CHAPTER TWO

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CHAPTER TWO
REVIEW OF RELATED LITERATURE AND RESEARCH

2.1 Introduction:

The researcher went through a good deal of work on socialization in social psychology books, encyclopedias of social sciences, dictionary of psychology, research in social psychology, researches on Dalits (Scheduled Castes), researches on teachers and in available abstracts. The researcher profusely referred to reference material like Sociological Abstracts, Psychological Abstracts, Annotated Bibliography on women studies etc. Wherever possible the researcher tried to get the original material. However this was not always possible. As such instead of quoting the original reference, she has quoted the volume number, year of publication, pages etc., of the Abstracts from where she got the material.

There are some areas where the researcher could find literature and research on socialization. These areas were as below:

1. Socialization: meaning, importance, factors affecting socialization, impact of peer group and family outcomes, child rearing practices, social isolates, gender role, etc.
2. Women: their development in society and their education,
3. Scheduled Castes: information and researches about their socialization in the given situation.
4. Education: its meaning and impact on socialization
5. Teachers: their socialization.
In addition, quite a good deal of material was available on the socialization of dalits through some of the biographies recently published and which throw a good light on how socialization takes place among these socially deprived classes. This has already been mentioned in the earlier chapter. Not much research work was available on the socialization of women teachers except one or two studies. In the following pages information available on these aspects is quoted and discussed.

A review of related literature is of vital significance in any empirical study in order to collect up-to-date information about what has been thought and done in that particular area. The investigator has taken cognizance of different studies and tools adopted by different researchers.

An overview of significant work in these areas has been provided at the end of this chapter, along with summaries of some major studies that offered insight or ideas for the present study.

2.2 Socialization:

Socialization is one of the central concepts of the current American School of Social Psychology. It is the mechanism by which a society hands down its culture, that is its system of values, norms social roles and sanctions. The important social functions that it
performs encourage one to ask how it is realised and to what extent it is effective in order to favour the conformity of the behaviors of the members of a community.

Fowlkes, Diane L. observed that Members of subdominant groups, e.g. women of either minority or majority racial status, though treated as inferior to members of the dominant group, may strive to occupy roles traditionally reserved for members of the dominant group as a result of a process of counter socialization. The nature of this process is explored through case studies, based on structured interviews of 4 women representing 4 types of socialization. Counter socialization : Unambitious and ambitious antifeminists and unambitious and ambitious feminists. Counter socialization was found to be preparatory for political ambition, and socialization retarded ambition. Explanations of the development processes involved point to recitation of 'good' and replacement of bad childhood relationships and also awareness of three types of self development.


Bloom, Leonard (1982) - The socialization of dependence among the Igbos of eastern Central Nigeria was examined through interviews with a sample of 91 individuals (33 males and 58 females), divided into 2 subsamples, 1 more and 1 less dependent. Although there were sometimes unexpectedly fewer differences between the subsamples than might be expected, in general the more educated favoured earlier independence, and less punitive and less conformity producing modes of training and discipline. In the light of the Igbos' well documented emphasis on individuality and high achievement, the 'r' between high achievement, independence training and education seems to be confirmed, but the conservatism and persistence of traditional attitudes cannot be underestimated.

Frese, Michael (1983) Socialization through work is investigated, focussing on the effect of work on personality, understood as a combination of attitudes, general behaviour and patterns of emotional reaction. The structural course of occupational socialization is examined, concentrating on the interplay of selection of socialization; and various positions set forth in relevant sociological literature discussed. The idea of a style of action is proposed as a way of

grasping the relationship linking occupation and personality. The nature of selection processes is examined whereby workers choose job traits. The importance of length of time on the job (in socialization) is also examined. Some theoretical implications of the idea of a 'style of action' are considered.

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Geulen, Dieter (1983) The history of the relationship between socialization research and educational reform is traced and it is concluded that despite widespread assumptions that socialization research spurred school reform the two occurred largely independently of one another in West Germany. In the mid 1960s, the relevance of social class specific socialization research was recognized; however, since it was directed only at socialization process in the family, with little work on school socialization and its coinciding effects, socialization research had little effect on the educational policy shifts that were already developing. Nevertheless, the movement for school reform certainly led to increased interest in and support for socialization research in West Germany. Finally, it is noted that socialization research tends toward a certain 'defeatism' since it deals primarily with existing conditions; and how they arose, how, the insights of socialization research can be realized to effect social change remains a question.

Battersby, David and Ramsay, Peter D.K. (1983): Have review theory and research on the professional socialization of teachers and alternatives for further research have been explored. After outlining conceptual and methodological problems, the following factors are suggested for consideration in future research; longitudinal studies, immersion in the subject group, reference groups, multi instrument approaches, the effects of artifactual influence of terminology, and explanatory analysis beyond pure description.

McArther, Jhon (1979) Has done an empirical study of the psychological adjustments of secondary school teachers to their first job assignment in Victoria, Australia. The new teachers were asked to respond to 3 different questionnaire surveys, conducted on their formal entry into teaching in 1972 (N = 800), their initial adjustment in 1973 (N = 564) and their long term adjustment in 1978 (N = 456). An essential component of the questionnaire was the pupil control/Ideology form (PCI) asking teachers to respond to 20 statements on a scale ranging from 'strongly agree' to 'strongly disagree'. The scores could vary from 20 (not custodial) to 100 (very custodial). Out of the 1978

survey, 354 were still teaching with a mean score of 52.76 while 102 were not teaching, with a score of 48.53. It is concluded that initial teacher adjustment from early career optimism and 'anticipatory socialization' to 'reality shock' of real classroom situations is not as traumatic as previously reported.

Long, Theodore E. & Hadden, Jeffrey K. (1983) They found that brainwashing and drift models of religious conversion appear contradictory, but each carries a partial truth, and both rely on a faulty model of socialization as internationalization. A revised conception of socialization is referred as a resource for integrating those models and explaining how strong proselytization and weak commitment are joined in cult conversion. Using the new conception to analyse Moonie socialization, it is shown that their recent success resulted from combining strong social incorporation of converts with weak creation of new belief systems, a pattern that simultaneously fostered strong initial commitment and created blocks to long-term affiliation. Applied to the study of conversion this concept of socialization suggests new research strategies and generates new questions to be investigated.

Adler, Patricia A. & Adler Peter (1984) observed that car-pool socialization falls within the overlapping influence of three primary socializing agents: the peer group, the family, and the school. Investigated here are the types of interaction occurring both between children and adults, and among peers, along with the patterns and roles that commonly emerge and their impact on the developing child. Interview data were collected from car-pool parents (N = 40), children (N = 23), and teachers and administrators at school attended by the child. It is concluded that normative and interpretive socialization occur concurrently in car-pool interaction.

Rossbach, Hans - Gunther (1984) state that socialization indicators, as a subgroup of social indicators, are considered as a means of measuring the quality of life and conditions of socialization of children and youth. The following are examined.

1. The concept and functions of these indicators in comprehension assessment of living conditions of children in specific areas.
2. Children in special problem situations.

3. Changes in living conditions over time and 
4. Effects of measures and programs on children's situations.

Current data on early childhood socialization (collections from international and West German organizations) and conceptual approaches to the subject are discussed. Aspects of an international study of the living conditions of 4 year old are discussed.

Eisenhart, Margaret A & Hallad, Dorothy C. (1983) They found that previous research has led to conflicting conclusions about the significance of peer groups in cultural transmission. Data from a study to fifth and sixth graders in a southern US elementary school, including informal observations, formal observations of teacher-student and student-student interactions involving 28 specific students, open ended interviews with 10 of these students, sociometric and demographic data of 125 students and elicitation data from students, are used to examine the presentation of gender related information to these students. The findings suggests that, in some respects, students' peer groups complement the efforts of adults to socialize children to a set of gender-related norms and values, while in other respects, they

oppose adult efforts. Viewed from inside the school, peer groups inculcated values and norms contrary to those promoted by school adults; viewed from outside the school, they elaborated gender in a way compatible with the positions and roles assigned by the larger society. Thus it appears that peer groups play a distinct and major role in reproducing certain features of the structure of society in successive generations.

12 Dinello, Raimundo (1981) Starting from semantic definitions of education and socialization, the academic experience is analyzed based on statistics on the results of primary and secondary school education in French-speaking Belgium. A clear link is established between academic success of failure of children and the social, economic and cultural conditions of the parents, together determining the future SS of the youths. The cultural primacy of the school is a key element in understanding the educational phenomenon, which prepares one of the challenges of adult life. The above definitions shed new light on the relationship between school, the state and the future of new generations.

Clausen, Jhon A. (1984) has presented a discussion, originally written for US, USSR seminar on preschool education, held in Moscow, summarizing trends in recent US research on socialization within the family. He observes that research on sex role differentiation has multiplied dramatically and suggests few differences that are not attributable to early socialization. Studies of SC and socialization have begun to delineate the mechanism by which the effects of SC on personality and socialization are mediated in different developmental periods. Much recent research focuses on the development of competence in the child and suggests the importance of a parental attitude of warmth and encouragement coupled with realistic achievement demands and authoritative parental control. Among methodological advances are the increasing use of observational techniques, efforts at more precise conceptualization, and the use of longitudinal studies to examine long term outcomes of early family socialization. The role of the family in mediating the effects of war, depression, and rapid social change is beginning to be delineated as the historical perspective is brought to bear.

Amy G. Halberstadt states that most theorists agree that socialization is an important component in the degree and patterning of emotional expression (e.g. Buck 1979, Ekman & Frlesen, 1969, Izard, 1971, Jones, 1950, 1960). Most theorists would also agree that the socialization process itself, and the effects of socialization on an individual's emotional expression and interpersonal skills, is a matter of many influences, including family, peers, neighborhood, culture and society.

It seems that the family should be the primary agent for socializing emotional expression because it is in family situations that an individual must first attempt to communicate needs and desires. Indeed, the few studies on this topic report a positive relation between family socialization and individual's resulting styles of emotional expression. Balswik and Avertt (1977), using college students' self reports, found a strong relation between student and parental expressiveness. Also, Maltesta and Haviland (1982), using observational techniques, found significant commonalities in the expressiveness of mothers and their three and six month old infants.

It appears that the influence of family socialization on individual's developing emotional expression has a lasting impact. This socialization works to encourage or discourage expressive behaviour in adulthood. Further, the specific direction that family socialization takes differentially affects individuals' nonverbal sending and judging communication skills. The next step is to examine the effects of similar and dissimilar family socialization backgrounds on successful social interaction (Halberstadt, 1984 b). In conclusion, it is not only what we feel but how we show it that is important to the subsequent styles and skills of other family members.

Berton J. Hirsch & Bruce D. Rapkin (1986) Their research in this area has typically examined the effect of paid employment and marriage on women's well being. The emphasis on women is noteworthy. Historically, women have been responsible for home and family. The entry of married women into the paid labour force has not substantially lessened their responsibilities to home and family. Studies of household tasks have found that married women continue to be responsible for the great majority of tasks regardless of their employment status (How, 1982). The principal burdens of multiple roles

seem to fall disproportionately on women. Nevertheless, working has not been found to have a negative effect on the well-being of married women (Warr & Parry, 1982). Indeed, women with both roles have frequently reported superior health (e.g., Cooke & Rousseau, 1984, Randel, Davies & Ravies 1985, Thoits, 1983 Verbrugge 1983, 1985).

Although marriage and paid employment together have beneficial outcomes on the average, without a doubt there are women for whom the consequences of these multiple role involvements are less benign. From this perspective, it is not a question of whether the positive or negative model is correct, but rather of the conditions under which different outcomes occur. (cf. Long & Porter 1984, Stryker 1980).

Martha T. Shuch Mednik (1975) two review papers framed in different theoretical context focus on the affiliation - achievement conflict. Female are inadequately socialized for independence and thus do not develop adequate mastery skills. She argues that female achievement behaviour is motivated by a drive to please rather than to succeed and that success and affiliation are in reality often incompatible. A specific prescription for mastery

training for girls is suggested. However, Stein & Bailey conclude that girls and women are achievement oriented but learn to value sex roles appropriate social skills. The basis for learning is the same for boys and girls. They reject the hypothesis that the males and females are different in level of affiliative need, basing much of their argument on evidence that boys and girls are not differentially responsive to social approval or disapproval in a variety of social learning experiments. Stein & Bailey and Hoffman agree that certain kinds of achievement behaviours are incompatible with the typical feminine sex role training pattern, and that independence and mastery training must be facilitated.

David Elkind and Arnold Sameroff (1970) Undertook studies which dealt with personality and parent perception and the effects on performance of parents' presence. In the realm of socialization studies, the relation of generosity to parent perception and personality variables in nursery school boys was investigated by Rutherford & Mussen. Generosity was related to a pattern of moral characteristics including altruism, kindness and co-operation. The more generous boys tended to perceive their fathers as warmer and more sympathetic. However, do such ratings mean that the child identifies with the father or merely that the child's generosity extends to parental perceptions. They have also reviewed studies either done by them or done under their guidance in relation to socialization of
children interviews of parent child relations, social learnings, pro
social behaviour and class-room behaviour. The details of the same are
as follows:

**Parent Child Relations:**

A number of studies reflected the current interest in birth order
differences. Such studies are included here because, presumably, the
differences which do occur are immediate, at least in part, by parental
behaviours and socialization practices. A study by Chittenden et.al.
found still more evidence for the superiority of first born children on
measures of school achievement. These writers suggested that the effect
may be greater for siblings close in age and for first born girls. Some
of the cautions in interpreting the birth order effects were suggested
by Rhine. He found that first born preadolescent girls were more
conforming than later born children under a low achievement arousal
condition. The relation was, however, completely reversed under the
high achievement arousal condition. In another domain, Shrader and
Laventhal reported that first born children are regarded by
their parents as having more emotional problems than later
born children.

The effects of father absence in families with different sibling
composition was explored by Sutton-Smith, Rosenberg & Landy. Results
indicated, in general, that father absence almost always had a depressive effect upon the children. This depressive effect was most prominent during the preschool and elementary school years, especially for boys without brothers and for girls with younger brothers. Surprisingly, father absence also appeared to have more negative effects for only girls than it did for only boys. In a more direct study of parental attitudes and children's behaviour, Gibson found that parent's failure to return the completed inventories (regarding the upbringing of their children) was as much related to bad conduct and delinquency as the attitude scales themselves.

Social learning: One question that has engaged workers in this area has to do with the conditions under which children will violate rules. Libert & Ora reported, among other things, that high incentive was more conducive to rule violation when the child was lone than was low incentive.

Rosenhan, Fredrick and Burrowes: Studied the effects of different socialization paradigms upon the child's adherence to strict and lenient norms which indicated that adherence to the strict norm was greatest among children who were taught the norm and who also observed a model practice the norm. Children exposed to a self indulgent model were the most ambivalent and the least likely to violate both strict and lenient norms. Those youngsters exposed to a child - indulgent model violated the lenient norms least of all.
Other studies have attempted to explore the mediating mechanisms in social learning more directly. To illustrate, O'Leary reported that first grade boys told to instruct themselves as to whether a game response was 'right' or 'wrong' appeared to 'cheat' less than youngsters who were not told to label their responses. In a related study, Kanfer & Duerfeldt used underserved self rewards as 'cheating' responses. They reported that 'cheating' of this sort was determined by several interacting situational and individual differences factor. To illustrate, the higher the child's standing in class (teacher's rating) and his age (second to fifth grade) the less frequent were his underserved self rewards. In still another study in this vein, Stephenson & White observed 'cheating' as a function of unjust, poor treatment. As expected, cheating was directly related to the degree of injustice meted out.

Prosocial Behaviour: It might be well to start off with an interesting developmental descriptive study by Shure. Both adults and elementary school children were presented with story situations to assess their concept of fairness, generosity, and selfishness in specific situations. Results showed that there was most agreement with respect to fairness and least with respect to selfishness among adults. 'In general, the concepts for which there was the highest agreement in adults were the earliest (to be grasped) in children's.
A more experimental approach was taken by Feshback & Roe. These investigations found support among 6 to 7 year old boys and girls for the hypothesis that similarity between sex of the subject and of the object facilitated empathic behaviour (defined as a various affective response). Feshback & Roe also made a useful distinction between recognizing the affective state of another person and making an affective response to that perception. While studies in this domain are just beginning, a review paper by Midlarsky has already appeared. She reviewed the methodology of studies of prosocial behaviour and the results of some of the recent investigations in this area. She argued that some of the contradictory results obtained so far derive from a lack of methodological and theoretical sophistication.

Classroom behaviour - When teachers attended to children's study behaviour and ignored non-study behaviour, rates of study increased. The increased rates were maintained after the formal program terminated. Likewise, Madsen, Becker & Thomas also found that when teachers ignored inappropriate behaviour but rewarded appropriate actions, better classroom behaviour was achieved on the part of the three experimental children involved.

No one doubts that the infant himself is a powerful instigating and reinforcing stimulus. Spetographic analysis has shown, for example, that newborn crying contains considerable capacity for differ-entiated communication, and Rheingold has listed several ways in which the
infant probably socializes other people more than he himself is socialized. Neverthe-less, the beginning of the socialization process are poorly understood owing to the paucity of research dealing with the impact of the infant on other people.

18 Eleanor E. Macoby (1964). Observed that there are several new factor analyses of parental behaviour. There has been a growing feeling that studies of socialization practices have been too narrowly confined to the use of parent interviews and self administering questionnaires.

In several studies, socialization practices have been studied as dependent variables in relation to aspects of social structure and social roles. Elder compares certain of the child rearing practices by social class, and obtain the now-familiar finding that lower class parents are more autocratic and authoritarian than middle-class parents. Kohn offers an explanatory scheme for social class differences in child rearing, suggesting that the occupations of middle class people call for more manipulation or interpersonal relations, and more


self direction, that sets of values spring from these occupational requirements, which reflect themselves in child-training practices.

The first of a series of reports on a major cross-cultural study of socialization appeared during the year in a book, 'Six Cultures', edited by W. Whiting. The book presents part of the data which was collected in six countries. The overall plan of the six field studies called for reports on the socialization of nine 'behaviour systems' through a specified set of age grades. Child training practices are considered in this study to be in part a function of social structural and ecological conditions, and for each society, these are described in such a way that it is possible to relate socialization practices to them.

There are a number of reports on the relationship of socialization practices to various manifestations of aggression in children, and a fairly high degree of agreement may be found among these studies pointing to parental rejection (or hostility) as correlate of children's aggression.

The socialization conditions associated with dependency have been explored in several studies Mccord et.al. found dependency to be associated with parental rejection.
Barber, Brian K & Thomas, Darwin L. (1986) Post research has described parental support as unidimensional and ignored physical affection, both conceptually and operationally. Factor analysis of self-report questionnaire data from an accidental sample of 527 college students reveals 4 separate dimensions of parental support: general support, physical affection, companionship, and sustained contact. Fathers are shown to differentiate their expression of physical affection and sustained contact on the basis of the sex of the child, with more to daughters than sons. Both parent report more companionship with the same-sex child. Regression analysis reveals that daughter's self-esteem is best predicted by mother's general support and father's physical affection. Son's self-esteem is best predicted by mother's companionship and father's sustained contact.

Peters, Jhon F. (1985) An examination of the process of socialization that takes place in the parent, with the child and adolescent as the socialization agent, provides a correction to the


unidimensional view of socialization as occurring only in early life and only from parent to child; while the published literature generally accepts this correction in theory, it often fails to realize it in practice. Questionnaire data were collected from 63 mothers and 46 fathers of adolescent students in undergraduate sociology courses. Adolescents were found to be effective agents of socialization for their parents in both attitude and behaviour in such areas as sports, leisure, minority groups, youth, drug use and sexuality.

Hendrix, Lewellyn & Johnson, G. David. (1985) Have reevaluated a study 'A cross cultural survey of sex differences in socialization done by H. Barry and others; their methods, data analysis, and conclusions are critiqued, using modern computer technology and incorporating research on androgyny done since their study. To examine sex differences in children's socialization. 24 variables relating to socialization patterns in 30 societies were factor analyzed. Results indicated that there is no single dimension of male-female differences in socialization; rather correlations between the socialization of the sexes are found, supporting recent research on androgyny. The instrumental - expressive dichotomy long used by social scientists to classify male-female differences is proved false; 2 or more separate dimensions are discovered to underlie this traditional

opposition. It is concluded that socialization patterns vary more among societies than between the sexes.

Green, Richard, Williams, Katherine & Goodman, Marilyn (State U. New York). Dev (1985). Semistructured family interviews and questionnaire were used to compare the early socialization experiences of 66 Los Angeles, Calif., boys aged 4-11 who had exhibited cross-gender behaviour, e.g. expressing a desire to be a female and preferring the clothes, toys and companionship of girls, with a control group of 56 boys who had not demonstrated such behaviour. Parental characteristics and child rearing practices were also investigated. Though some results are consistent with previous research, others are non-conformatory; this is attributed to a possible failure by parents to report behaviour that have popularly been linked to homosexual development. No major differences were found between the groups regarding marital role division or satisfaction. The degree to which boys' constitutional differences or parental development experiences can explain gender, role identity could not be measured within this study design.

Baethge, Martin (1985) Argued that current changes in values and behaviour patterns of young people reflect changes that occurred in the structure of socialization in adolescence with the transition to a bourgeois society. The general direction to these changes is toward double individualization. This term denotes the content and forms of socialization that, with the increasing independence of the socialization process of youth, are characterized to an increasing extent by factors conducive to the formation of an individualistic identity and less and less by factors through which a collective identity might be forged. This transformation may be designated as a trend away from productionist socialization and toward consumerist socialization.

Lutz, Catherine (1983) Reports on the participant observation study of emotional development among the children of Micronesia. Focus is on the effect of cultural belief systems on socialization practices relevant to emotional development. Several aspects of that cultural

belief systems are examined including the relationship between cultural values and meaning of a particular emotion concept that is translated as 'fear', as well as cultural ideas about the nature of the person, child development, and the emergence of personality. The relationship between these ideas and socialization practices is examined, as is the role of cultural concepts of emotions in achieving parental goals for children. It is concluded that the emotions need to be reconceptualized as culturally constituted motivations and classifications rather than as simply psychological facts.

Block, Jeann H. (1983) argued that the sex differentiated socialization of parents and other representatives of societal institutions influence the personality development and behavioral orientations of males and females. Sex differentiated socialization emphases 'shaping' behaviours, and teaching styles with regard to the nature of the 'metamessages' conveyed to boys and girls during their early formative years. These messages are assumed to differentially influence the self-concepts evolved, ego structures personal goals, and cognitive adaptational heuristics of boys and of girls. Differences in the socialization environments experienced by the two sexes can be seen as related to gender differences in personality characteristics. To

integrate the reported empirical findings surrounding gender differences in personality and socialization experience, some conjectures are offered regarding the different self and world views currently created and fostered in males and in females. The potential influence of biological factors conjoined with the bi-directional effects of child and parent interaction are recognized as confounded with differential socialization until the effects of differential socialization are specifically evaluated by cultural, sub-cultural, or individual family changes, the role of biological factors cannot be assessed.

Katase, Kazuo (1983) reviewed Erikson's work as follows: Eric H. Erikson's theory of life cycle has been often quoted in the context of secondary socialization after childhood. His theory expands the scope of developmental psychology into the whole human life cycle, including adolescence and adulthood. It is shown how his theory of life cycle presupposes a certain 'Normative image of man' that corresponds to his somewhat ambivalent views on contemporary US society. Although he sees US society as essentially pluralistic and democratic, he also criticizes an ethnocentric attitude (in his terms, 'cultural pseudospeciation') in US whites. He emphasizes a 'wider identity' that is based on more universal perspectives. For Erikson, the generative 26. Katase, Kazuo (Tohoku University, Sendai Japan), "E. H. Erikson ni Okeru Nijiteki Shakaika e no Shiten : raifu Saikuru ron no igi o megutte (A perspective on secondary socialization in E.H Erikson: On his theory of life cycle)", Japanese sociological review, Dec. 1983, pp. 2 - 17 (JPN).
man's wider identity is the goal of secondary socialization. Also examined is how this normative image of man has been developed in psychohistory, Erikson's study of the lives of historical leaders. Erikson shows in his study of Mohandas Gandhi how the generative man established 'Mutuality' in his socialization. According to Erikson, because Gandhi confronted younger generations with wider identity, he succeeded in organizing them. Through organizing and directing younger generations, Gandhi himself was socialized as a historical leader. Socialization depends on such a mutuality or interaction between different generations. Through these reviews of Erikson's theory, an effort is made to construct a framework for the study of secondary socialization.

Rockwell, Joan (1977) observed that literature, especially narrative literature, acts as a 'Mirror' of society. But, through its long and such devices as personification, it also acts as a powerful source of socialization and communication and in effect it serves as a model of reality and of the norms of different social classes. The special merits of Novels, Sagas, and epic poetry in recording social history and values are viewed as a strong didactic agent in the socialization process.

Hosek, A Petrovic, K. Momirovic, K Horga, S. (1982) examined the relationship between sports and socialization through the use of 10 instruments, of which 5 were based on inter-actionist personality theory and 5 on the classical model of primary cognitive characteristics. These instruments were completed by 179 girls aged 16. Subjects who practiced sports regularly differed significantly from subjects who did not, showing higher degree of socialization. It is possible to construct a regression function that separates the groups with different levels of sports activity fairly accurately. It can be concluded that sport is a relevant factor in socialization of personality.

Pignataro, Licia Capri (1975) offer philosophical considerations on the social nature of man, with reference to classical, early modern, and contemporary social philosophers. Among the topics discussed are: man's capacity to learn; importance of maturation; phases of development, differences between biological and social processes, phases of the evolution of intelligence influencing social development and individual socialization; learning social roles, ego formation and importance of primary groups.

Corcoran, Mary & Clark, Shirley M. (1984) As one aspect of a study of individual and organizational conditions contributing to faculty vitality, career socialization experiences and career attitudes of 3 faculty generations were compared for two groups of tenure of U faculty members: (1) a representative sample (N = 66) from the humanities, biological sciences, physical sciences, and social sciences, and (2) a selected sample (N = 63) of faculty from the same areas who had been identified by judges as highly active in teaching, research and service. Analysis of interview data focus on differences in the professional socialization experiences and career attitudes of the two groups that appear to be indicative of career success. Generational trends within these groups are also examined.

Factors Affecting Socialization:

Mortimer and Simmons (1978) observed in their review of the socialization literature that socialization is most likely to succeed in situations of high affectivity where the socializing agents have considerable power over the socializee. There are conditions most closely approximated by the two most powerful contexts of socialization examined here family and religious conversion groups. Within the

family, it was found that high parental support combined with high control produced children most effectively socialized to adult standards. Positive effect however, is not a sine-quo non for effective socialization. The political re-socialization contexts suggest that fear combined with total control of the socializee can have similar powerful socialization consequences.

The more the individual can be involved in the socialization processes, the more effective is the socialization context. Even if the individual's acts are initially coerced and do not reflect the sentiment or attitude that is desired by the socializers, the appropriate behaviour often eventually instills the intended psychological response. This position becomes more evident in situations where the socializee becomes responsible for socializing others (a common circumstance for older siblings in the family and for 'advanced' socializees in conversion contexts). In the process of socializing others, they become more effectively socialized themselves.

(a) Impact of Peer group - (Self esteem)

Coleman's (1961, 1966) significant and extensive studies (as well as Bronfenbrenner, 1970) describe the process of age segregation in our society that gives rise to a separate youth culture. Coleman

shows that peers constitute an important reference group for the child, both in the normative as well in the comparative sense. He found that the aspirations of highschool students were mainly determined by the 'leading crowd' in school, rather than by their parents or teachers. Success in athletics, rather than in academics, was most important for boys; being popular with peers was most important for girls. Hence status in the peer group was based upon quite different criteria from that of the classroom. One function this serves for the pupil is to provide an alternate source of self esteem and perhaps to repair self esteem demanded in the classroom.

**Process and Outcomes of Socialization**

33. Melvin Kohen and his associates - (1969, 1973, 1978, 1980) Through a series of impressive studies Kohen and his associates have shown that certain structural features of work (for example, the amount of autonomy, the degree of supervision and routinization and the amount of substantive complexity, experience on the job) give rise to values of either autonomy or conformity in workers. Work generated values, Kohen found, become generalized orientations that adults have for themselves and that influence the socialization of their children.

In his more recent writings, Kohn has given more prominence to the substantive complexity of work. He has also expanded his interest in the consequences of this 'structural imperative of the job' beyond values per se to a wider range of psychological variables, especially to one called 'intellectual flexibility'. The argument, again convincingly supported by empirical evidence (Kohn and Schooler 1978), is that substantive complexity of work positively affects the intellectual flexibility of the worker as well as contributes to the development of values of autonomy. In short, these job conditions that Kohn stresses are instrumental in creating individuals who play a larger part in their own socialization and self creation.

PERSONALITY

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Paul B. Horton, Chester L. Hunt (1984) Selected for their study a group of American Negroes taken from a number of tribes, mostly in West Africa. Horton and Hint found that upon arrival, the negroes began absorbing a culture and developing a personality quite different from that of their African Kinsmen. Americans of many racial and national origins now share a common culture, and their differences in personality are not closely related to their different ethnic origins.

Zajonc (1968). There are several important socialization consequences of family size. A number of studies have found that children from large families have lower scores on intelligence tests than do children from small families, even when the effects of social class are controlled. Also, children from smaller families show higher achievement motivation than do those from larger families. The most extensive evidence for his relationship is provided by Zajonc (1976) using records of intellectual performance on various national tests in this country and elsewhere, Zajonc has argued strongly for the negative effect of family size, on scholastic aptitude of children. Zajonc's explanation of the association between family size and the child's intelligence is based on the opportunity for interaction with parents available to the child. The basic idea of the confluence model proposed by Zajonc is based on the intellectual environment of a family members and their ages. The intellectual environment is conceived as an average of all the family members' mental ages, which changes continually as children grow older, and as additions to or departures from the family occur. The research of Zajonc, as well as others, paints to the negative development through its effect on the quality and quantity of parent child interaction. The combination of high performance expectations, contributes to the greater tendency of first born to

identify with parents, to internalize parental values, to be more achievement-oriented, to enforce rules and to be more conscientious. On the contrary first-borns are also more likely to be more anxious, conservative and guilt-ridden.

Child Rearing Practices and Socialization

N.L. Munn (1961) observes that studies of socialization are generally limited to demonstrations that child-rearing practices have an impact on personality development. It is useful, however, to examine the total child-care programme and look at those aspects of a culture which determine significant socialization practices. The broad features of a society, whether it is technologically backward or advanced, a culture of plenty or of want, set the duration of the child's dependence on his parents and shape attitudes to children as helpers, burdens or play-things. From knowledge of a society's social and economic system it is possible to predict with reasonable accuracy whether it will, in the rearing of its children, emphasize compliance and obedience or self-reliance, assertion and achievement. Ideology and the values of a society directly determine preferred patterns of socialization. The kibbutz, or collective settlement of Israel, is an example of how a socialist society formulates a set of cultural prescriptions and practices, the aim of which is to produce a cooperative and loyal member of the settlement. The Kibbutz culture

prescribes that women should have equality with men in work, that the primary unit is the collective rather than the family, and that children should value group experiences above individual ones. Child rearing practices adopted in most communal settlements embody these prescriptions. The Kibbutz child is weaned early, and after his mother returns to work he is put in the communal children's house. In the children's house he is raised by a number of nurses who expose him to a variety of peer group experiences. When he starts school his teachers inculcate the virtues of co-operation and group participation, and in accord with this value there are no examinations and no competitions for grades. Although the Kibbutz toddler is a somewhat aggressive and anxious child, as a youngster he develops into an unemotional 'groupy' and well adjusted person, the embodiment of his society's ideals.

It is generally assumed that early learning experiences have an enduring and perhaps irreversible effect on personality. Social psychologists who follow this assumption are especially interested in studying the socialization process to gather knowledge about the antecedents and development of social behaviour and social functioning. In their studies of the socialization process, child psychologists have investigated the effects of infant disciplines, child care programmes and post-childhood discontinuities on adult personality. Social psychologists have studied the effects of socialization pressures in various social settings such as military colleges, Prisoners of war...
camps and prisons. While there is no doubt that parental influences on the child during the early years exert the most powerful influence toward socialization, the importance of two related processes, desocialization and resocialization, lies in the efforts of various groups and institutions to reshape adult behaviour considered unsatisfactory or inappropriate.

37 Lynn (1972) According to him, the process of sex role learning for girls is rather simple, observing mother and modeling her behaviour. But since the father is less visible, the process of sex role learning is more complicated for boys. Their problem is to determine, on the basis of various sources of information, what constitutes appropriate masculine behaviour and to use it as a standard for one's own conduct. This involves abstracting from a number of diverse sources of information a general model of masculinity.

Roles, values, norms and beliefs are the main cultural contents of socialization.

L. Broom & others - observe that discontinuities and failures of socialization are ineffective transmission of culture and socialization for disadvantage. Ineffective transmission can be caused by competition among socializing agencies for influence over children. It can also result from inadequate socialization; for example, failure to motivate students to do well in school, in extreme cases, the product of effective transmission is an antisocial personality, a person without conscience.

Socialization for disadvantage means channeling people into subordinate roles relative to whites and men. Until fairly recently, girls have been socialized for affiliation - rather than mastery over their environment, with the result that women often have a limited sense of independence. Blacks have suffered a loss of self esteem and self confidence as a result of prejudice, and both blacks and women are socialized to have low aspirations.

Ability to function in modern society is usually judged by the ability to perform well in school and on IQ tests. Minority children tend to score relatively low on such tests, but it has been shown that

improving their environment usually leads to better performance. Higher expectations by testers and teachers lead to better performance by children.

Social Isolates

P.B. Horton conclude that to some degree, person is dependent upon physical growth process. But personality development is not simply an automatic unfolding of inborn potentials, as is shown by the social isolates whose physical growth has not been accompanied by corresponding personality development.

How does a person arrive at a notion of the kind of person he is? He develops this concept of self through a gradual and complicated process, which continues throughout life. The concept is an image that one builds only with the help of others.

Intelligence and Socialization

Anderson (1960) found that intelligence in childhood was highly predictive of adjustment both in later childhood and in adulthood. That general level of intelligence is an important determinant of the outcome of socialization can be seen vividly in the longitudinal studies of retarded and intellectually superior individuals. One does not have to be concerned whether socialization determines the intellect or whether intellect determines socialization in order to conclude that, no matter how the intellect evolves, it is an important determinant in the individual's interpretation of his social milieu and thus a factor of considerable importance in the socialization process.

Self actualization and Socialization

Lindzey, G. & Aronson E. (1960) view successful socialization as essentially successful self actualization. This view may be partly justified by the observation that successful self actualization generally involves a healthy degree of conformity. However, successful socialization is also viewed as including the maintenance of appropriate autonomy in the face of social pressures.

The extreme positive orientation sees socialization as a relatively effortless developmental process in which the child's inherent growth tendencies give rise to increasingly adaptive and self fulfilling behaviour; here successful socialization has no victim, for it yields both a fully self realized individual and an improved society. This view of successful socialization is made central to one definition of degree of self-actualization as the degree to which the individual has taken concrete action to improve the society in which he lives.

**Human Development and its impact on Socialization**

Barry, Bacon, and Child (1957) interprete the tendency for socialization of the two sexes to be distinguished in very similar ways in most societies. The importance of viewing the child in the socialization process as an open system having important inherent characteristics and transacting with the environment rather than being merely a reactor or even an interactor.

N. Millewr (1964) argues that it seems highly probable that innate patterns exist, that they play an important role in the development of human social behaviour, and that these instinctual patterns are modifiable enough so that they tend to be disguised by learning.

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42. Ibid, pp. 320 - 400.
43. Ibid, pp. 320 - 400.
although they may play crucial roles in motivating, facilitating, and shaping socially learned behaviour.

44
Goodman Norman (1985) : conceptualized the socialization process as being comprised of three analytically distinct but pragmatically intertwined processes: learning, social interaction, and communication. Each of these subprocesses functions within specific contexts selected aspects of biopsychological structure of the human organism, social structure and culture for learning social interaction and communication, respectively - which are discussed in terms of their relevance to human development.

45
Goodman N. (1985) - views socialization as a lifelong developmental process. A conceptual model that views socialization process as comprised of three subprocesses - learning, social interaction and communication - is used to examine each major stage of the life cycle, infancy and childhood, youth, adulthood. In addition, the influence of various 'agencies of socialization' (e.g. family, peer group, schools, mass media, work organizations). On the maturing person is examined.

Cohen, Jene (1976) quotes 'data from 5,498 respondents to James Coleman's survey (The adolescent society, New York: Free Press, 1961) and its 15 year follow up which shows that parents' effect on their children's educational aspirations and attainments are due to both modeling and defining influences. Although defining effects exceeded modeling effects in strength, the proportion of parental influence due to modeling and to defining varied with sex of child and social class. Daughters were more influenced than sons by parents as models, but not as definers. Modeling effects, but not defining effects, were stronger in the white collar class than in the blue-collar class. Mothers and fathers were roughly equal in their modeling influence on both boys and girls.

Bhoite, Anuradha (1986) assessed problems of socialization of girls in white collar middle class families. She found that in India several constitutional and legal measures have been adopted aimed at changing existing sex role stereotypes and regarding the social status and position of women. However, the family socialization process tends to reinforce traditional values and permits only superficial change resulting in a conflict between modern and traditional values.

Gender Role

48

Bush D. M. (1985) examined the relationship of cohort, age and gender with the content, processes and outcomes of socialization in adolescence and offered a proposal to remedy problems found in the socialization theories offered by Nancy Chodrow. (The reproduction of Mothering: Psychoanalysis and the sociology of Gender, Berkeley: U. of California Press 1978) Carol Gilligan (In a Different Voice: Psychological theory and women’s Development, Cambridge, Harvard U. press 1982), and Sandra Lipsitz Bem. The proposed theory is broader and takes into account recent changes in the position of women in society that are linked to gender socialization.

2.3 Researches on Woman

49

Suma Chitnis (1975) discussed the significance of three objectives of international women’s year, namely equality, development and peace, in the Indian context. This paper focuses attention mainly on those problems faced by women as a result of the general attitudes of society. Role of female population, participation in agriculture activity, trends in urban occupation, education and unemployment,

political participation, modernisation and change, redefining sex roles, assertion of equal rights etc., are discussed.

50
Shrinivas M. N. (1978) approaches the problem, keeping in view the processes of urbanization and Sanskritization, the effects of social reform as well as the freedom movement and refers to the recent interest in studying women in general and Hindu women in particular.

51
Khalkdina Margaret observes that the birth of a daughter is still not a welcome event, and her upbringing has many constraints and fewer positive reinforcements. She goes through different roles, a disciplined daughter, a submissive daughter-in-law, and so on. She is taught to perform all the rituals and transmit them to her future progeny. Always caught between the traditional orientation and the changing values brought by industrialization, urbanization and modernization, women face serious problems.

51. Khalkdina, Margaret, "The upbringing of a girl", Indian Women, Publications Division, Ministry of Information and broadcasting, Govt. of India, New Delhi.
Mittal, V.K. (1965) administered a questionnaire was given to 50 women to measure the personality differences between conservatives and progressives. The researcher concludes that there is a positive relationship between conservatism and neuroticism and a negative relationship between conservatism and self-sufficiency. Conservative women were more introverted, dependent, submissive and neurotic.

Viola Klein (1960) emphasizes the attainment of occupational proficiency as a motive for reluctance to give up the job.

Promilla Kapur (1970) found that educated married women are working for economic reasons but there are various other socio-psychosituational reasons as well. She has empirically shown that when educated married working women feel that they are satisfactorily able to combine their dual responsibilities of home and work and do not feel that they are neglecting them or that it makes an extra demand on them, they are more happily adjusted in their marriage.

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Chitra M. N. (1969) - The aim of the study was to identify the section of women who were the largest recipients of higher education and to determine the relationship between social origins, inequalities in educational opportunities and social mobility. The study has shown that

(1) individuals from the upper and lower strata of Mysore society had greater opportunities for higher education than those from middle and lower strata.

(2) among the Hindus, Brahmins had the highest representation among students as compared with dominant peasant castes or other non Brahmin castes.

(3) among backward classes, the upper layers have been the beneficiaries of scholarships, freeships etc.

(4) in both the colleges, students from the higher income strata (Rs. 500 and above) enjoyed the highest representation.

55. Ibid, pp. 510.
Ramchandran P., Mutatkar M.D. and Fernandes M. (1963) undertook a study which revealed that the rate of Indian women had changed in the recent past. Legally women have equal rights with men. However, they are not yet fully conscious of these rights. The role of women today, is much broader not the traditional role of wife and mother. Various careers are now open to women. With education, women's role has changed. Instead of just being a housewife and mother she can now become a companion to her husband and even a bread winner in the family. Today the roles of men and women overlap. The main reason and areas of these changes are good facilities for higher education, western influence, new economic opportunities and freedom given to women, new legal status arising out of social legislation, etc.

Heer (1958) has stated that both in the working class and in the middle class the working wife exerts more influence in the family decision making than the non working wife.

Durand (1946) observes that an increase in the rate of married women's participation in gainful activity may be accompanied by a decline in fertility but both may have been caused by some other factor, namely, increasing urbanization and a growing desire to have a better standard of living. A desire to have a better standard of living may simultaneously motivate a woman to enter into paid work and limit the size of the family.

Viola Klein (1960) observed that there is a good deal of theoretical and empirical evidence suggesting that the position of women is very intimately related with the marriage pattern, and the legal rights that they enjoy in a given family system.

Employed women may, however, feel a change in their status because of the economic contribution that they make towards the family income. The experience of outdoor work may give them feeling of independence and self confidence. Hence they may want to have freedom from traditional authority and may also like to have equality of rights in matters of marriage and property.


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Klingler (1951) has shown that the working mother influenced family decisions on major purchases, loans, savings and investments to a greater extent than did the non-working mother. The working wife may appeal to her husband to help her in her household work, which may not be so in case of non-working women. Working women are less likely to be living in joint families. Working women have a greater say in family affairs and as a consequence of their economic support their husbands are more likely to help them in their household work. The working women are less likely to be living in joint families is that as a consequence of their employment these women would become more independent in their outlook. They may like to have a greater say in the family matters and this may make them less tolerant of their in-laws.


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Once women are already in the labour force, it appears that they want to continue in it. Presence of young children in the family may create a condition which may force them to withdraw from work. Hence, such women, have a strong motivation to limit the size of their families. It has been found that employed women not only start the use of birth control methods soon after marriage but they also use them more regularly and effectively. As a consequence of this, even age and education are held constant, working mothers consistently have a smaller number of children than the nonworking mothers.

2.4 Scheduled Castes and their Socialization

"Isaacs has noted the rapid increase in education and in government employment, especially at the lower levels. In the villages, however, Issac did not meet any member of the S.C. who thought that untouchability was disappearing or that caste was any less important in India than before. He has noted the liberating influence of education on the second generation. The privileges for the S.C. have strengthened, rather than weakened, caste alignment and identity. The educated members of the S.C. communities want to forget their former caste identity; but they have not yet been able to build up a satisfactory new identity. Some of them became converts to Buddhism, though it did not necessarily enhance their status. Others devise methods that facilitate their passing in public as belonging to higher castes.

The foundations on which Isaacs bases his conclusions are slender. Although he has made some study of American Negroes, he does not discuss the obvious parallel between these two cases: As a matter of fact, such a comparison is relevant to a discussion of group identity and political change. Political changes in India have opened up new possibilities for the poorest communities and although this may take time, there is no doubt that the S.C. ought to make substantial gains in prestige and power.
C. Parvathamma (1966) gives the insider’s view of the changes taking place among S.C. in post independent India. She believes that the ban on untouchability has remained more or less a legal fiction. The practice is common in village and is specially observed. The economic incentives given to S.C. for education are not properly implemented. Inter-personal relationships between S.C. and caste Hindus have deteriorated. Newspapers are replete with cases of loot, arson, destruction of crops, beating and murder. In recent years, such cases have been reported from Rajasthan, Uttar Pradesh, Andhra and Mysore. On the Christmas night of 1968, 42 S.C. men and women and children were burnt alive for asserting their rights as human beings and demanding more wages than was offered. This happened in Kilavalmani, a village in Tamilnadu. The same year, a Harijan farm hand, Paritala Kotasu, was burnt alive in Kaveri Kacheria village in Andhra Pradesh. It has been found that this wave of anti Harijan atrocity and violence generally takes place in semi-urban areas where the levels of literacy, prosperity and social development were higher than in adjoining rural areas.

There have been cases in which prominent S.C. leaders have not been allowed entry in the Vishwanath temple in Varanasi and Nathadwara in Rajasthan. The S.C. representatives in the Pachayati Raj bodies are not able to pull their weight to do any good to their own community.

There is a big gulf between the S.C. politician, the educated and common man. Most of the educated Harijans get Govt. jobs and are alienated from their own people. The same is the case with the
politician, who meets them only at intervals of five years. Economic betterment has brought about class consciousness but has not helped to remove the stigma of untouchability. The only panacea for the problems seems to be rapid urbanization and industrialization, more education and growth of secular values.

There are just three books which deal exclusively with social change among the S.C.. Of these, only Alexander's book (1966) deals directly with the problem of social change among the scheduled caste and is based on field work done scientifically.

Since independence, the S.C. have become a special concern of the nation. Their problems cannot be satisfactorily solved unless they are clearly identified and conceptualized. Thus welfare oriented research with respect to the S.C. has national relevance. This may be directed towards an evaluation of welfare schemes in operation in different states. While the Tribal Research Institutes are doing such evaluation in respect of the tribes, there is no such agency for the S.C. This evaluation should be a deep sociological probe, so that it may reveal, not only the shortcomings at the implementation level, but also lacunae at the planning level. This can only be done by a sociologist who is trained for such work.

Caste and Personality Structure: After G.P. Steed's (1955) article on personality formation in a Gujrat Village, few articles or monographs have been published on the impact of the caste system on the
formation of personality. One can only mention G.M. Carstaries famous book, "The Twice Born" (1957), dealing with the formation of personality among the upper castes in Rajasthan village and the more recent publication by M. Leigh and Hitchcock, "The Rajputs on Khalapur" (1968).

The problem of the scheduled caste could be conceptualized with reference to social stratification and the social change taking place among them as manifest in many social mobility movements. The impact of change is more striking among the S.C. as they have been comparatively immobile in the past. Changes in status which may appear limited in absolute terms acquire different significance when viewed against the background of traditional society. But the winds of change do not always run in the same direction and sometimes they may even run counter to one another.

The changes come along three avenues. The first avenue was provided by the reform movements which took place among some S.C. at previous periods of time. The second was provided by the process through which a caste or a group of people move up in the social hierarchy by adopting the style of life associated by tradition with the upper castes. The third avenue was inspired by the process of westernization, which refers to the adoption by a community of western patterns in dress, manners and customs. It brings in its wake new norms and values and new symbols of prestige. We have literature on all the three kinds of change though the data is uneven and differs in depth.
and coverage. Although the three processes have been dealt with in this section separately, they may be seen at work simultaneously in some communities".

2.5 Education - Its meaning and Impact on Socialization

1) "The function of formal education - The educational system is expected to contribute to the socialization of the younger generation by inculcating values, attitudes and norms of behaviour accepted in the society to which they belong as well as by possessing on specific forms of knowledge, skills or occupational techniques. The education system is also responsible for expanding the body of knowledge and techniques possessed by the society. Consequently, the system heavily influences cultural conservation and determines the pace of social change.

2. The growth and expansion of education - The sociologist, is also interested in ascertaining how social movements, social philosophy and changes in the level of social organization affect the character of formal education and influence its growth. In the Indian context, for instance, one would have to examine the influence of the British Educational Policy and the

effect that the ideas of reformers like Ram Mohan Roy or other Movements of the time had the character of the education system. In the post independence period, the sociologist would have to examine the social and educational philosophy underlying the official plans and programmes for educational development. Other specific foci for study would be such problems as the criteria governing the establishment of new schools, colleges and other educational institutions, the extent of their utilization of other educational facilities, lapse into illiteracy, the impact of formal education on rural and urban areas and the extent to which formal education is rejected or accepted by different segments of Indian society to whom it was formerly not available (such as women, backward classes etc.).

3. The educational system vis-a-vis other aspects of the social system - Finally the sociologist of education seeks to examine the relationship between education and the other sub-systems of the society in question, especially those which either influence or are influenced by it. These include, in particular, the family, the system of social stratification, the economic and occupational systems, the political systems and the system of culture consisting of beliefs, values and norms of behaviour.

4. A system of goals, norms, values, practices and procedures - The structure and the organization of an education system consists of -
i) goals and objectives,

ii) Division and co-ordination of function towards the attainment of these goals,

iii) a pattern of authority, including a system of rewards and punishments,

iv) a set of norms and procedures that function as mechanism for control within the society,

v) mechanisms for stability, pattern maintenance and change, within the system.

The sociologist is interested both in the identification and individual analysis of these factors and in the understanding of their interrelationships.

5. A system of Roles - The education system may also be understood as a system of interacting roles and statuses. The sociologists need to know how the incumbents perceive their own roles, and what their expectations regarding the other participants in the system are. He must also identify lack of consensus regarding role obligations and analyze this and other sources of role conflict. For an adequate understanding of the latter, it is necessary for the sociologist to understand the role obligations of the incumbents within the education system and to have some idea of the different role demands made upon
them as individuals, participating such demands as are likely to conflict with their roles in the system.

Education and Socialization — College education as socialization towards modernization has been studied by B. V. Shah (1964), Margaret Cormack (1961), Y. B. Damle (1966), and Baldev Sharma (1966).

Shah and Cormack examine the influence of formal education as an agency of socialization and change. They do not examine the education process, but draw their conclusions about the influence of this process through a study of its products. In his study entitled 'Students — Elite in the making' Damle (1966) analyses the socializing influence of the education process per se. He analyzes the impact of the curricula, the course, the patterns of interaction and the division of roles and responsibilities in college education to the development, among students, of autonomy, individuation and other values and attitudes conducive to modernization. Similarly, Baldev Sharma studies the occupational values of the sample of students with reference to the manner in which they are influenced by the institute of business management where they study.

Dev Datta Sharma (1968) has studied the part played by education in the modernization of an educationally backward tribe in his study, 'Bhil Students between tradition and change'. Nawal Kishore Ambasht (1970) has examined formal education in the context of the socio-cultural background of the tribals of Ranchi and described the
manner in which the school system has led to the decay of traditional tribal dormitories. T. B. Naik (1969) has analyzed the impact of education on the Bhil tribe and examined the manner in which the introduction of formal education has affected cultural change in the tribal life of Madhya Pradesh.

While the studies listed above are directly concerned with socialization and modernization and with the manner in which formal education affects traditional patterns of socialization, most of the studies on the social backgrounds attitudes and values of students offer data on students inclination to change.

Caste as a factor in deprivation of education, and as a factor in educational backwardness has been examined in two separate studies by R.N. Kulkarni, 'A study of S.C. students in college and High-school and study of 'Education and literacy among the S.C. of Hubli City'. There is a study on the educational problems of the S.C. in Dharwar by K. Chandrasekharan.

Stratification by sex, education and social mobility has been studied by A. Ramanmma (1968) Minaxi Sethi (1968) and Pushpa Chauhan (1968). These studies examine how the role and the status of women change as they acquire education. They examine change in a woman's role and status in the home, and also examine her employment status both with reference to the availability of employment for women, and the extent to which they are accepted by colleagues in the job situation.
Role conflict among women primary and secondary school teachers in general and married women teachers in particular has been analyzed by Santosh Nibber (1963) and Raj Mohini Agarwal (1963). In these studies the emphasis is on the conflict between the role of a teacher and that of a mother and wife.

The role of the school as a socialization agent has been quite extensively studied by educational sociologists and psychologists. In the first place, it is necessary to distinguish between the socializing functions of the school and other important functions, like social selection. It would be a mistake to regard the school as being primarily a socializing agent. It is primarily an agent of social mobility and its socialization functions are often subordinated to this fundamental concern. Among other things, the school system presents the child with a simulated model of the bureaucratic society in which he will have to take his place as an adult and it does this not only as a form of training or preparation, but in order to gauge the child's ability to adapt to the demands of such a social system. The first distinction between school and family, therefore, is that in the former the child is essentially on test—his status depends on measurable achievement. This is different in the family, where his status is much more determined by 'ascribed' characteristics like age, sex, personal qualities etc. Like all formal organizations the educational bureaucracy is forever seeking to manipulate the informal cells that it
spawns, so as to transform them from potential sources of rebellion into agencies of the system. One manifestation of this effort is a kind of educational research that has a close affinity with industrial social psychology. It demonstrates the effectiveness of the delegation of some of the teacher's authority in producing a more responsible attitude of the pupils of their tasks. However, attempts to apply such findings in practice have been limited by the fact that independence is not always a primary goal of socialization in the school. The relative stress on independence and discipline will depend on the nature of the gap between what the parents have achieved and what society demands. Good middle-class parents are apt to produce somewhat 'oversocialized' youngsters who may be a bit too passive for many of the social positions which they are destined to occupy. In this case, a 'progressive' education may do something towards restoring the balance. But the working class family that has produced a sullen and resentful potential trouble-maker may well find him removed to a highly disciplined correctional institution at a relatively early age. The techniques of socialization are hardly independent of the social functions they serve.

Social Class: It is not difficult to point to obvious environmental differences that are generally linked to social-class and that can be expected to affect the development of the child. Crowded living conditions, relatively large family size, lack of access to literacy resources etc. are often characteristics of working class
families and their effects pose no great difficulties of interpretation. More subtle and interesting are the effects of differences in sex roles and in the authority structure of the family as well as the relative importance of siblings and peers versus parents as agents of socialization. However, these factors are best considered in their own right, leaving the question of their possible correlation with social class as on extraneous, sociological consideration.

Another source of class differences which has received much emphasis in practical context can be identified with the cognitive deprivation that many lower class children are exposed to (Deutsch and Deutsch, 1968). Their environment frequently lacks those elements of stimulation which are necessary for rapid cognitive development. Cognitively more advanced children tend to come from homes where there are more books and where adults read more books to children and converse with them during meals (Milner, 1951).

Considerable research has been devoted to class differences in the 'quality of parent - child relationships'. The basis of these differences has been sought in several different aspects of the relationship. One approach to the study of class differences in socialization is to investigate parental goals. In other words, middle and working class parents may be regarded as making differing kinds of demands on their children. Their demands will concern matters that they regard as both important and problematical, in the sense that they can-
not take it for granted that the child will develop in the desired direction. Now, what is considered both important and problematical is not the same for middle and working class parents. For example, there is fairly good evidence to suggest that while working class parents are more concerned to impose demands for obedience, middle class parents are more concerned about the problem and virtues of self control. (Kohn, 1959). M. Kohn has pointed out that this difference runs parallel to the differences between middle-class and working class occupations.

Dreeben (1968) argues for the importance of school as a transitional institution between family and job. His argument is based upon the observation that conduct in the family and conduct on the job are governed by contrasting normative principles. School provides the bridge between these two institutions by exposing the child to a set of experiences that facilitate learning and internalizing the norms of independence, achievement, universalism and specificity. The goal of the school, in producing competent citizens, is carried out not only through the normal programmes of instruction aimed at developing cognitive skills, but also through the less conspicuous development of these four general norms.

65. Quoted from - A survey of research in sociology and social Anthropology - Vol. II ICSSR - New Delhi PP. - 233 to 275.
Success, based on one's own efforts, is good for self esteem and builds confidence in one's abilities. Failure is bad, and public failure is worse. The school provides numerous opportunities to the child for public failure, as well as for success.

In the process of socializing students into the norms of independence and mastery (both desirable socialization outcomes from the societal perspective), pressures are generated that lead to patterns of adaptations that are considered undesirable.

There is little doubt that the economic system has a powerful influence on the school system and classroom socialization, both because of social structural factors and ideological factors. But there are also other important influences from the larger social context that have a bearing on classroom socialization, such as political factors, technological innovations, demographic changes and family influences.

2.6 Teacher's Socialization:

Robert Merton (1957) - 'Teacher socialization includes the process of developing a teacher perspective in which situations are both seen and interpreted in a new way'. The aims and purposes of education are central to the art of teaching and to the process of socialization. He points to the various aspects of teacher's socialization:

1. Organizational evaluation is a significant factor in professional socialization. i.e. new teachers do move towards the views of their evaluators.

2. Personal liking between a teacher and his evaluator is a significant socialization variable. i.e. it increases the likelihood of the change in 1.

3. Demands for autonomy often clash with existing attitudes of superiors.

4. Autonomy is more likely to be achieved by virtue of the teachers resources or qualities rather than demand.

5. Satisfaction with teaching in general is related to satisfaction with the way tasks are allocated and evaluated.

6. New teachers want more control and guidance in such areas as discipline and clerical tasks and more autonomy in such areas as curriculum content and teaching methods.
2.7 Overview of the review of related literature and research:

Many areas of research have been studied for the purpose of the present study. They included research on women, scheduled castes, teachers and socialization. The available research and literature highlights upon the following points.

1. Status of Indian Women: It covers many areas like -
   i) Working women in India,
   ii) Women and their active participation in social, political situations,
   iii) Changing position of Indian women,
   iv) Birth of a daughter,
   v) Personality differences,
   vi) Occupational proficiency,
   vii) Women at work,
   viii) Educated women,
   ix) Women and their legal rights,
   x) Married women in employment,
   xi) Dominance and working wife, and
   xii) Consequences of women's employment on fertility.

2. Personality: Culture and personality.
3. Teachers' socialization: Developing a teacher perspective, evaluation, demands for autonomy, satisfaction in job, control and guidance.

4. Family size configuration and socialization: Large families, small families, their effects on the individual, his personality development, performance.

5. Classroom organization and learning social norms: School as a transitional institution.

6. Child rearing practices and socialization: Child rearing practices and its impact on personality development, sex role learning in the family.


8. Discontinuities and failures of socialization: It is ineffective transmission of culture.


10. Intelligence and socialization: General intellectual level is an important determinant of the outcome of socialization.


12. Human development and its impact on socialization: Sex differences and socialization.

13. Innate patterns and social development: Socialization consists of learning social interaction and communication. Socialization
as a developmental process, Problems of socialization of girls in white collar middle class families.

14. Gender Role: its effect on process and outcomes of socialization in adolescence.

15. Changes taking place among scheduled caste: Caste in India, Caste and personality structure. Reform movement.


17. Education and socialization: Education as socialization towards modernization, formal education as an agency of socialization and change, Caste as a factor in deprivation of education.

18. School as a socialization agent

19. Socialization: Socialization of dependence, socialization through work, Relationship between socialization research and educational reform, professional socialization, faulty model of socialization as internationalization socialization indicators, socialization and emotional expression, Different socialization paradigms upon the child's adherence to strict the lenient norms, early socialization experiences, New structure of socialization, Secondary socialization.

20. The relationship between sports and socialization.
Considering all these important studies, the researcher found that there was hardly any work on teachers' socialization. There has been a study which could be considered as a guideline for teachers' socialization, but no work has been done on scheduled caste primary school women teachers. The role of education is considered an important factor which facilitates socialization. The above studies and research on socialization have been a guideline to the researcher. She could formulate and structure her research proposal on the basis of these studies.

There are ample studies and researches available on 'women'. But very few researchers have studied the role of gender in socialization. Many more studies are available on education. The researcher could find that 'education was the most important factor that facilitated women to come up with their potentials. Earning independently gave them much more confidence, independence and image in the society. These type of studies were relevant and really gave guidance to the researcher.