



**SOCIALIZATION**

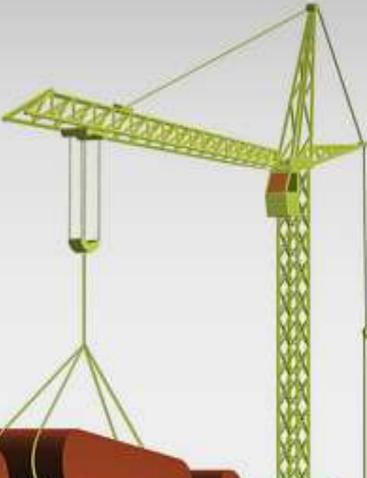
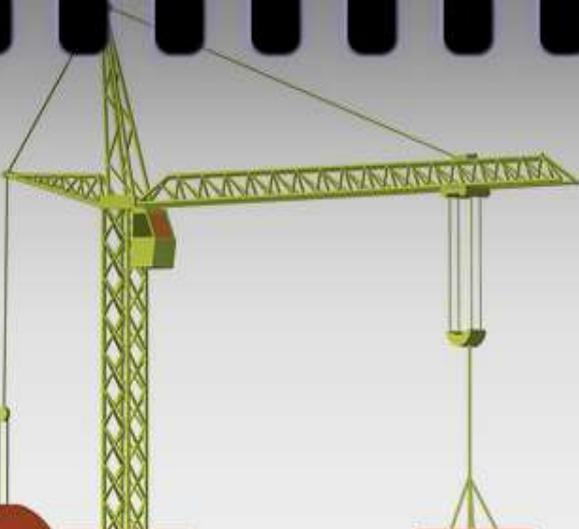
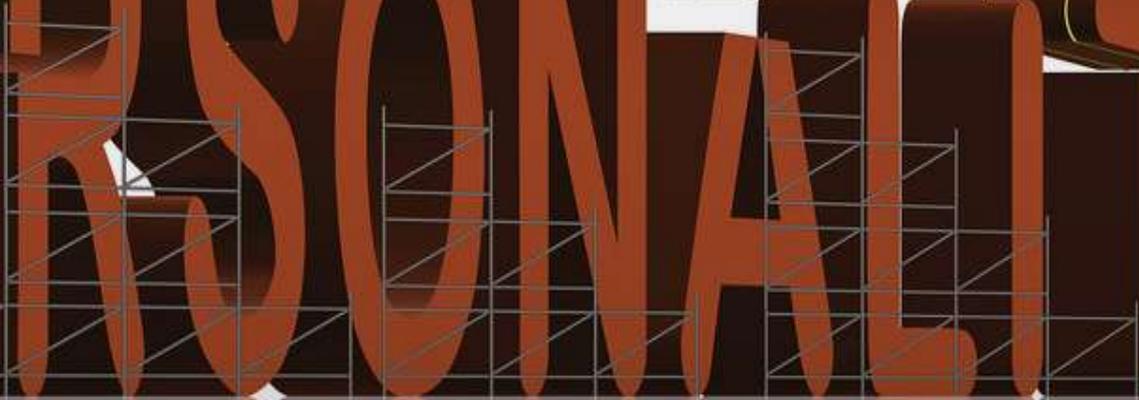
# SOCIALIZATION

- Is the process whereby the cultural heritage is socially transmitted from one generation to another
- Refers to that lifelong process of learning and relearning as people move from different stages of growth and development, or from one social group to another (Panopio, 1996)

- Is the process by which we acquire those modes of thinking, feeling, and acting that are necessary to participate effectively in the larger community.
- Is the process by which we acquire social identities and internalize the values and roles of our social world. (D. Light, 1995)
- Is the process by which a society transmits its cultural values to individuals in order that they can function properly as its members. It is a process whereby a person acquires and internalizes the behavior, concepts, knowledge and skills that are essential for social living. (Conklen, 1984)

- Is the process of fitting into an organized way of life and established cultural tradition; it includes the complementary process of transmission of the culture and social heritage and the development of personality. (Broom and Selznick, 1977)
- Is the learning process where the individual acquires a status, plays a corresponding role and emerges with a personality.

PERSONALITY



# PERSONALITY

- Is the organization of the biological, psychological, social, cultural and moral factors which underlie a person's behavior. It refers to a more or less enduring organization of forces within the individual, associated with a complex of fairly consistent attitudes, values and modes of perception which account, in part, for the individual's consistency of behavior (Barrnow 1963)

- Refers to the sum total of all the physical or biological, psychological or mental, social or cultural, emotional, and spiritual traits of a person which underlie his behavior and which makes him distinct, unique, or different from all the others.
- The way by which individual is interrelated through ideas , actions, and attitudes to the nonhuman aspects of his environment and biological heritage. Thus, an understanding of the interrelationships of personality and environment is necessary for a better understanding of human behavior (Dewey and Humber, 1966)

# FACTORS THAT INFLUENCE PERSONALITY DEVELOPMENT

Personality is the by-product of the socialization process and is largely determined by the interplay of heredity and environment.

1. Biological Inheritance or heredity
2. Environment
  - a. Geographic Environment
  - b. Cultural Environment
  - c. Social Environment

# RELATIVE ROLES OF HEREDITY AND ENVIRONMENT IN PERSONALITY DEVELOPMENT

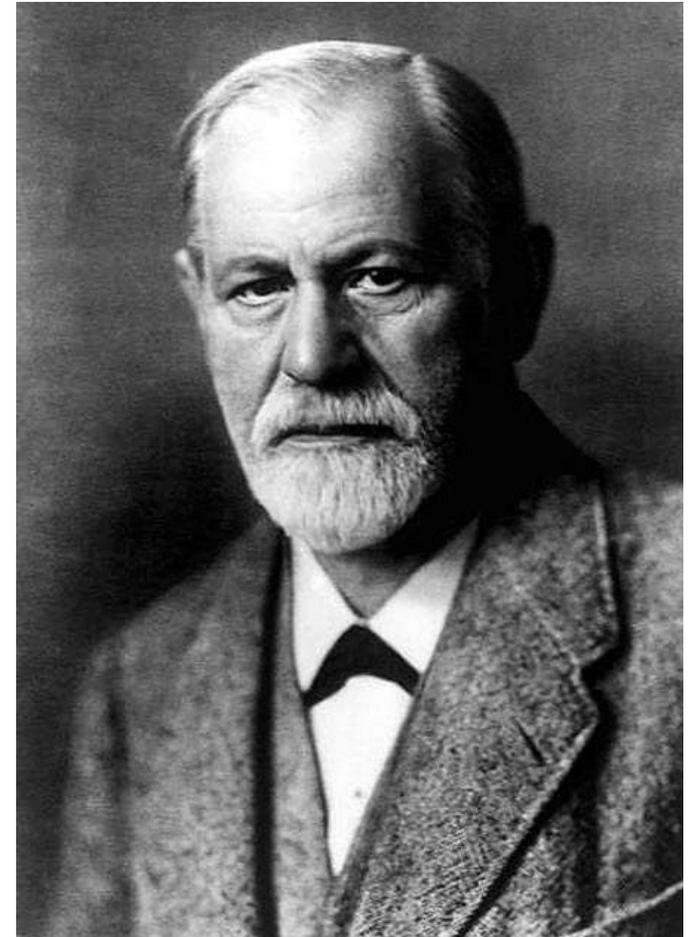
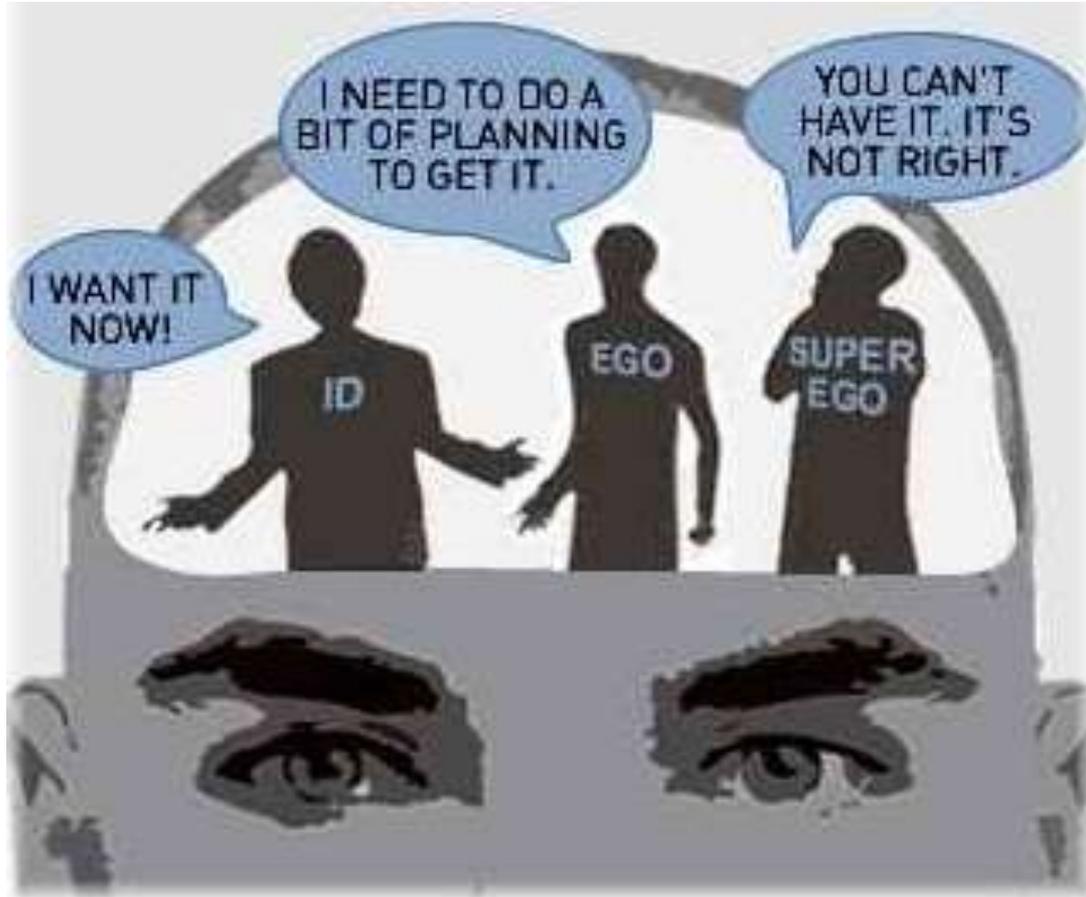
Heredity and environment (nature and nurture) interact in complex ways in forming our social identities.

Heredity provides the raw materials or the potentialities for growth and personality formation.

Environment provides the opportunity, nurturance and stimulation that would determine whether the inherited biological makeup would be developed or stunted.

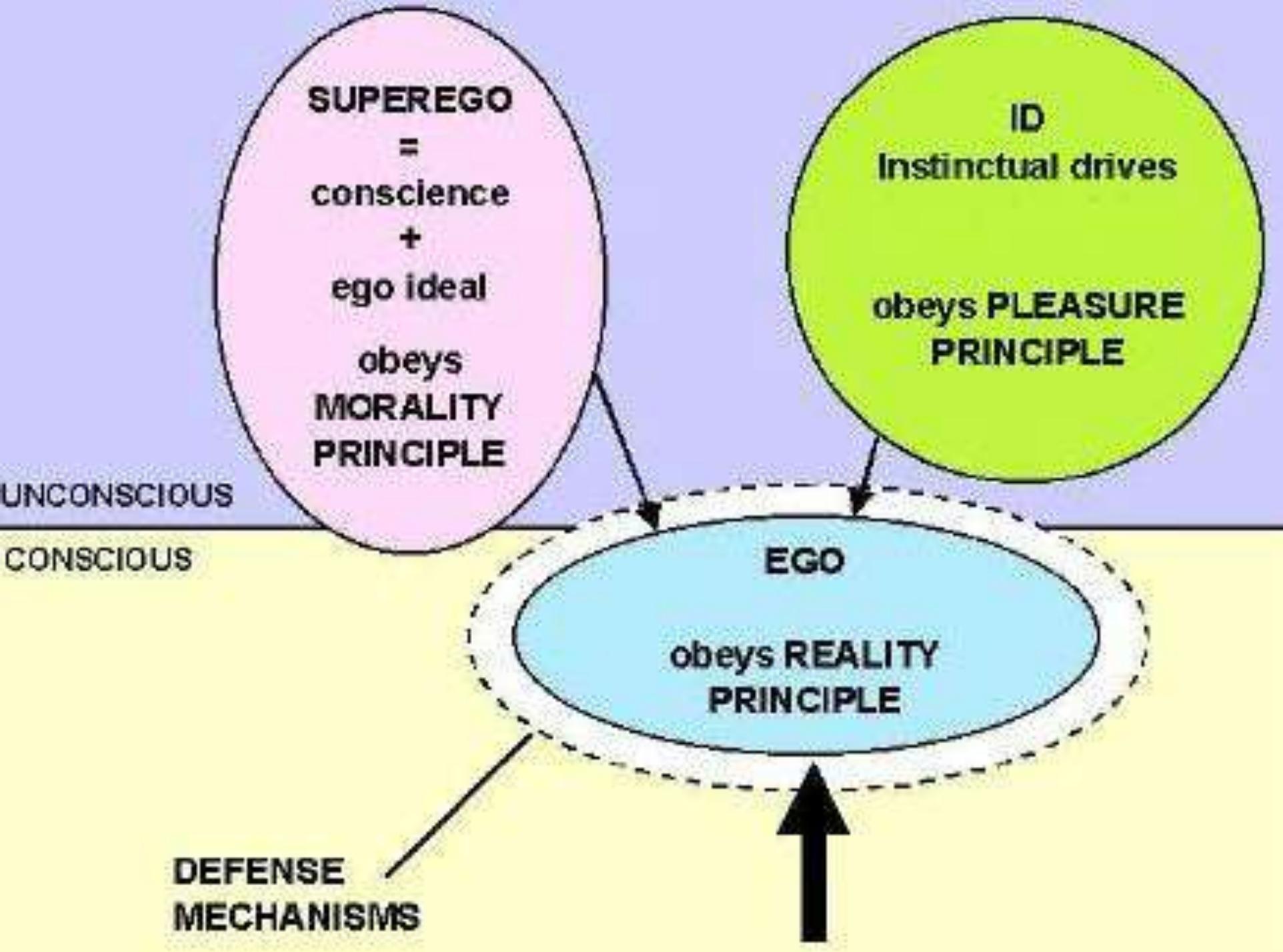
# THEORIES OF PERSONALITY DEVELOPMENT

## 1. Freud's Theory of Socialization



**Sigmund Freud**

- a Viennese psychologist

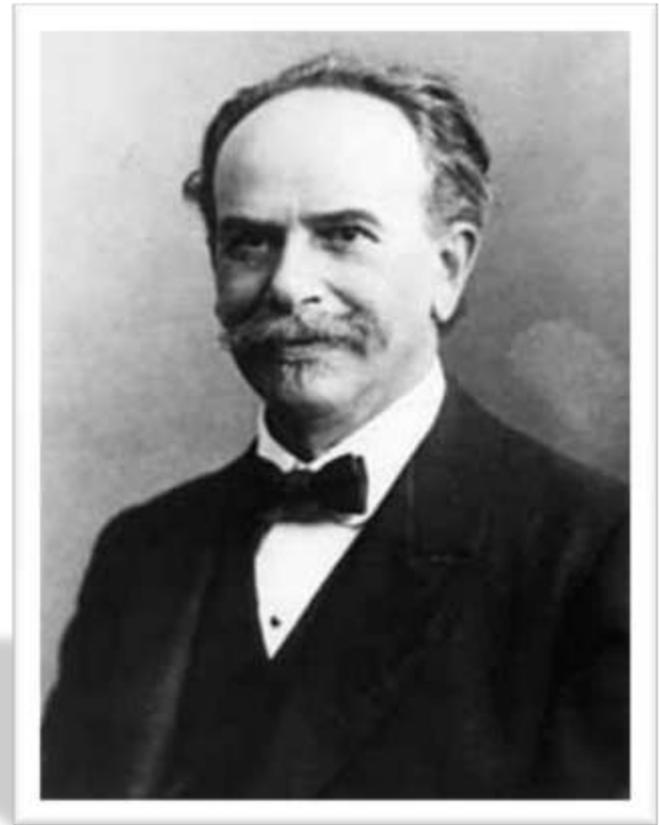


- Id –is the reservoir of sexual and aggressive urges.
- Ego –is the rational part of the self that interprets information obtained through the senses and that finds realistic and acceptable ways of satisfying biological cravings.
- Superego - stands for the internalized ideas of right and wrong, the traditional values and morals of the society.

## 2. Cultural Determinism Theory

- views culture and the cultural environment as the main factor that determines human behavior.

Franz Boas: Personality development is a result of learned ways of the group.



Ruth Benedict: Individual personalities of members of society are tiny replicas of their overall culture, with the culture as the sum total of their personalities



### 3. Symbolic Interactionism Theory

- personality is the result of the interaction between individuals mediated by symbols or language.

Mead: The self consists of two parts, namely:

- “I”, which is active, spontaneous, and idiosyncratic.
- “Me”, which is the product of socialization, resulting in the social self. This refers to the self which has acquired a social status through social interaction and recognition of the status and roles of others.

## Charles Horton Cooley (1964):



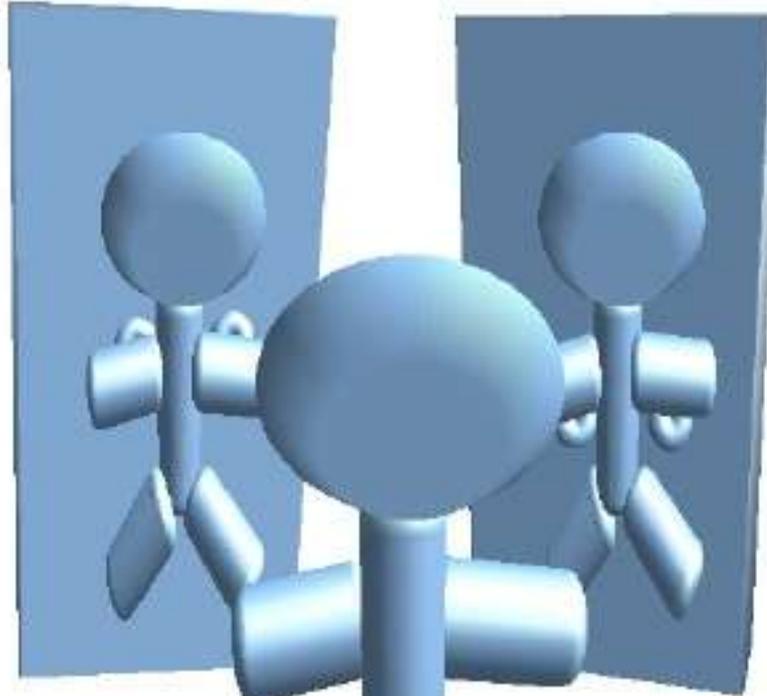
calls the social self the “looking glass self”. This is the conception of the self or the ability to visualize oneself through the responses of others.

## The Looking Glass Self

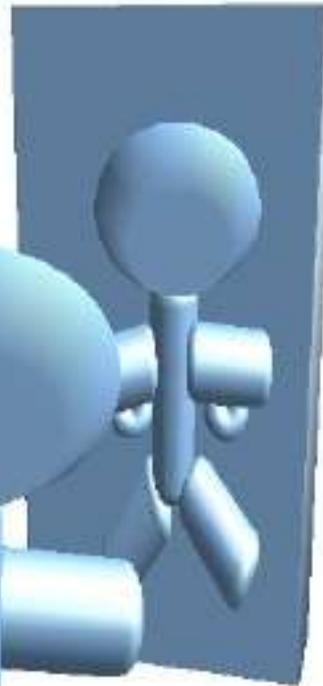
How my mom and dad see me.



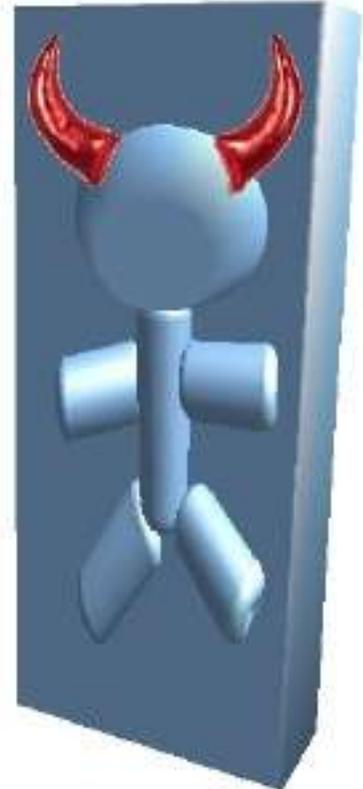
How my girlfriend sees me.



How my older brother sees me.

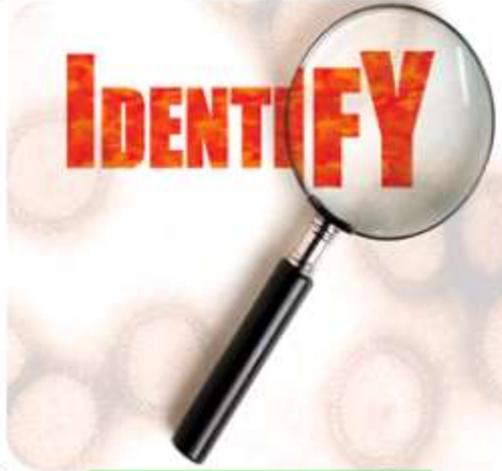


How my ex-girlfriend sees me.





imagining



PRESENTATION

IDENTIFICATION

SUBJECTIVE  
INTERPRETATION

#### 4. Biological Determinism Theory

- views the inherited biological structures as the main factor that determines human behavior.

#### 5. Labeling Theory

- personality is viewed as the result of society's labeling on human behavior as either good or bad.

# FUNCTIONS OF SOCIALIZATION

**MEDIA**



(1991)

1. The group transmits its values, customs and beliefs from one generation to another.
2. Socialization enables the individual to grow and develop into a socially functioning person.
3. Means of social control by which members are encouraged to conform to the ways of the by internalizing the group's norms and values.

# AGENTS OF SOCIALIZATION



# Peer Groups





**MEDIA**



# WORK PLACE ALL ACCESS



SOCIALIZATION

FOR SEX ROLES

SEX

- refers to the general classification of human beings as males and females based on the differences of their primary sex organs and their anatomical biological characteristics.

# GENDER

-connotes the physical, social and cultural differences between males and females.





- refers to the conception that we have of ourselves as men or women.

## Gender Training

- or socialization for sex roles begins at birth.



Girls are often described as “weak”, “soft”, “fine-featured”, “delicate”, “modest”, and “fragile”.

Boys are described as “strong”, “firm”, “large-featured”, “well coordinated” and “hard”.



Girls are supposed to be pretty, gentle, clean, neat, sweet, cultured, obedient, popular, and dependent



Boys are supposed to be clever, strong, aggressive, fearless, assertive and independent.



Children are generally trained for work appropriate for their sex (Pal 1956). Boys are trained to follow their father's work, run errands, gather firewood, fetch water, etc. Girls help their mother in cooking, cleaning the house, washing and taking care of younger siblings.



The woman is expected to be “feminine”, seductive, beautiful, educated, as well to be a companion to her husband, mother to her children, and home-based.



The male is expected to be “macho”, that is, showing sexual prowess and being dominant, virile, courageous, decision maker, and adventurous. He is expected to be a good provider and breadwinner, to become the head and guardian of the family. (Jocano, 1998)



There are also distinctive college courses for males and females.

Education, home economics, social work, nutrition, secretarial and the like are regarded as women's courses, while mathematics, natural science, political science, engineering, aviation, medicine and law are regarded as more fitting for men.

The jobs or occupations considered as feminized occupations include teaching, nursing, sales work, and marketing, overseas domestic helping, secretarial work, beauticians, hairdressers, receptionists, and guest relations officer are, generally, women.

On the other hand, masculine occupations include administrative and managerial works, highly skilled and technical occupations, military and policework, tenancy, and farm labor, transport and farm fishing.

