Chapter I

INTRODUCTION

Social development means acquisition of the ability to behave in accordance with social expectations. Becoming socialized involves three processes which although they are separate and distinct, are so closely interrelated that failure in any one of them will lower the individual's level of socialization.

Thus social development is the ability or skill by means of which an individual maintains order and system in his relation with other beings in his neighbourhood, besides adapting his behaviour to them. Man is a social being influencing the conduct of others and being influenced by their behaviour, in his turn. Social relationships depend upon the mutual adjustment between such behaviour. Interests, attitudes, habits, etc., bear much importance for this mutual behaviour. Development of all these elements is part and parcel of social development in general. During the different stages that an individual passes, social circumstances in his immediate neighbourhood, his relations with others and their expectations of him undergo constant change. Social development accords an individual the ability to adjust to his present social circumstances and to behave in accordance with the wishes and desires of other people. If adult men or women were to be seen playing with dolls, it would be considered socially undesirable and improper whereas it is perfectly reasonable for a child to indulge in this sort of entertainment. Due to social development, the individual's conduct conforms to the requirements of his age, his social status and social functions. In the words of powers, "Social development can be defined as the progressive improvement, through directed activity, of the individual in the comprehension of the heritage the formation of flexible conduct patterns of reasonable conformity with this heritage."
Social development in late childhood

After children enter school and come into contact with more children than during the preschool years, interest in family activities begins to wane. At the same time, individual play gives way to group games. Since group games require a large number of playmates, the older child's circle of friends gradually widens. With change in play interests comes an increasing desire to be with and to be accepted by, children outside the home.

Upon beginning school, children enter the “gang age” – an age when social consciousness develops rapidly. Becoming socialized is one of the major developmental tasks of this period. Children become members of a peer group which will gradually replace the family in its influence over their attitudes and behaviour. The peer group, as defined by Havighurst, is an “aggregation of people of approximately the same age who feel and act together”.

During the transition from the pregang age of early childhood to the gang age of late childhood, children shift from one group to another or from group to individual activities. The “shifting group” stage bridges the gap between the pregang and the gang ages. The informal play group of the early school days consists of only two or three children. It is formed to carry out a specific play activity and is thus transitory. The activity itself, not friendship, is the basis for the organization of the group. Within the group, leadership swings from one child to another, depending on which child takes the initiative in a specific activity. There are many brief quarrels, but these have no permanent effect on the makeup of the group.

Childhood gangs

The childhood gang is a spontaneous local group having no authorization from outside and no socially approved aim. Although adults may know that it is
being organized, it is formed by the children themselves, without support from parents, teachers, or youth leaders. It is an attempt by children to create a society adequate to meet their needs. As such, it is a substitute for adult society and for what that society fails to give. It offers relief from adult supervision, though it may not be hostile to the adults in authority. The gang is not necessarily a product of substandard environments, it is also found in good environments.

**Characteristics of social development**

A definition of social development is the acquisition of the ability to behave in accordance with social expectations. A less formal definition might be learning the rules of the game’.

The process by which one learns the rules is called socialisation, a process which includes three components. :

1. **Learning how to behave** – This involves first of all coming to understand what the rules are and then learning to obey them.

2. **Playing approved social roles** – Every group has its own defined roles that people are expected to play, parents are not supposed to behave like children, medical students are indulged but one they qualify they are expected to behave like doctors.

3. **Developing social attitudes** – Children realize the value of group membership and feel a need to join.

**Factors responsible for social development in late childhood**

Some of the following factors have important roles in social development of the children.
1. The Physiological factors

Growth and social functioning are influenced by physiological factors. The child who is slightly deficient in physical trait may experience, in relation to his own aspirations, a slight handicap in social relations in his age group. Certain factors of the nervous system and the endocrine glands play their part in determining the child's patterns of action and outlook on life. Bose and Biswas (1972) conducted a study on the social world of some physically handicapped children developed marked differences between “ideal self” and “self concept” under the influence of un congenial interactions with different personalities present in their social lives. As a victim of diseases, they were a social but not anti-social.

2. The family

Among the various social groups, the family occupies the first and the most significant influence for the social development of the child. It does not only provide the hereditary transmission of basic potential for his development, but also provide environmental conditions, personal relationship and cultural patterns.

The home derives its force in the life of the child from one salient psychological fact, namely, the determinative weight of early associations and conditions in later conduct. Research investigators have noted the potency of early conditioning and that long before the child reaches school age his negative tendencies are heavily overlaid with a superstructure of conditioned reactions. Chauhan (1963) found that truants lacked love of the mother in early years of development.

Parent child relations have various dimension of interaction and as such, remain basic for socialisation of the child. Child's acquisition from the parents in terms of “acceptance rejection, ‘dominance-submission’, ‘lovelate’, ‘democracy-authoritarianism, ‘trust-distruct’, ‘reward-punishment’, tolerance etc. determine his
adjustment and potentiality of behaviour not only in the family but in other social spheres of interaction as well. Parent child relationship determine behavioural adjustment of the child in family as well in other areas. Jai Prakash and Govind Tiwari (1974) conducted a study on parent-child relationship and drop-out behaviour of 100 drop out and 100 non-dropout students taken from 201 primary schools of Agra city. Author applied 5 point scale and an interview schedule. They found that the dropout parents, in their treatment toward children give significantly greater weight to punishment, cooperation and autocracy. The non-dropout parents lay significantly greater emphasis upon possession, trust, help, love and dominance.

3. Religion

Like home, religion has long been regarded as a primary social institution. Religion plays a dominant part in the determinant of the direction of social functioning of the child. Religion is also of dominant influence in the determination of social attitudes.

4. Government

Government is tremendously potent factor in the determination of the conduct lines in the individual. Brij Mohan (1969) has advocated for the reorientation of social policy for the welfare of the children. Government frames social policy for removing poverty and appalling backwardness of the Indian masses that is just conducive to the individual development.

5. Language

Language, in many way, is the most fundamental of institutions. The basis of the fundamental importance of language is social functioning. Suppose for example, that language and the communicative arts were to be blotted out on the instant, social functioning, both of individuals and groups, would be temporarily at a standstill and impaired permanently.
6. Education

As a social institution that determines the growth of individual, education is second to none. It is the agency that society has set up to allow the child a period of experimental social functioning and growth. The school, like the family, is a potent institution in the development of the social behaviour of the child. It provides a complex of social situations or a miniature social world in which children live and perform their function in interaction and under the guidance of the teachers.

7. Peer group

The child is introduced to the social world outside his family, mainly for play purposes and for seeking friends of his choice in the immediate neighbourhood. The peer groups satisfy various needs of the children like acceptance, achievement, affection, approval, belongingness, fame and recognition, expression of thought and opinion etc. They play an important role in the social development of the child because of their emphasis on education in the rights of others, in acceptance of common group rules and discipline, in mutual understanding and cooperation, in play and activities and in the consciousness of a sense of justice.

8. Physical environment

In these days of considerable urbanisation, much attention has been given to the effects of certain special types of environments, such as population, congestion, upon social behaviour. It has been established that there is a lower incidence of juvenile delinquency in the areas contiguous to play fields than other parts of congested areas.

9. Class status

The role of class status in adjustment is illustrated in the results of an investigation by Heintz (1949), Kuhlen and Lee (1943) pointed out that an acceptable social status is necessary for a satisfactory social development. Different
patterns of social behaviour are manifested by children from different social strata and socialization in any given instance cannot be understood without taking this fact into account. In India, the constitution has provided special privileges to the scheduled caste and scheduled tribes. Still they have not been fully assimilated into the main stream of Hindu society. Untouchability has been declared illegal. Still there is a social distance between so-called upper castes and lower castes. Prejudices are prevalent in Indian society. All these factors play an important in the socialisation process of Indian child.

Socialisation

Socialization is the process whereby an individual learns to behave in accordance with social traditions and mores. The human child processes a tendency towards imitation. The child develops according to the environment in which he lives. The individual tries to win the praise of the group in which he lives. Man is a social being. He, of his own nature, tries to adopt the culture of virtue of this that he is believed to be superior to animals. Socialization brings balance to his personality because the social aspect of personality also is very important. Through socialization the individual learns to control himself in the interest of society and realizes his responsibility towards others. Socialization develops in him the community feelings and he learns to cooperate with others.

Individuals influence each other by means of imitation, suggestion and sympathy. In addition to these, social institutions and associations also carry out the individual’s socialization. The individual is influenced by many processes in society, praise and blame, cooperation and conflict, submission and ascendancy. These help to form his personality and individuality. Education is the most prominent means to socialization.
Socialization in the Family

The family plays perhaps the most dominant role in the individual's socialization. The child finds much to learn in the behaviour of his family members, parents, relatives and friends. He imitates them in their mannerisms, behaviour, clichés, etc. He tries to avoid such activities which result in punishment or which are considered bad in the family. It is the family environment which forms his good habits and it is in the family that he acquires criminal tendencies. In the book, New Light on delinquency and its treatment, Healy and Bronner have written that juvenile delinquents mostly hail from families which at one time or another, have suffered some hindrance in the fulfillment of social relations. Psychoanalysis, prominent among them are Freud and Adler, have provided that a man behaves in society according to whatever he has become in the family. Termann, the author of Psychological factors in marital happiness, has said that only those individuals can make marriage a success whose parents were contented. The preface writer of Women of the street, a searching book on London prostitutes, has stated that the problem of prostitution is the problem of the parent-child relationships. Boys and girls are spoiled when family contentment and peace are lacking. Many similar circumstances give birth to many thieves, murderers and prostitutes.

SOCIAL DEVELOPMENT DURING CHILDHOOD

Most children go to school when they attain to childhood. Hence the social development of this period is particularly influenced by the atmosphere in school and playground. It is a part of the teacher’s job to provide by creating such an atmosphere in the classroom, school and play ground in which healthy social development of the child may take place. Games have a special significance for the child's social development during this period of his life. Teachers should organize such games that provide satisfaction of the child’s social needs, and the needs of his
social development. And, in this, it is desirable if individual differences between children are also kept in mind. As a general rule, the child's social behaviour is not fixed or properly patterned by the age of six, it being influenced by such factors as his social consciousness, the ability to mould himself according to the rules in force in school, physical experience and mental development, etc. The moment a child enters the portals of his school, he is faced with new problems of social adjustment.

FAMILY AND SOCIAL DEVELOPMENT

Human personality develops in a social environment. In the childhood the personality of an individual is very susceptible to change and variation. He can be turned in practically any desired direction. The famous psychoanalyst Freud has contended that the personality of man is formed in his childhood and the period after than marks only its development. In view of the fact that the experiences, habits, etc., acquired in childhood are so extremely important, the family situation also becomes important because the childhood of the individual is spent within the precincts of the home. The family situation can be regarded as comprehending three facts – (a) Relation of parents to child, (2) Order of the child's birth, and (3) Presence of brothers and sisters and other members in the family. The important role played by the family in the formation of the child's personality can be clearly realized after these three aspects have been studied.

Role of the Family in the Social Development of Children

If the child is to learn to live socially with others, he must, first have ample opportunities to learn to do so. What the child's attitudes towards people and social experience will be and how he will get along with other people will depend largely upon learning experiences during the early, formative years of his life. Since early associations are almost exclusively with family members, the individual's attitudes and behaviour in social situations are home grown.
The social behaviour and attitudes of a child reflect the type of child rearing methods used by his parents. Children who are raised democratically are active and socially outgoing. In the democratic home there is not only freedom but also a high level of interaction between parents and child because of the parent’s spontaneous expression of warmth, children from democratic homes usually make the best social adjustment (Marshall, H.R. and B.R. Maccandless, 1957). Motivation is an important factor that influences the social behaviour of a child. The child's motivation will in turn depend upon the satisfaction he derives from social contacts. If his attempts at being social are reinforced it is likely that he will enjoy his contacts with other people and he will in turn want to repeat them. In case he does not receive the required reinforcement for his behaviour he will tend to shun people.

One way that children learn socialized behaviour is by imitating the behaviour of their care takers and later learn to identify with them. Unless the child is fortunate enough to have a good model for identification he may find himself imitating behaviour that leads to poor adjustment. Children require a lot of encouragement for their efforts to develop into social beings. Therefore, it is necessary for the parents and family members to provide a direction and guidance through constant reinforcement of those behaviours that are appropriate according to the norms laid down by the society so that the child is able to make better adjustment in later life.

**Emotional development**

The word “Emotion” is a derivative of the Latin word ‘emovere’ which means ‘to shudder’. Thus emotion is that state of the individual which deprives him of his equilibrium. In fear his teeth are clenched together, his body shudders and signs of perspiration can be seen upon his forehead. Emotions shake a man violently. Even when the object of his anger is no longer present, the persons’ arms
twitch uncontrollably. Emotions stimulate the energies of the creature and assist him in dealing with emergencies. In emotional condition he performs action which he is incapable of performing in a normal state. But sometimes, though comparatively infrequently, a person is absolutely stupefied and fails to perform even the ordinary activities. These mutually contradictory results bear testimony to the fact that it is difficult to define emotion. Though psychologists have not differentiated between motive and emotion, everyday experience shows that there is some difference. Similarly, some psychologists do not find any difference in physical activities and emotions. But experiments reveal this difference which is by no means negligible.

**EMOTIONAL DEVELOPMENT DURING CHILDHOOD**

Emotional development during childhood is more susceptible to the influence of friend circle than of the family. The friends can either belong to the neighbourhood or to the school. It is in this age that the child first goes to school. Hence, his emotional development is now also open to such influences as the teacher’s behaviour and the atmosphere within the school and classroom. The proper emotions can be willfully created in the child by the teachers setting the appropriate examples, the same measure also being effective negatively in blocking and preventing the development of undesirable emotions. Creating a proper atmosphere for the child is equally important. He must be encouraged to take interests while at the same time the child should have a sense of belonging and should not feel a stranger in school. These are the methods by means of which ideal character can be developed in the child. In childhood, the manifestation of emotions becomes more specific and precise but the child is devoid of the impetuosity of infancy. At the same time, the child shows no reaction to many things that in infancy led him to react violently. He does not show anger at being bathed or
dressed, neither does he show any fear of strangers. In this age, the child is almost invariably the member of some one or the other group, in the activities of which he participates actively. Sometimes, undesirable and harmful tensions and hatred develop among different groups, in which case it is necessary for the teachers and well wishers to intervene and remove the tension generated, as such tensions can lead to the development of undesirable emotions and complexes. Fear is engendered in the child if physical punishment is used to teach him, the outcome being his desire to escape from study. Gentle behaviour on the part of the teacher pays dividends in the form of proper emotional development and adjustment. It is for this reason the more women than men are employed to teach small children. The atmosphere in both school and home should be as free as possible since only them the child can freely manifest emotions. If free expression of emotions is hindered because of the presence of excessive control and strict discipline, the child develops all kinds of mental complexes which are very harmful as regards his mental health the development. Presence of good ideals in healthy school and domestic atmosphere is itself a sufficient condition for the natural development of laudable emotions. Similarly, if the ideals present in the school and at home are low and detestable, then even the greatest amount of precaution and care cannot avoid the development of improper emotions. Repression only leads to the suppression or control of the expression of emotions, but not their destruction, and this repression is often more dangerous than if the emotions were expressed.

**FACTORS RESPONSIBLE FOR EMOTIONAL DEVELOPMENT IN LATE CHILDHOOD**

**Degree of deprivation**

A slight frustration of desire for affection whets a child's desire for it. For example a child competing with siblings for the mother’s or father’s attention
becomes friendly and eager to please. Pronounced deprivation of affection leads to many of the serious effects reported in the text.

**When the deprivation occurs**

The critical period for deprivation of affection is from 6 months to 5 years of age. Deprivation after 5 years has minor effects because the child can find substitute satisfactions before that time it has little effect because an emotional attachment was never firmly established.

**Person from whom the child is separated**

After becoming accustomed to the care and love of the mother or mother surrogate, a baby or young child cannot comprehend the sudden withdrawal – even temporarily of this source of emotional security. As a result the child feels unwanted, unloved and rejected.

**Extent of separation**

When young children are separated from the mother or mother substitute for a long time, the effects are more serious than when the separation is temporary if the deprivation lasts for less than 3 months reestablishment of emotional interchange will lead to a resumption of normal physical and mental development.

**Personality**

Some children are dependent and crave more or less constant attention and affection while others can be happy with less Self bound children have less craving for affection than do those who are outer-bound.

**Ordinal position**

Firstborn children, accustomed to constant attention and affection from the mother, are more damaged by emotional deprivation than are their later born siblings.
Family size

Children from large families are accustomed to fewer contacts with the mother and are less damaged by emotional deprivation than only children. Since children from large families are often cared for by mother substitutes, they do not become dependent on any one person for affection.

Satisfactory substitute source of affection

Much of the psychological damage from emotional deprivation can be avoided if there is a satisfactory substitute for the child's original source of emotional satisfaction. In adoption, babies or young children soon adapt themselves to their substitute parents and make good adjustments.

CONTROL OF EMOTIONS

A child's behaviour is more guided by his emotions than by his intellect or reason. His behaviour distinctly manifests the influence of emotions such as fear, love, anger, hatred, etc. Some emotions guide him to extremely desirable and likable forms of conduct but when in the grip of other emotions, he descends to the level of beasts and behaves in the most detestable manner that can only lead to sensor from his elders. Thus, the necessity of controlling emotions becomes evident. Experience and behaviour show the, extent to which emotional imbalance is harmful both to the body and the mind, as it results in all kinds of nervous and mental diseases. But the control of emotions through their repression is no less harmful. Psychoanalysts have made a detailed analysis of the various neuroses that result form such repressions. The best methods of controlling emotions, in fact, is to prevent the occasions and opportunities that excite emotions. Auto-suggestion is another means of controlling emotions. If one makes it a practice to avoid using emotions they will weaken through disuse and atrophy. When the stimulus of one particular emotion is willfully conjoined to another emotion, the undesirable
emotion will disappear. If the emotions can also be expressed through some harmless and innocent channel, then the excitation that accompanies emotions is destroyed thus facilitating the control of that emotion.

1. Anger

When a child is in the grip of anger one sees various kinds of agitated facial expressions to destructive behaviour. A child discovers early in life that by feigning anger he can attract the attention of others and can often obtain anything he desires. Hence, as he grows older he learns to adopt varying forms of anger to suit varying situations. But, obviously, the adult has greater occasions to display anger than the child.

Children become angry normally when something obstructs the fulfillment of their natural needs or the performance of some activity, or even if their self-respect is injured. When the child, for example, is playing, he does not like to be interrupted, but if he is then he becomes angry. Even when the child wants grown up people to pay attention to him and they do not, he becomes angry.

Jealousy

Children can be jealous of other children over almost anything. Normally this jealousy arises when the child observes another child's superiority in some respect. Superiority may be the result of something that he possesses or some power that he may be capable of exerting or his success in some field. This causes the jealous child to feel afraid and inferior. It angers the jealous child although he cannot express anger. Obviously, jealousy is a mental state in which the emotions of inferiority, dependence, fear and anger are mixed up. A major cause of jealousy in children is the loss of the parent’s love or the fear of such loss. Whenever a new child enters the family the existing child fears that now the parents will forget him, and if this fear turns into reality the child becomes jealous of the intruder. Apart