class, 67% children engage in recreational activities in indoor activities while 22% engage in outdoor activities. In contrast, from the lower class, 22% children engage in indoor activities while 78% engage in outdoor activities.
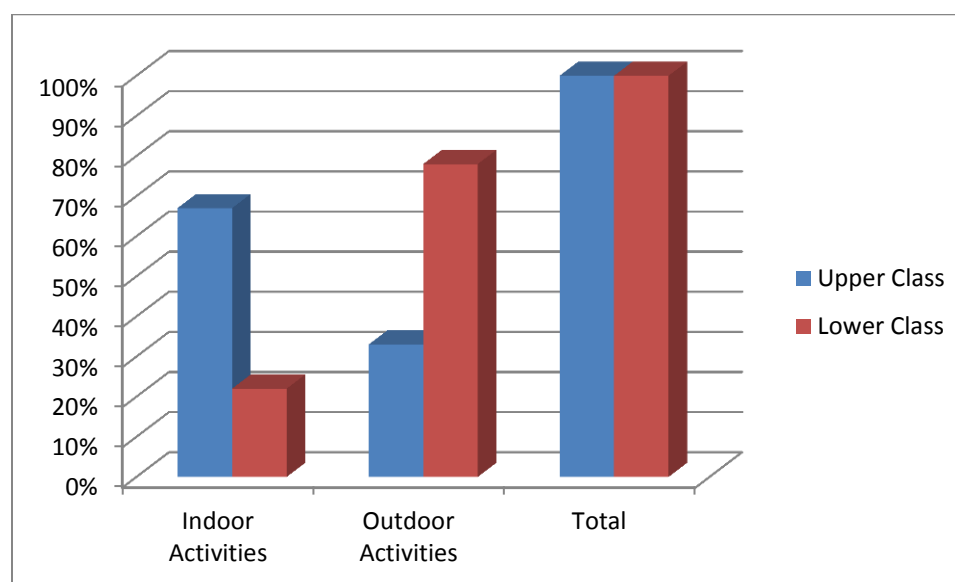
Table No. 21

Time Children spend in Recreational Activities or Pursuits

Upper Class

Hours	Frequency	Percentage
1-2 hours	43	43%
3-4 hours	32	32%
5-6 hours	12	12%
Any other duration	13	13%
Total	100	100%

Lower Class

Hours	Frequency	Percentage
1-2 hours	10	10%
3-4 hours	13	13%
5-6 hours	52	52%
Any other duration	25	25%
Total	100	100%

Table No.21: Graphical Representation of Time Children spend in Recreational Activities or Pursuits

Table No. 21 shows that from the upper class, 43% children spend 1 to 2 hours in recreation, 32% 3 to 4 hours, 12% 5 to 6 hours and 13% spend any other duration in recreation. In comparison, from the lower class 10% children spend 1to 2 hours in recreation, 13% spend 3 to 4 hours, 52% spend 5 to 6 hours and 25% spend any other duration in recreation.

Table No. 22

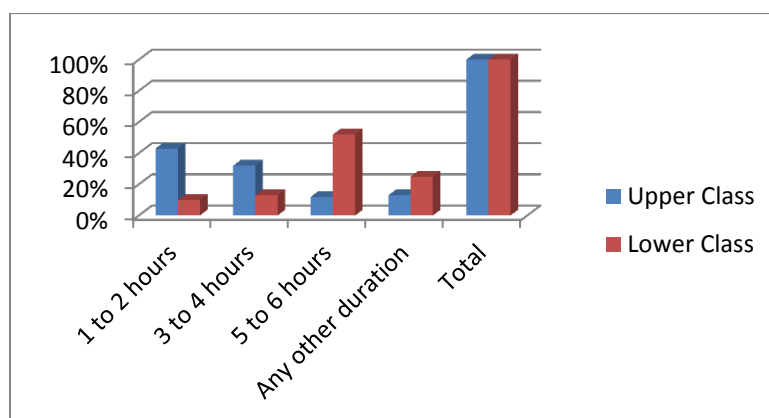**Respondents Perception Regarding Importance of Recreational Activities**

Upper Class

Response	Frequency	Percentage
Very Important	31	31%
Important	62	62%
Normal	7	7%
Not important	0	0%
Insignificant	0	0%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Very Important	73	73%
Important	11	11%
Normal	16	16%
Not important	0	0%
Insignificant	0	0%
Total	100	100%

Table No. 22: Graphical Representation of Respondents Perception Regarding Importance of Recreational Activities

Table No. 22 shows that from the upper class, 31% respondents consider recreational activities very important, 62% consider it important, 7% consider it normal, 0% consider it unimportant while 0% consider it insignificant. In contrast, from the lower class, 73% respondents consider recreational activities very important, 11% consider it important, 16% consider it normal, 0% consider it unimportant while 0% consider it insignificant.
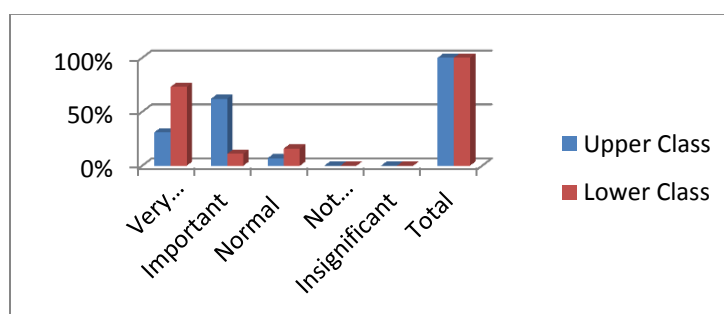
Table No. 23

Respondents' Stance Over Punishing Children in Front of Others

Upper Class

Response	Frequency	Percentage
Yes	23	23%
No	77	77%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	62	62%
No	38	38%
Total	100	100%

Table No.23: Graphical Representation of Respondents' Stance Over Punishing Children in Front of Others

Table No. 23 shows that from the upper class23% respondents punish their children in front of others while 77% don't do so. In contrast 62% respondents from the lower class punish their children in front of others while 38% don't.
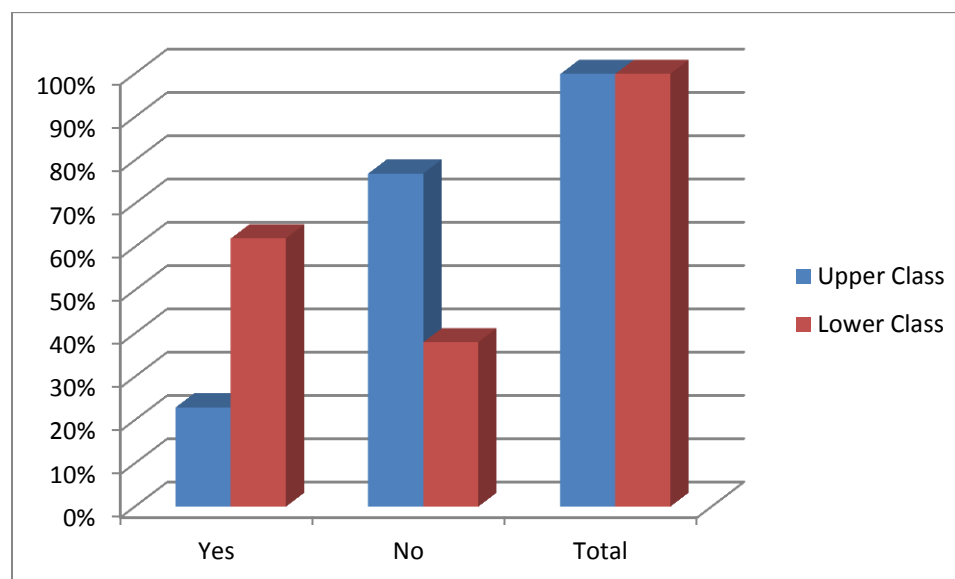
Table No. 23.1

Method of Punishment in front of others

Upper Class

Response	Frequency	Percentage
Threatening	12	56%
Not talking	2	10%
Physical punishment	7	30%
Any other	1	4%
Total	23	100%

Lower Class

Response	Frequency	Percentage
Threatening	40	66%
Not talking	6	9%
Physical punishment	14	22%
Any other	2	3%
Total	62	100%

Table No.23.1: Graphical Representation of Method of Punishment in front of others

Table No. 23.1 shows that from the upper class, 56% respondents of the punish their children by threatening them, while 10% do so by not talking to their children, 30% use physical punishment and 4% use other means. In contrast, from the lower class, 66% respondents punish their children by threatening them, while 9% do so by not talking to their children, 22% use physical punishment and 3% use other means.
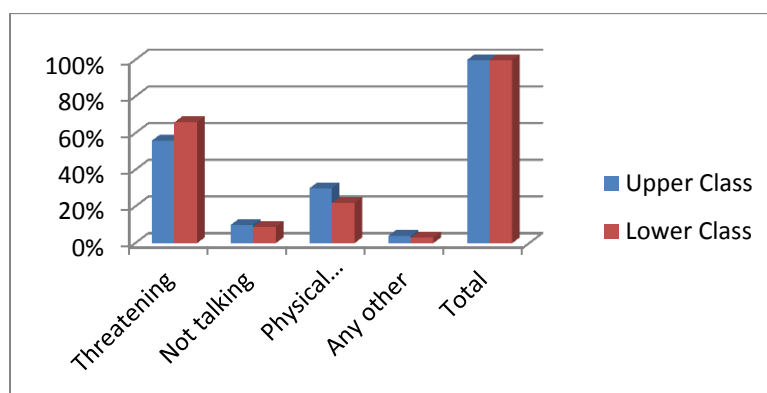
Table No. 24

Freedom Given by Respondents to Children for Making their own decisions

Upper Class

Response	Frequency	Percentage
Yes	27	27%
No	73	73%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	81	81%
No	19	19%
Total	100	100%

Table No.24: Graphical Representation of Freedom Given by Respondents to Children for Making their own decisions

Table No. 24 shows that from the upper class, 27% respondents' allow their children to make their own decisions while73% don't. In contrast, from the lower class, 81% lower class respondents allow their children to make their own decisions while 11% don't.
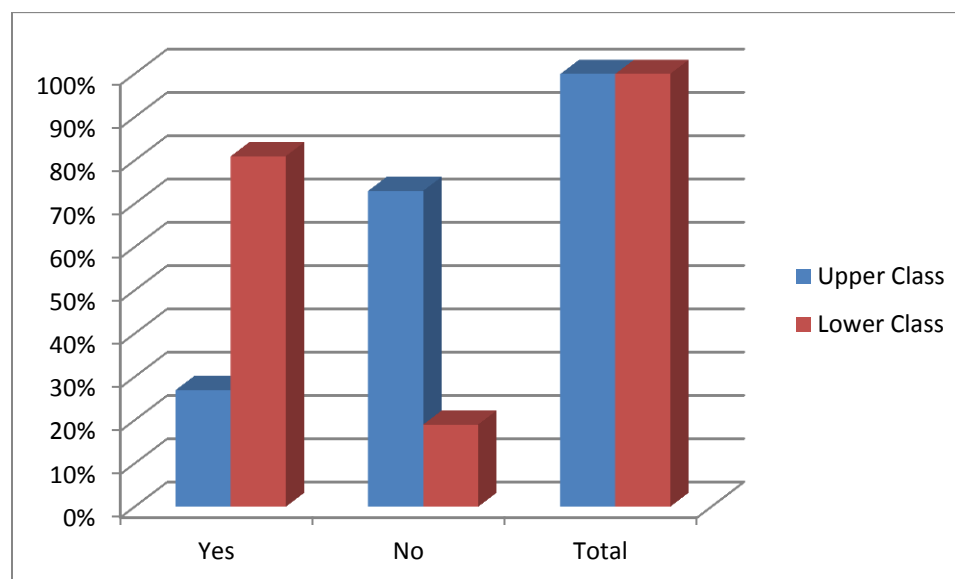
Table No. 25

Time Respondents' Spend with their Children Daily

Upper Class

Hours	Frequency	Percentage
1-3 Hours	19	19%
4-6 Hours	53	53%
7-9 Hours	17	17%
10 or more hours	11	11%
Total	100	100%

Lower Class

Hours	Frequency	Percentage
1-3 Hours	13	13%
4-6 Hours	31	31%
7-9 Hours	22	22%
10 or more hours	34	34%
Total	100	100%

Table No.25: Graphical Representation of Time Respondents' Spend with their Children Daily

Table No. 25 shows that from the upper class, 19% respondents spend 1 to 2 hours with their children, 53% spend 4 to 6 hours, 17% spend 7 to 9 hours and 11% spend 10 or more hours with their children. In contrast, from the lower class, 13% respondents spend 1 to 2 hours with their children, 31% spend 4 to 6 hours, 22% spend 7 to 9 hours and 34% spend 10 or more hours with their children.
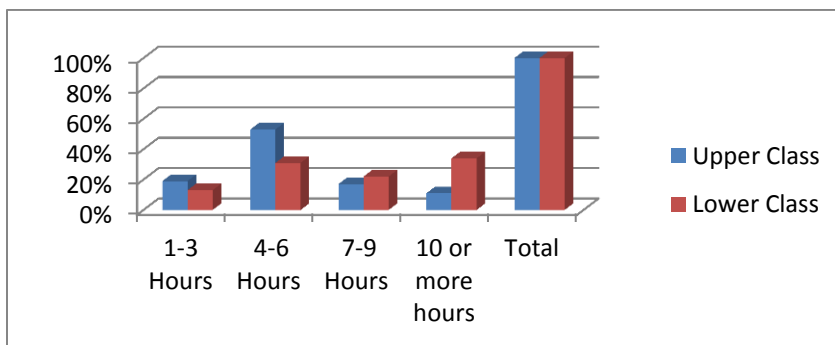
Table No. 26

Do Respondents Talk with Children regarding the latter's Problems

Upper Class

Response	Frequency	Percentage
Yes	74	74%
No	26	26%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	67	67%
No	33	33%
Total	100	100%

Table No.26: Graphical Representation of Do Respondents Talk with Children regarding the latter's Problems

Table No. 26 shows that from the upper class, 74% respondents talk to their children about their problems while 26% don't. In contrast, 67% of the respondents from the upper class talk to their children about their problems while 33% don't.
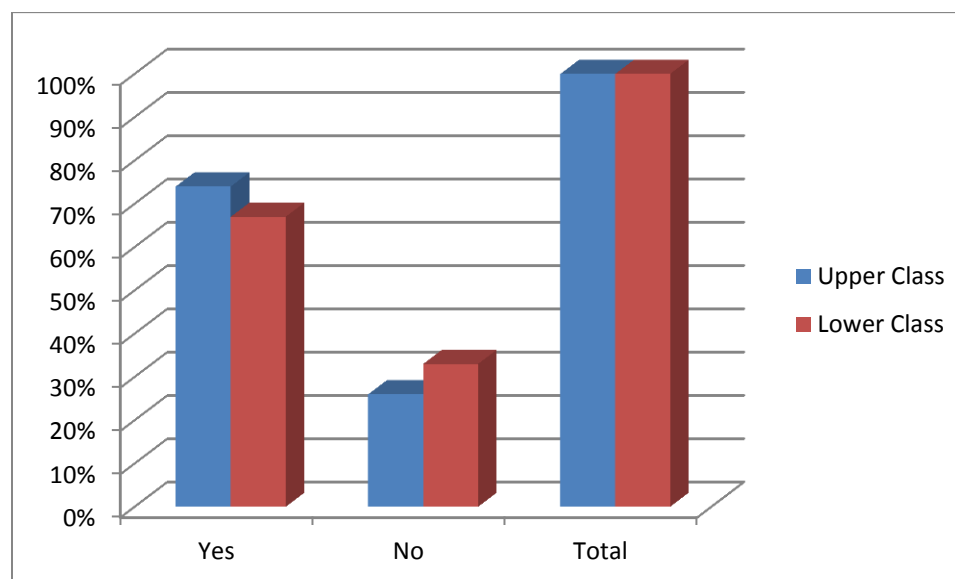
Table No. 27

Respondents' Fulfillment of Children Demands

Upper Class

Response	Frequency	Percentage
Yes	75	75%
No	25	25%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	43	43%
No	57	57%
Total	100	100%

Table No.27: Graphical Representation of Respondents' Fulfillment of Children Demands

Table No. 27 shows that from the upper class, 75% respondents fulfill their children desires while 25% don't. In contrast, from the lower class, 43% fulfill their children desires while 57% don't.
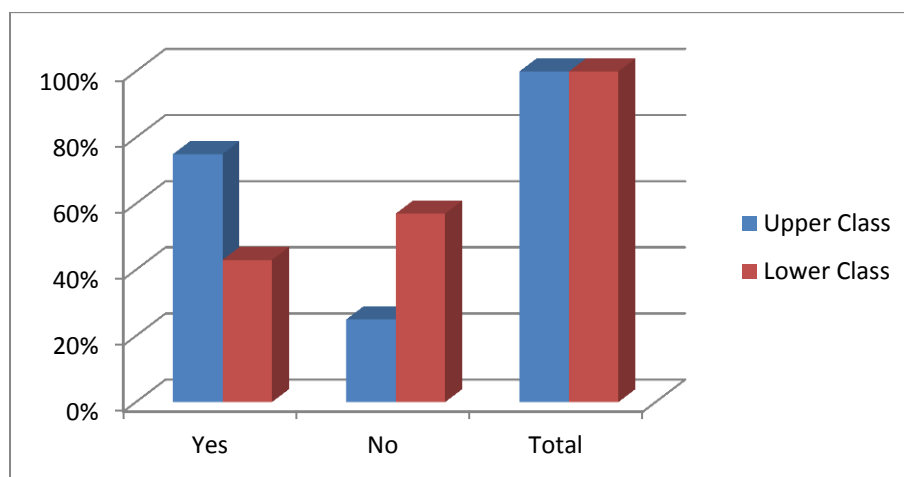
Table No. 27.1

If "No" then Why

Upper Class

Hours	Frequency	Percentage
Spoils the Children	14	56%
Reduces Discipline	11	44%
Can't Afford to do so	0	0%
Total	25	100%

Lower Class

Hours	Frequency	Percentage
Spoils the Children	12	21%
Reduces Discipline	10	17%
Can't Afford to do so	35	62%
Total	57	100%

Table No.27.1: Graphical Representation of If "No" then Why

Table No 27.1 shows that from the upper class, 56% of the respondents don't fulfill all of their children demands because it spoils them in their opinion, 44% don't do it because it reduces discipline in them and 0% don't do it because they can't afford it. In contrast, from the lower class, 21% of the respondents don't fulfill all of their children demands because it spoils them in their opinion, 17% don't do it because it reduces discipline in them and 62% don't do it because they can't afford it.
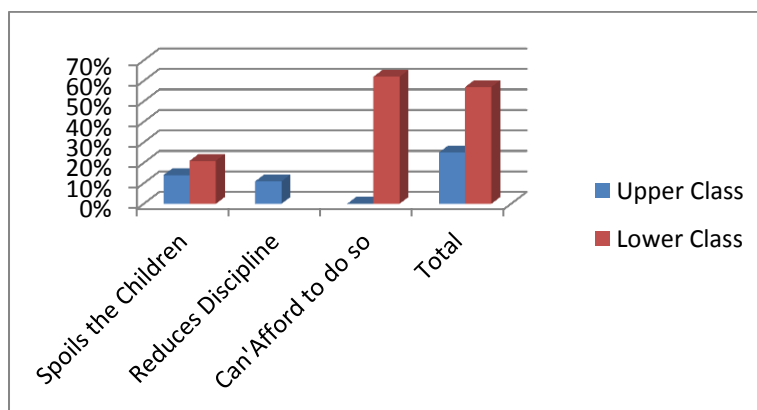
Table No. 28

Respondents' Preference regarding Child Socialization regarding Gender

Upper Class

Category	Frequency	Percentage
Male	52	52%
Female	48	48%
Total	100	100%

Lower Class

Category	Frequency	Percentage
Male	79	79%
Female	21	21%
Total	100	100%

Table No.28: Graphical Representation of Respondents' Preference regarding Child Socialization regarding Gender

Table No. 28 shows that from the upper class, 52% respondents prefer to socialize Male children while 48% prefer to socialize female children. In contrast, from the lower class, 78% respondents prefer to socialize Male children while 21% prefer to socialize female children.
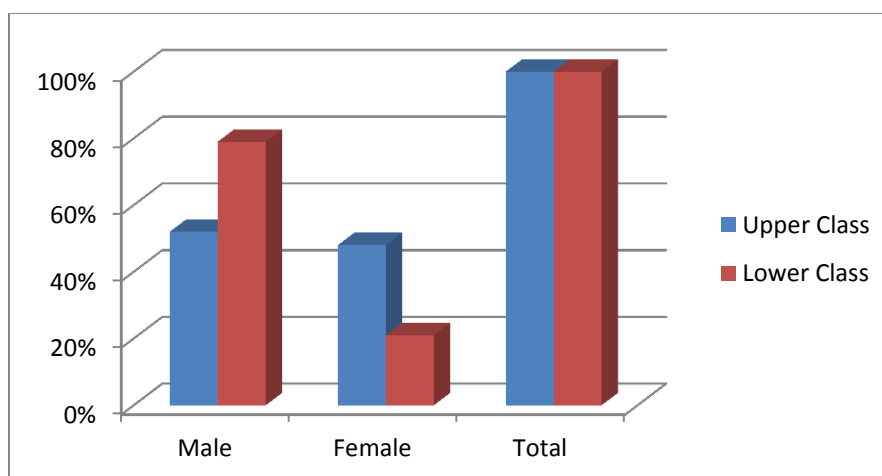
Table No. 28.1

If "Male" than why

Upper Class

Hours	Frequency	Percentage
Exposed more to Society	19	35%
Stronger in Mind and Body	15	30%
Future Support for Parents	18	35%
Total	52	100%

Lower Class

Hours	Frequency	Percentage
Exposed more to Society	21	36%
Stronger in Mind and Body	16	29%
Future Support for Parents	20	35%
Total	57	100%

Table No.28.1: Graphical Representation of If "Male" than why

Table No. 28.1 shows that from the upper class, 35% Respondents prefer socialization of male child because he is more exposed to society, 30% do so as they consider them to be stronger in mind and body while 35% do so as they consider them to be their future support. In contrast, respondents from the lower class, 36% Respondents prefer socialization of male child because he is more exposed to society, 29% do so as they consider them to be stronger in mind and body while 35% do so as they consider them to be their future support.
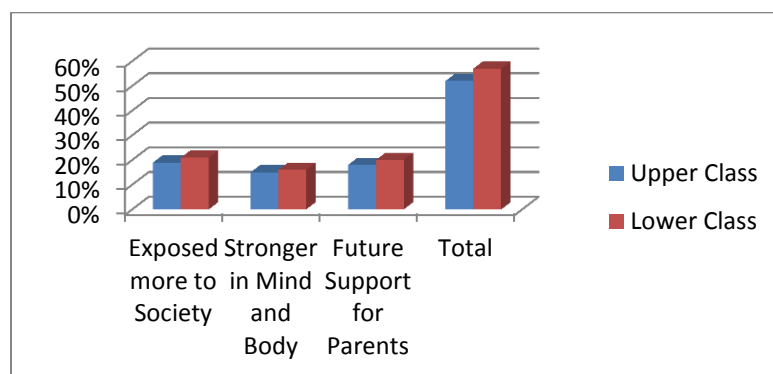
Table No. 28.2

If "Female" then Why

Upper Class

Hours	Frequency	Percentage
Glean more adoration	28	58%
Are more Vulnerable	20	42%
Total	48	100%

Lower Class

Hours	Frequency	Percentage
Glean more adoration	15	71%
Are more Vulnerable	6	29%
Total	21	100%

Table No. 28.2: Graphical Representation of If "Female" then Why

Table No. 28.2 shows that from the upper class, 28% respondents prefer socialization of female children because they glean more adoration from them while 20% do so as they consider them more vulnerable to the society's vices and dangers. In contrast from the lower class, 71% respondents prefer socialization of female children because they glean more adoration from them while 29% do so as they consider them more vulnerable to the society's vices and dangers.
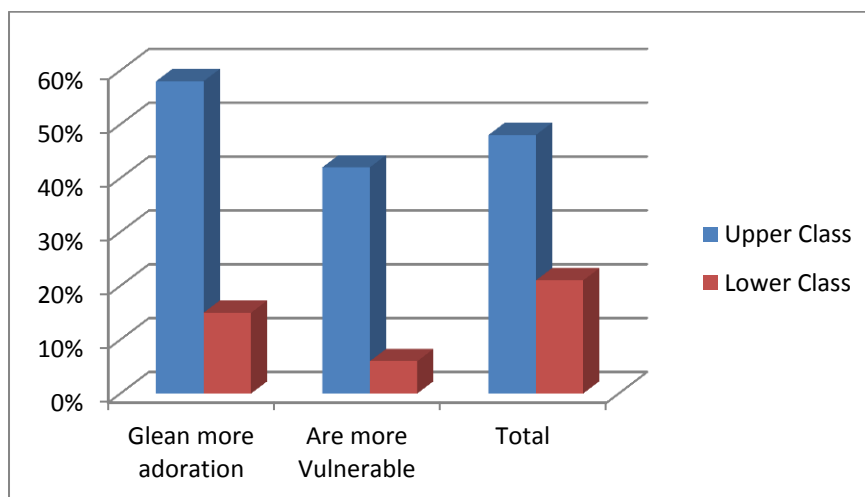
Table No. 29

Respondents' Encouragement to Children for Interacting with others in Society

Upper Class

Response	Frequency	Percentage
Yes	57	54%
No	43	43%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	73	73%
No	27	27%
Total	100	100%

Table No.29: Graphical Representation of Respondents' Encouragement to Children for Interacting with others in Society

Table No 29 shows that from the upper class, 54% respondents allow their children to interact with others in society while 43% don't. In contrast, from the lower class 73% respondents allow their children to interact with others in society while 27% don't.
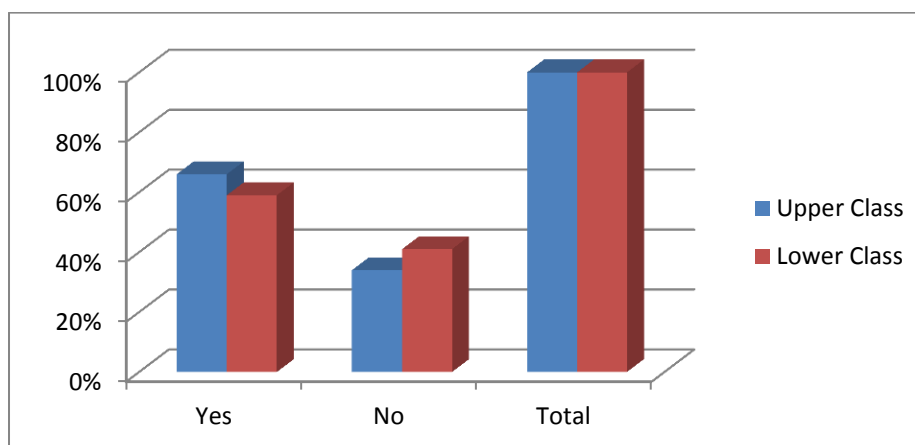
Table No. 30

Respondents' Permission to allow children to interact with Children from opposite Gender

Upper Class

Response	Frequency	Percentage
Yes	66	66%
No	34	34%
Total	100	100%

Lower Class

Response	Frequency	Percentage
Yes	59	59%
No	41	41%
Total	100	100%

Table No.30: Graphical Representation of Respondents' Permission to allow children to interact with Children from opposite Gender

Table No. 30 shows that from the upper class, 66% respondents allow their children to interact with children from other gender while 34% respondents don't allow them to do so. In contrast, from the lower class, 59% respondents allow their children to interact with children from other gender while 41% respondents don't allow them to do so.
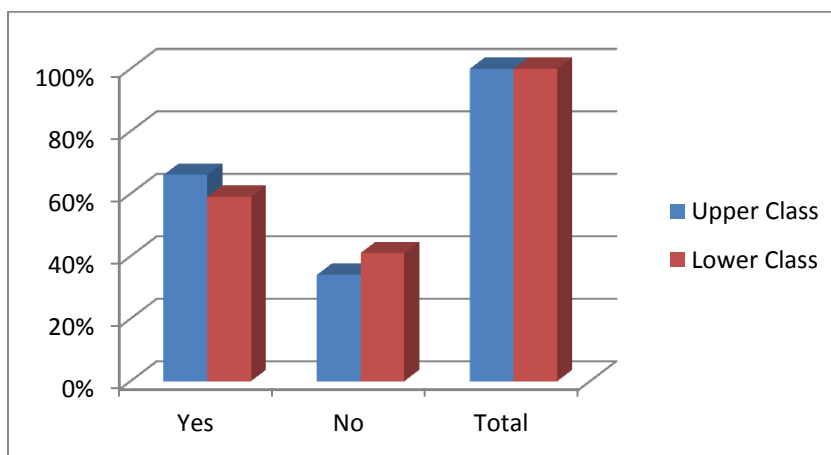
Testing of Hypothesis

Hypothesis No.1: Respondents consider tutoring important for upper and lower class socialization

Table No. 15

Do Respondents Consider Tutoring Important for Proper Socialization

Gender	Tutoring importance for socialization		
	Yes	No	Total
Lower class	71	29	100
	71%	29%	100%
Upper class	90	10	100
	90%	10%	100%
Total	161	39	200
	80.5%	19.5%	100%

Chi Square=8.1　　　　**d.f**=199　　　　　**p value**=0.03*

Gamma=0.348　　　　0.05*****=Significant

 Table 15 represents the association between tutoring and its importance regarding proper socialization. Chi-square value (8.11) shows a highly significant (P = 0.03) association between Tutoring and its importance in proper socialization of the child. Gamma value shows a positive relationship between the variables. It means that tutoring plays an important part in ensuring proper socialization of children. So the hypothesis "Respondents consider tutoring important for upper and lower class socialization" is correct.

Hypothesis No.2

Proper enforcement of norms is important for proper Socialization of Children

Table No.3: Respondents Belief Regarding Enforcement of Norms for Proper Socialization

Gender	Proper Enforcement of Norms is Important for Proper Socialization		
	Yes	**No**	**Total**
Lower class	77	23	100
	77%	23%	100%
Upper class	82	18	100%
	82%	18%	100%
Total	159	41	200
	79.5%	20.5%	100%

Chi-square = 42.57   **d.f.** = 199   **P-value** = 0.001**

Gamma = -.368   0.05*=Significant

Table 3 represents the association between enforcement of norms and its importance regarding proper socialization. Chi-square value (42.57) shows a highly significant (P = 0.001) association between enforcement of norms and its importance in proper socialization of the child. Gamma value shows a positive relationship between the variables. It means that enforcement of proper norms plays an integral part in ensuring proper socialization of children. So the hypothesis "Proper enforcement of norms is important for proper Socialization of Children" is correct.

Chapter No. 5

MAJOR FINDINGS
&
RECOMMENDATIONS

MAJOR FINDINGS

Table No. 1

 Table 1 shows that a majority (67.0%) of the respondents were males and about one-third (33.0%) of the respondents were females.

Table No. 2

Table 2 depicts that 17.0 percent of the respondents had up to 40 years of age, while 23.5 percent of the respondents had 41-45 years of age, about one-third i.e. 34.0 percent of them had 46-50 years of age and remaining about one-fourth (25.5%) of the respondents had above 50 years of age. So majority of the respondents had more than 45 years of age.

Table No. 3

Table 3 reveals that a huge majority (89.0%) of the respondents were married, while 7.0 percent of them were window/widowers, 2.5 percent of them were separated and 1.5 percent of them were divorced.

Table No. 4

Table 4 reveals that little less than one-third (30.5%) of the respondents were living in nuclear family system, while more than a half (58.0%) of the respondents were living in joint family structure, whereas remaining 11.5 percent of them were living in extended family system.

Table No. 5

Table 5 shows that slightly more than one-fourth (28.5%) of the respondents were illiterate, while about one-fifth (20.5%) of them had up to middle level education, whereas 29.0 percent of them were matriculated. About 12.0 percent of the respondents were intermediate and remaining 10.0 percent of them had graduation or above level education.

Table No. 6

Table 6 shows that 13.5 percent of the respondents were doing government job, while 15.0 percent of them were doing private job and 7.5 percent of them were businessmen. Above table shows that most of the respondents (38.0%) belonged to agriculture sector, 21.0 percent of them were labourer and 5.0 percent of the respondents belonged to any other occupations.

Table No. 7

Table 7 indicates that about one-fourth (24.0%) of the respondents had up to Rs. 10000 monthly income, while 30.0 percent of them had Rs. 10001-20000 monthly income and 22.5 percent of them had Rs. 20001-30000. About 13.5 percent of the respondents had Rs. 30001-40000 and only 10.0 percent of the respondents had above Rs. 40000 monthly income. So majority of the respondents had up to Rs. 30000 monthly income.

Table No. 8

Table 8 depicts that about a half (51.0%) of the respondents were having 1-2 daughters, while about one-third (33.0%) of the respondents had 3-4 daughters and remaining 16.0 percent of them had 5 or above daughters.

Table No. 9

Table 9 reveals that a huge majority (88.0%) of the respondents had favourable attitude towards female education, while only 12.0 percent of them had unfavourable attitude towards female education.

Table No. 10

Table 10 shows that only 8.5 percent of the respondents had thinking that up to primary level education is enough for females, while 13.0 percent of them told that middle level education is necessary for females, whereas little more than one-fourth (27.0%) of the respondents were recommended matric level education for females. About 17.5 percent of them reported that the intermediate level education is necessary for females, 15.0 percent of them told that graduation level education and 7.0 percent of them had thinking

that above graduation level education is essential for females. It means the trend of female education is changing, majority of the parents were in favour of their daughters' education.

Table No. 11

Table 14 represents the reasons for unfavourable attitude towards female education. 9 respondents (out of 24) were against the female education due to culturally restrictions, 8 respondents had financial problem and 5 respondents (out of 24) were against the female education due to non-availability of educational institutions and 2 respondents had any other reasons for unfavourble attitude towards female education.

Table No. 12

Table 12 indicates that a majority i.e. 63.5 percent of the respondents had thinking that sons are preferred than daughters in getting higher education, while 36.5 percent of them were replied negatively.

Table No. 13

Table 13 shows that 20.0 percent of the respondents were preferring sons than daughters in getting higher education because they had thinking that the sons are supporting their parents, 15.5 percent of them were preferring sons education because they had thinking that the sons have more opportunities for jobs then daughters, 23.5 percent of them told that the females get married so they were preferring sons education and remaining 36.5 percent of were against female education due to family tradition.

Table No. 14

Table 14 depicts that almost 40 percent of the respondents reported that they allowed to doing job to their daughter, while 60.5 percent of them were against the job of their daughters.

Table No. 15

Table 15 reveals that 17.5 percent of the respondents reported that the teaching profession is a suitable occupation for their daughters, while 7.5 percent of them told that the

banking profession is suitable profession for their daughter, whereas 5.5 percent of them liked health field, 6.5 percent of them said that lawyer is a suitable profession for their daughter and 2.5 percent of them had thinking that any others occupation like own business, office job are suitable field for their daughters.

Table No. 16

Table 16 shows that 18.0 percent of the respondents were never allowed to doing job to their daughters due to security measures, while 21.0 percent of them told that they never allowed to doing job to their daughter due to religious point of view, 17.5 percent of them had cultural barriers and 4.0 percent of them told that they had any other reasons for not allow to doing job to their daughters.

Table No. 17

Table 17 indicates that little more than one-fourth (28.0%) of the respondents were strongly agreed, while a major proportion (42.0%) of them agreed with the statement "higher education makes females better housewives", whereas 17.0 percent of them were neutral, 8.5 percent of them were disagreed and 4.5 percent of them were strongly disagreed with this statement. So majority of the respondents were agreed that higher education makes females better housewives.

Table No. 18

Table 18 shows that 12.5 percent of the respondents were strongly agreed, while a majority (60.5%) of them agreed with the statement "higher education teaches girls good manners", whereas 10.0 percent of them were neutral, 9.0 percent of them were disagreed and 8.0 percent of them were strongly disagreed with this statement. So majority of the respondents were agreed that higher education teaches girls good manners.

Table No. 19

Table 19 depicts that a substantial proportion (45.0%) of the respondents were strongly agreed and 40.0 percent of them agreed with the statement "Highly educated females can support financially", whereas 11.0 percent of them were neutral, 2.5 percent of them were

disagreed and 1.5 percent of them were strongly disagreed with this statement. So a huge majority of the respondents were agreed that highly educated females can support financially.

Table No. 20

Table 20 reveals that 16.5 percent of the respondents were strongly agreed and 40.0 percent of them agreed with the statement "Highly educated females can solve the family problems easily", whereas 33.0 percent of them were neutral, 7.0 percent of them were disagreed and 3.5 percent of them were strongly disagreed with this statement.

Table No. 21

Table 21 indicates that 15.0 percent of the respondents were strongly agreed and about one-third (33.0%) of them agreed with the statement "Highly educated females can do domestic work", whereas about one-fourth (25.5%) of them were neutral, 18.5 percent of them were disagreed and 8.0 percent of them were strongly disagreed with this statement. So little less than a half of the respondents were agreed that highly educated females can do domestic work.

Table No. 22

Table 22 shows about a half (51.0%) of the respondents were strongly agreed and more than one-third (38.0%) of them agreed with the statement "Highly educated females can bring up their children in a better way", whereas 8.5 percent of them were neutral, 8.5 percent of them were disagreed and 1.0 percent of them were strongly disagreed with this statement. It means a large majority of the respondents were agreed that highly educated females can bring up their children in a better way.

Table No. 23

Table 23 illustrates that 17.5 percent of the respondents were strongly agreed and more than one-fourth (27.0%) of them agreed with the statement "Higher education provides females better opportunities to understand the religion", whereas 38.5 percent of them

were neutral, 10.5 percent of them were disagreed and 6.5 percent of them were strongly disagreed with this statement.

Table No.24

Table 24 reveals that about one-fourth (24.0%) of the respondents were strongly agreed and 16.5 percent of them agreed with the statement "Highly educated females become broad minded", whereas 38.5 percent of them were neutral, 16.5 percent of them were disagreed and 4.5 percent of them were strongly disagreed with this statement. So almost 40 percent of the respondents were agreed that highly educated females become broad minded.

Table No.25

Table 25 indicates that about one-fifth (21.0%) of the respondents were strongly agreed and 34.5 percent of them agreed with the statement "Higher education provides females a secure future", whereas 29.0 percent of them were neutral, 8.5 percent of them were disagreed and 7.0 percent of them were strongly disagreed with this statement. Above table shows that little more than a half of the respondents were agreed that higher education provides females a secure future.

Table No.26

Table 26 depicts that slightly more than a half (51.5%) of the respondents were strongly agreed and 33.5 percent of them agreed with the statement "educating female means educating family", whereas 11.5 percent of them were neutral, 2.0 percent of them were disagreed and 1.5 percent of them were strongly disagreed with this statement. So it is clear from the above discussion that educating female means educating family.

Table No.27

Table 27 reveals that slightly more than one-fourth (27.0%) of the respondents were strongly agreed and a major proportion (42.5%) of them agreed with the statement "Due to lack of financial resources it is difficult to educate both male and females education", whereas 17.0 percent of them were neutral, 9.5 percent of them were disagreed and 4.0

percent of them were strongly disagreed with this statement. So it is clear from the above discussion that due to lack of financial resources it is difficult to educate both male and females education.

Table No.28

Table 28 reveals that 11.0 percent of the respondents were strongly agreed and 39.0 percent of them agreed with the statement "Our culture creates hurdles for females' higher education", whereas 33.0 percent of them were neutral, 12.5 percent of them were disagreed and 4.5 percent of them were strongly disagreed with this statement. So half of the respondents had thinking that Our culture creates hurdles for females' higher education.

Table No.29

Table 29 shows 15.5 percent of the respondents were strongly agreed and 30.5 percent of them agreed with the statement "Co-education system is a great hurdle for females' higher education", whereas 34.5 percent of them were neutral, 13.5 percent of them were disagreed and 6.0 percent of them were strongly disagreed with this statement. So more than half of the respondents had thinking that our culture creates hurdles for females' higher education.

Table No.30

Table 30 reveals that a substantial proportion (54.0%) of the respondents were strongly agreed and 28.0 percent of them agreed with the statement "Educated parents pay more attention to their daughter's higher education", whereas 13.5 percent of them were neutral, 2.5 percent of them were disagreed and 2.0 percent of them were strongly disagreed with this statement. So a huge majority of the respondents had thinking that educated parents pay more attention to their daughter's higher education.

Table No.31

Table 31 depicts that 22.0 percent of the respondents were strongly agreed and a major proportion (42.0%) of them agreed with the statement "Education empower females in

decision making", whereas 19.5 percent of them were neutral, 9.5 percent of them were disagreed and 7.0 percent of them were strongly disagreed with this statement. So majority of the respondents had thinking that education empower females in decision making.

Table No.32

Table 32 reveals that 14.0 percent of the respondents were strongly agreed and 22.0 percent of them agreed with the statement "educated girls don't agree easily with their parents about their marriage", whereas 44.5 percent of them were neutral, 12.0 percent of them were disagreed and 7.5 percent of them were strongly disagreed with this statement. So most of the respondents never agreed that educated girls don't agree easily with their parents about their marriage.

Table No.33

Table 33 shows that about one-fourth (26.5%) of the respondents were strongly agreed and 37.0 percent of them agreed with the statement "Nation building is very difficult without females' higher education", whereas 20.5 percent of them were neutral, 10.5 percent of them were disagreed and 5.5 percent of them were strongly disagreed with this statement. So most of the respondents had thinking that nation building is very difficult without females' higher education.

Table No.34

Table 34 represents the association between gender and their attitude towards female higher education. Chi-square value (8.11) shows a highly significant (P = .017) association between gender and their attitude towards female higher education. Gamma value shows a positive relationship between the variables. It means fathers had more favourable attitude towards female education as compared to mothers. So the hypothesis "Fathers will be having more favourable attitude towards females' higher education" is accepted.

Table No.35

Table 35 represents the association between age of the parents and their attitude towards female higher education. Chi-square value (42.57) shows a highly significant (P = .000) association between age of the respondents and their attitude towards female higher education. Gamma value shows a strong negative relationship between the variables. It means young age parents had more favourable attitude towards female education as compared to old age parents. Above table also shows majority of the parents who had up to 50 years of age had more favourable attitude towards female education, whereas most of the respondents who had above 50 years of age had low to medium level attitude towards female education. So the hypothesis "Lower the age of the parents higher will be the attitude towards females' higher education" is accepted.

Table No.36

Table 36 represents the association between education of the parents and their attitude towards female higher education. Chi-square value (34.63) shows a highly significant (P = .000) association between education of the respondents and their attitude towards female higher education. Gamma value shows a strong positive relationship between the variables. It means educated parents had more favourable attitude towards female education as compared to illiterate parents. Above table also shows majority of the illiterate parents had low to medium level attitude towards female education, whereas most of the respondents who had matric or above level education had medium to high level attitude towards female education. So the hypothesis "Higher the education of the parents higher will be the attitude towards females' higher education" is accepted.

Table No.37

Table 37 represents the association between income of the parents and their attitude towards female higher education. Chi-square value (25.25) shows a highly significant (P = .001) association between income of the respondents and their attitude towards female higher education. Gamma value shows a strong positive relationship between the variables. It means high income parents had more favourable attitude towards female higher education as compared to low income parents. So the hypothesis "Higher the income of the parents higher will be the attitude towards females' higher education" is accepted.

RECOMMENDATIONS

1. Parents should ensure staunch and sound implementation of religious as well as social norms and should endeavor to inculcate them within the being of their children to the maximum extent probable. This will ensure optimally positive socialization on their part and will be compatible with the society.

2. Parents should ensure that their children get the acceptable levels of education that is necessary for them to become conducive in conjunction with the social condition g and machinations of the society.

3. Government should devote more towards child services, such as in the way of recreation, education, protection and so forth. Their contribution in this aspect will surely bolster proper socialization rate in the children.

4. The teachers and faculty members accountable for socialization of children should also be cognizant of the socially approved norms so as to pass them on to their disciples with efficacy and precision as well.

5. Parents should also be mindful and vigilant in regards to the type of company that their children keep as peer groups are a powerful conduit for transference of social awareness and stance.

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QUESTIONNAIRE

PARENTS DECISIONS REGARDING CHILDS' SOCIALIZATION: A COMPARATIVE ANALYSIS OF UPPER AND LOWER CLASSES AT SARGODHA DISTRICT

The study **"Parents Decisions regarding Childs' Socialization: a Comparative Analysis of Upper and Lower Classes at Sargodha District"** is being conducted to fulfill the basic requirements of M.Phil Degree in Department of Social Work, University of Sargodha, Sargodha. All the information would be kept confidential and will be used only for educational and research purpose.

The respondents are requested to provide required information and co-operate with the researcher.

Pre-requisite Portion of the Interview Schedule

Name of Village/ Town: _____   UC Name: _____

Tehsil: _____   District: _____

Date of interview: -   -2015Time of interview: Hours____ Minutes____ Am/ pm

Part One: Personal and Family Profile of Respondent:

Name of Respondent: _____

1. How many members are there in your family?

a. 1-2

b. 3-4

c. 5-6

d. More than 7

2. How many children do you have?

a. 1-2

b. 3-4

c. 5-6

d. 7 or more

3. Do you believe enforcement of norms for proper behavior is essential for proper socialization of your child?

a. Yes

b. No

4. Which language do you mostly speak at home with your children?

a. Urdu

b. Punjabi

c. Any Other

5. Do you speak more than one language at home? (if No, skip to question 6)

a. Yes

b. No

5.1. If "Yes", then which ones?

_____

6. Which language do you encourage your child to speak often?

a. Urdu

b. Mother tongue

c. Any Other

7. Do you pay attention to your child's hygiene?

a. Yes

b. No

7.1. If "No", then why?

_____

8. Do you pay attention to their proper clothing?

a. Yes

b. No

Part Two: Respondent's Socialization of Child in pertinence to Religion

9. Do you motivate your children to follow their religious duties?

a. Yes

b. No

10. Do you direct your child to act according to the norms of his religion?

a. Yes

b. No

11. Do you reprimand your child if he or she acts contrary to the norms of religion?

a. Yes

b. No

Part Three: Respondents Socialization of Children regarding Education:

12. Do you consider your child's education important for proper socialization?

a. Yes

b. No

12.1. Which type of educational institute does your child attend?

a. Private

b. Government

c. Other

13. Do you oversee your child in his or her educational decisions?

a. Yes

b. No

14. Do you check your child's educational progress?

a. Yes

b. No

14.1. If "Yes" then how?

a. Personal visits to educational institute (MTM: Mother Teacher Meeting, FTM: Father Teacher Meeting)

b. Telephonic assessment

c. Diary checking and supervision of homework

d. Any other (specify) _____

15. Do you believe tutoring your children ensures proper socialization on their part?

a. yes

b. No

15.1. If "Yes", then in which manner is your child tutored?

a. Tutor them yourself

b. Home tuition

c. Academy

16. Which level of education do you consider essential for proper socialization of your child?

a. Primary

b. Matric

c. FA or Fsc

d. BA or Bsc

e. Masters

f. Beyond

Part Four: Socialization from Peer Groups and Friends:

17. Do you give your child freedom in selection of his or her friends?

a. yes

b. No

18. How many friends does your child have?

a. 1-2

b. 3-4

c. 5 or More

d. Not sure about this

19. How much time does your child spend with his or her friends?

a. 1-2 hours

b. 3-4 hours

c. 5-6 hours

d. Any other duration

e. Never leaves home

Part Five: Recreational Pursuits Responsible for Socialization:

20. Do you allow your child to engage in recreational activities in home and school?

a. yes

b. No

20.1. If "Yes" then what kind?

a. Indoor activities

b. Outdoor activities

21. How much time do you allow your child to spend in pursuit of recreation?

a. 1-2 hours

b. 3-4 hours

c. 5-6 hours

d. Any other duration

22. How important do you think recreational activities are for your child?

a. Very Important

b. Important

c. Normal

d. Not important

e. Insignificant

Part Five: Miscellaneous:

23. Do you punish your child for any misconduct that he or she commits in front of others?

a. Yes

b. No

23.1. If "Yes", then how?

a. Threatening

b. Not talking

c. Physical punishment

d. Any other

24. Do you give freedom to your child for making his or her decisions?

a. Yes

b. No

25. How much time do you spend with your children in a day?

a. 1-3 Hours

b. 4-6 Hours

c. 7-9 Hours

d. 10 or more hours

26. Do you talk to your children about their problems?

a. Yes

b. No

27. Do you fulfill all demands of your child?

a. Yes

b. No

27.1. If "No", then why?

_____

28. Do you prefer the socialization of a male child or a female child?

a. Male

b. Female

28.1. If "Male", then state reason:

_____

_____

28.2. If "Female", then state reason:

_____

_____

29. Do you encourage your child to interact with others in society?

a. Yes

b. No

30. Do you allow your child to interact with children with children from other gender?

a. Yes

b. No