INTRODUCTION
Chapter 1

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Psychologists, educators and sociologists all agree that the home environment is the most significant single influence on the social development of the child. The home is the best place for providing family life education. It is the most important agency that brings about socialization. The family moulds the character and personality of the individual. The parents serve as the first socializing agents for their children. During the pre-school years, the family is the most influential socializing agency. The family sets the stage for the development of many important personality characteristics, providing experiences both within and outside the home. The customs, traditions and beliefs of our society are first learnt within the family. Here, the child first observes and then internalizes the values of the parents. Social, political and religious beliefs and customs are transmitted via the family. Socialization is carried out in different ways by different people and in a variety of social contexts. Parents, playmates, siblings, teachers and the peer group are responsible for the socialization of the child at different stages of growth.

A child may be termed social if he behaves in a socially approved manner, plays the role which society prescribes for him and has favourable attitudes towards people and social activities. Social development means acquisition of the ability to behave in accordance with social expectations. Social development is a continuous process covering the total life span of an individual. It entails acquiring specific skills which facilitate the development of effective social relationships. It does not happen automatically or all of a sudden. It is a
time consuming process requiring conscious effort, adequate motivation and requisite opportunities. Like all aspects of development, social development also has a pattern. This manifests itself in the emergence of an orderly sequence of social behaviour.

Parents must manage the basic education of the child in emotional, personal and social matters. Young children who are raised democratically are active and socially outgoing. In a democratic home, there is not only freedom but also a high level of interaction between parents and children through the spontaneous expression of warmth. In short analysis, the reward and punishment situations in the home should enable the child to predict which responses will be expressed and which will be inhibited in situations outside the home. In this way, the struggle between feelings of trust and mistrust is worked out in relation to the parents and it is by family members that this autonomy and initiative characteristic of our society is encouraged or denied. Proper and adequate affection, freedom and necessary control over the child’s behaviour will produce a better adjusted and socialized child. A happy home life encourages the child, the feeling of security, co-operativeness and the ability to play with the group. Home atmosphere is also responsible for child’s personality development, adjustment outside the home, success in school as well as in adult life. Because home is the child’s first social environment, it sets the pattern for his attitudes towards people, things, and life in general. Furthermore, because the child identifies himself with the family members he loves, imitates their patterns of behaviour and learns to adjust life as they adjust. The pattern established in the home may be changed and modified as the child grows older, but it will be a difficult task to completely eradicate it.
In the process of social development of children, parental attitude plays a major role. Parental attitudes influence the way parents treat their child, and their treatment of him in turn, influence his attitude towards them. Fundamentally, therefore, the parent-child relationship is dependent upon parental attitudes. Parental attitudes are influenced partly by cultural values, partly by the personality patterns of the parents and partly by their concepts of the role of parents. Children who become socially advanced as they grow older almost always come from homes where parental attitudes toward them were favourable and where a cordial relationship existed between parent and the child. Such a relationship will produce a happy, friendly child who is relatively free from anxieties and who is a constructive, social and interdependent member of the group. On the other hand, the children who could not maintain better social adjustment, are usually the product of unfavourable parent-child relationships. Normally all children grow socially as they grow physically from year to year developing greater complexity of skills and social behaviour in getting along with people, and requiring greater self-control. Normally all children pass through the several stages of socialization at approximately the same age and social development of bright children is accelerated, while that of dull children is retarded.

Proper social organisation depends upon proper organisation of families. The family may be regarded as the first ‘training centre’ of child’s all round development. In this ‘training centre’ the child is encouraged to engage in activities of intellectual curiosity, emotional maturity, social adjustability, moral justifiability, originality and constructiveness. Therefore, it is necessary to study the influence of home environment on child’s social development.
PROCESS OF SOCIALIZATION:

Socialization is an umbrella concept that refers to a wide range of topics frequently bound together in the most tenuous manner. Socialization is a process by which individuals are taught to live, think and behave in a society according to social expectations. This socialization process begins very early in life and continues throughout the life of an individual.

According to ‘A Concise Psychological Dictionary’ of Petrovsky, A.V., and Yarshevsky M.G., ‘Socialization is a historically conditioned process and is the result of assimilation and active reproduction by an individual of social experience in activity and communication’

According to Ogburn, “Socialization is the process by which the individual learns to conform to the norms of the group”.

Socialization may be deliberate or unintended, formal or informal and takes place irrespective of a person’s awareness of it. Socialization takes place inevitably through the formal as well as informal agencies. Socialization which is a process by which one learns the social living and adjustment includes three components –

1) Learning how to behave: This involves first of all, understanding of the social rules and then learning to obey them.

2) Playing approved social roles: Every group has its own defined roles and each member of the group is expected to play the approved social roles.

3) Developing social attitudes: Children are expected to develop positive social attitudes and to understand the value of group living.
A child is born in a family and this is the first agency through which he/she gets education in sociability. The influence of the family in the first few years of life of the child is tremendous. The human infant develops the traits of a human being only when he lives in a family. The child starts reacting to others emotionally from the early stage of his/her life. Attitudes of rejection or acceptance, approval or disapproval and tension or relaxation are coloured by the type of physical care he/she receives at the early stage. When a child becomes sensitive to the motives of approval and disapproval by his/her parent, he/she tries to adopt himself/herself to those demands and such internalised social motives are the primary controls over needs and urges.

It is in and through the family that the main components of the child's personality develop. The family members play an important role in the personality development of a child. The family gives him/her first objects for identification and provides the situation for the eventual development of an ego identity. The integrity displayed in a family also is a model for the child in developing his own sense of integrity. The family usually teaches the child what is encouraged and what is discouraged, what is valued and what is ignored.

**IMPORTANCE OF EARLY CHILDHOOD PERIOD:**

Early childhood is considered as the foundation period for social development of an individual. This period begins at the end of the babyhood period. Educators refer to the early childhood years as the pre-school age and psychologists as pre-teenage age. Next to home, nursery school experiences are beneficial for social development of children especially under the guidance of trained teachers. With increasing age, the total time that the child spends with his
peers are more than the time he spends with the adults. However, children’s social attitudes are greatly shaped by the attitudes of parents and teachers.

The realisation of the importance of early childhood period for social development of a child is not a new concept. Long before scientific studies were published on child development, Milton stated, ‘The childhood shows the man as morning shows the day’. The idea that experiences gained in the childhood period is quite important in the determination of adult behaviour, has a long history. More than two thousand years ago Socrates and Plato, give much importance to the early childhood period and considered this period as the beginning period of a person for proper social development.

Comenius, recognising the importance of early childhood education both at home and school, gave to the world the idea of parent education in his “School of the Mother’s Knee”. He said, “Education is a development of the whole man. If the superstructure is not to totter, the foundation must be laid well, studies should be adopted to the capacity of the pupil”.

Rousseau J.J., was a great educator of the 18th century who emphasised the importance of early childhood period and stressed to give them maximum freedom for their fullest development. He also gave stress on the nature of a child. “Nature”, he said, “required children to be children before they are men......”.

Pestalozzi also emphasised the importance of early childhood education. According to him, knowing and doing must proceed together for early education of children.

Froebel started a reformed type of Pre-school education for early childhood. This school was named “Kindergarten” or the garden of children.
Freud asserted that adult behaviour is determined by structures created in childhood; the way a child is managed at three can lead to neuroses at 23. The work of John Bowlby, on attachment is still most popular in assessing certain attitudes of children. Bowlby’s findings was that children under the age of about six years need to maintain a warm, continuous and mutually satisfying relationship with their mother. If this is not done, later mental health may be jeopardised.

Madam Maria Montessori started a new type of pre-school education for the early childhood period. Montessori named this Pre-school as a ‘Casa Bambini’ which means “The children’s house”. It is the place where children are taught in home environment, which is very congenial to the development of individuality and social adjustability of children.

In India also, educational thinkers have given much importance to the early childhood period. Ms. Annie Besant, Robindra Nath Tagore, Mahatma Gandhi are few among the great Indian educationists who gave much importance to the early years of children’s life. From the pre-independence period to the beginning of the 21st century, several educational boards, educational reports, educational commissions and in each five year plans, have given much importance to the early childhood period.

More particularly, the Education Commission (1964-66) had clearly recognised the significance of pre-primary education in child development and of its critical link with enrolment, retention and learning outcome in primary schools. Yet, the National Policy on Education (1968), despite its concern for early fulfillment of the ‘Directive Principle of Article 45’ and for reducing the ‘prevailing wastage and stagnation in schools’, preferred to ignore the commission’s recommendations on pre-primary education. Years later,
presumably as a consequence of the National Policy for children (1974), the Fifth Five year Plan made a beginning by formulating a comprehensive project in the form of the Integrated Child Development Services (ICDS) for the underprivileged and educationally backward sections of the society.

Although ICDS made rapid strides in the late seventies and early eighties, the Government's commitment towards universalisation of early childhood education remained ambiguous as there was still no clear policy declaration. It is for this reason that National Policy on Education (NPE), 1986, is a historic document in that it boldly recognises the importance of Early Childhood Care and Education (ECCE) and lays down the 'historic' principles on which the programme is to be developed. The policy declaration views ECCE as an essential component in children's development and as a support service for universalisation of elementary education and women's development. However, the NPE does not refer to the constitutional imperative to provide ECCE to all children.

FACTORS RESPONSIBLE FOR SOCIAL DEVELOPMENT OF CHILDREN:

1.1 Factors related to home environment and social development of a child:

The concept of home: A house or dwelling also has another dimension. A house is a physical entity which can become a home only when it leads to psychological satisfaction of the dwellers who use the shelter and share the space in a meaningful way. Therefore it is said,

A house is build by hands
A home is build by hearts.

According to Hayward (1975), “Home is a lable applied voluntarily and selectively to one or more environments to which a person feels some attachment”. 

8
The child first learns to relate himself to the society through his/her members of the family. In a home, parents and children are expected to extend mutual love and support and the ethics of togetherness. Having identified himself/herself with his/her mother and father, the child’s circle of interest later spreads to include other family members, his friends and those who visit the home frequently. Rousell therefore said, “Home gives the child the experience of affection and of a small community in which he/she is important. He/she has also the experience of relation with people of both the sexes and different ages, and of the multifarious business of adult life”. Thus, it is in the family that the child initiates his/her first social relationships, in which and through which he/she acquires and organises his/her experiences. No other institution has so significant a role in the transition of an individual from biological level to human level. Home is the place where the child learns the first lessons of living together, working together, working in cooperation, helping each other, learning lessons of mutual help and adjustment.

Again, within the home environment, the child acquires many of the social patterns, habits and manners which determine his future adjustments. In general, young children’s attitude towards people, and life in general, are patterned at their home. It is the home that gives the child his first understanding of the meaning of attitudes such as truthfulness, honesty, sympathy, courage, punctuality, fair dealing, respect for authority and consideration for others. Parents and other elders at home have a direct impact on the development of habitual expressions of the child. Any faulty parent child relationship may lead to maladjustment of the child.

The physical environment of home plays a significant role in the social development of young child. It is apparent that the social interactions of the child
is modified by the physical settings of a home. There is a continuous relationship between the social development of a child and the physical environment of his home. A child growing up in a crowded, noisy, disorganised home is likely to have detrimental effects on his social development. The way the parents or other caretakers organise the child's physical environment are thought to be as important as the physical setting itself. Favourable cognitive development and social development have been associated with the predictability and regularity of home environments, that is, with homes where things have their time and place — where meals, bedtimes and other routines are regular and where the child has a place for her belongings, a safe place in which to play, and a quite place to study (Bradley & Coldwell, 1976).

The ordinal position of the child in the family plays a major role in their social development. The elder, middle and the youngest child all have different intensities of social development. The only child is often less social, children with sibling of the same sex find it difficult to associate with other children of the opposite sex.

Both father and mother plays a significant role in the social development of children at the early childhood period. But from the practical point of view, mothers are said to be more responsible for social development at this very sensitive and foundation stage of the human life. The personality of the mother and her individual abilities have a great bearing on the child—his socialization, his health habits, his interest in academic and life education. She becomes responsible for his/her physical and mental welfare. From their food and toilet habits to the learning of social rules and development of skills and life aspirations, she is the most important and meaningful teacher of the child. Experience of neglect, deprivation, indulgence or imbalanced care produces a
special image of the world in the mind of the child. Mother's behaviour, her method and techniques of handling the child and her experiences have a great impact on the overall growth of a child. Home, which is considered as the temple of human affection, mother acts as a deity to shower affection to her children and teaches the first lesson to develop an affectionate personality. The mother is considered to be not only a nurse and a caretaker, but a direct, positive and the most potent agent of socialization. It is under her guidance that the child develops his/her basic attitudes, patterns, ideals and style or configuration of life. The child learns the meaning of social responsibility, the importance of sportsmanship and the necessity for cooperation. She is the mistress of home - the first and the best human school. The mother has also to take particular care of the health needs, education and recreation of the child. She has to guide and encourage the child to develop regular habits of play and work and quite often to share his experiences like a companion. She may have to act as a playmate of the child, especially when there are no siblings to give him company. Also, his/her recreational activities must be supervised to help him/her to develop a disciplined life and for development of leadership, cooperation and group activities.

Language plays a significant role in the social development of children, because language is the basic tool for social communication, for better understanding among individuals and groups. The type of vocabulary developed by children depends on home training, socio-economic status, parents education and occupation and also on the use of socially approved words with correct pronunciation before the child. Culture of the family is also a powerful factor for socialization of the child, because a human being is not only a social being
but is also a cultural being. Socialization of a child is also influenced by material as well as non-material culture existing in a family. 

There are also some other important factors which are related to home environment and are equally responsible for social development of children. These are socio-economic status of a family, need satisfaction of a child, parental education and occupation, type of the family, nature of the family, motivation of the child, the willingness to learn from parents, elders and teachers. If a child, from the beginning of his/her life, is not given opportunities for social contacts then he/she would face problems in the interpersonal relationship and effective social adjustments in later part of the life.

1.2. Some other factors related with social development of children:

Play is a natural, interesting and pleasant activity of children which is helpful for minimizing their egocentric tendency and formation of the social growth and development. Children get freedom for self-expression through the medium of play. Play is constructive, active and self-inspiring activity of children. Children’s play activities have been variously interpreted; they clearly demonstrate a developmental trend towards greater social sensitivity and social responsiveness. The play of children at different ages indicates an increasing tendency towards social living and desire for, greater social interactions with other children (Lehman and Witty, 1927). Solitary and Parallel play activities are gradually replaced by cooperative enterprises and organized sports. The “rules of the game” become increasingly important—a developmental trend which tends to promote greater social harmony. Boys and girls play activities become more and more disparate, as they gradually grow older and approximate their social sex roles of mature men and women in the existing culture of a society.
Media programme also helps the growth and development of social behaviour of young children. Through the various types of media programme, children can easily understand and acquire social norms, manners, expectations and their expected role in the society according to their age. Children can follow and understand difficult concepts relatively easily through media programmes. Through media programmes children can acquire various educative knowledge related to the surrounding environment.

Social growth and development of a child is deeply influenced by the peer group. The quality of parent-child relationship as well as teacher-pupil relationship make the child aware of himself, and his relations with others. The increasing social relations expands his/her social environments and they learn the rules of conduct, their negativism subsides and gains parental approval by following fixed rules. Social growth and development find further stimulus in peer groups which is typically a play group. In play groups, the child learns to play social roles and accepts rules of the games.

According to Zita Polsky peers perform the following functions –

1) They act as confidants.

2) They enhance the child’s sense of self identity.

3) They act as models for appropriate behaviour.

4) They reinforce appropriate sexual identifications.

5) They provide emotional support.

6) They are sources of information.

7) They help children to learn social sensitivity.

8) They provide opportunity for learning conformity and loyalty to group rules without the authority to the superior adult.
OPERATIONAL DEFINITIONS OF THE TERMS:

Social:

According to the dictionary of education, the word 'Social' means "pertaining to the interaction of organisms in groups, usually in interaction of human organisms".

Development:

According to the dictionary of education, 'Development' means "growth or change in structure, function or organisation, constituting an advance in size, differentiation, complexity, integration, capacity, efficiency or degree of maturity".

Social Development:

According to the dictionary of education 'social development' means -

a) "The pattern of change through the years exhibited by the individual with such forces as people, social institutions, social customs, social organisations".

b) "The entire series of progressive changes from birth to death in social behaviour, feelings, attitudes, values etc. normal for the individual of a species".

c) "The state of any moment of an individual's social or socially significant reactions, evaluated in accordance with what is regarded as normal for an individual of that age in that culture".

Joint family:

The joint family unit is that in which the adults and children of more than two generations are closely combined. The family in this system extends vertically over three or more generations. These families may also include several degrees of kinship, stretching horizontally to include cousins and in-
laws. In a joint family the grandfather, grandmother, the cousins and the real brothers and sisters all live under one roof. The eldest in the family exercises control and is respected by all. Therefore, if two or more nuclear families live together under a common shelter and share a common health and a common purse, then this type of family is known as joint family.

**Nuclear family:**

The nuclear family is a small unit consisting of a man, his wife and unmarried children. In the nuclear household the parents are sole authorities and emotional relations among family members are concentrated and intense.

**Solitary play:**

In the solitary play situation the child plays alone without any reference to what other children are doing.

**Co-operative play:**

In co-operative play, the child plays in a group organised to make some product out of the game.