Chapter - VI

Summary and Conclusion
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The process of political socialization is learning about politics, which inducts individuals into political culture. Culture includes values, beliefs, norms, attitudes and behavior, which are essential for every political system for its cohesion and continuity. But these do not come by birth. They are acquired during one's life through the process of political socialization. The present study encompasses 'the patterns and challenges towards the political socialization of the high school students of Shivamogga district'. An earnest attempt has been made to examine the different levels of political orientations such as, cognitive, affective and evaluative of the children under study and the overall influence of socializing agents in the light of socio-political and cultural back ground of India.

The study of political socialization is a prime factor and much needed in all the developing countries particularly in India. Because these newly emerged countries have to prepare their citizens by giving political training in order to build themselves as strong nations. It is a challenging and a daunting task to prepare them in this direction,' especially the youths of the nation. The youths of this country are restless and their restlessness can be channelized into progress by imbibing and instilling the right values, norms, attitudes and behavior. In this challenging task the formal and the informal agencies of education have a major role to play. India's diverse culture, regional, ethnic and linguistic backgrounds, the individual's political attitude and behavior is determined by the various socio-cultural and political forces so to maintain stability and viability of the political system. The stability of a political system largely depends on the development of allegiance attitude of people towards its structural arrangement. Further the aim of this concept is to train the people in such a way that they become well functioning members of a
political system. The process of political socialization and the political behavior of an individual is essential for the proper functioning of a political system.

It is important to note that, Prof; Balangangadhara has observed that, political socialization takes place through the process of learning which is commonly found among all the cultures. Further he argues that, there is a fundamental difference between the west and the east about their style, method and mode of learning process. The western countries believe that, "knowing is their only type of knowledge which can be attained through the process of theoretical learning. It develops world view or outlook among its citizens. But the process of learning in the countries like India is based on per formative or ritualistic learning.

The present study attempts to analyze the children's political behavior and their awareness about political systems and political issues acquired through the practical experience either in school or outside the school. The present study throws a light on the understanding of the impact of the agents of political socialization in acquiring the different Political orientations.

Based on this, in the first chapter meaning, emergence, its implications and the importance of the concept- political socialization and political culture has been discussed; Political culture includes the patterns of individual attitudes and orientations towards politics among the members of political system. Every political system has its own political culture for its survival, continuity and change, which are learnt by an individual through the process of political socialization. Although much work has been done on the concept political socialization in the western countries. It is a neglected area or phenomenon in the developing countries like India. The first pioneering work in this field was carried out by H. Hyman in 1959 in his work 'Political Socialization'. Later it opened up new avenues to the scholars and social scientists to conduct their studies in this direction. In 1975 for the first
time S.K. Gupte has done a major work on this subject. Thus, the present study is highly relevant in the present political scenario.

Youth plays a significance role in the changing socio-political scenario of our country. Youth is the best period to train, to mould and instill the right values which is conducive to make the youth politically socialized. In the process of transmitting political learning students occupy a significant position. Their political attitudes and orientations take a concrete and definite shape through the process of political socialization. The active participation of the student's community in the political process can be achieved desirably through the institutionalized system of education. In support of this, there is a constitutional mandate that, the children below the age of 14 years shall be given free and compulsory education. This chapter also includes the objectives and hypotheses formulated on the basis of review of literature. Primary and secondary data have been collected to make it a systematic and scientific study.

In the second chapter the recent theories and approaches of the western and the Indian scholars have been discussed in detail to know how the concept of political socialization is used. Based on the arguments indicators have been developed so as to socialize the children towards politics. The third chapter deals with the profile of the Shivamogga and Shikaripura taluks selected for the research study. It also includes the respondents varied responses towards their socio-economic background and the educational status of their parents.

The aim of this empirical study is to examine and to assess the nature and extent of political socialization of the high school students as well as its impact on their political orientations. Here the researcher has made an earnest attempt to find out as to how children are successful in acquiring these political orientations and how they understand the functioning of democratic institutions in India.
Summary and Conclusions

In this backdrop the present study has been undertaken. The researcher has focused mainly on the three major aspects of political socialization of the high school students of Shimoga district, namely, on the agents of political socialization, political orientations and also on the process of political socialization. It is imperative first to examine the different agencies of political socialization in socializing the children towards politics. The role of the most important agencies of political socialization mainly Family, school, peer groups, mass media and political parties have been examined in the present research study. The following are the findings with regard to the role played by the agents of political socialization and their impact on the high school students.

In the present study an attempt is made to tackle the following issues to ascertain the implications of political learning of the high school students. 1. Whether the process of political socialization of the high school students is marching in the right direction or not. 2. Whether the children are successful in making use of the process of political socialization towards their political learning or not. 3. Whether the agents of Political Socialization have been successful in inducing the children towards politics or not. 4. Whether children learn politics or not. If not. Why? Which are the factors that prevent the children from the effective political learning?

The first objective of the study is related to know the nature of political socialization of the students and their common understanding about politics. This has been assessed through cognitive, affective and evaluative orientations. All these levels are thoroughly examined to judge the level of their awareness on the patterns of Political orientations of high school students in Shivamogga district. Firstly, to test the level of political awareness questions were asked about the constitution, the central, the state and the local-self governments, fundamental rights, elections and the electoral behavior, political parties and Political values such as, National Flag, National Anthem and the celebration of National Festivals. The students are well
Summary and Conclusions

aware of these issues. It is because of the frequent visits of the local representatives to their respective constituencies, school functions and the awareness is created by the developmental programmes of the government. The general elections and by-elections make them aware of the electoral process and procedures. Majority of the children possess a great awareness about political values. Parent's constant discussions at home and teacher's role in schools have encouraged them to acquire the knowledge about such issues. (For detail please refer to the tables 5.2, 5.3, 5.5, 5.6 and 5.8)

The second component connected to this objective is, affective orientation. Here the attitudes of children are discussed towards their participation in schools curricular and co-curricular activities, school elections and the strikes. About 96.99% of the Students do participate in the co-curricular activities conducted in their respective schools. Such activities contribute to improve their Political knowledge and awareness about the different political leaders and freedom fighters. This provides a solid foundation for the students to develop great ideals about democracy. If it happens at the early age and it encourages them to become effective citizens in future. 71.89% of the students did not show interest to take part in the strikes agitations. Only 16.52% of them show positive attitude to participate in the strikes. This varied attitude of the students shows the difference between the role of leadership inside and outside the school. Many of the children believe, if they participate in such strikes they will be penalized. Further they feel that, it is the sheer waste of their precious time for study. (Please refer to the tables for details 5.10, 5.11, 5.12, 5.26, 5.27 and 5.28.)

Thirdly, an assessment has been made on the level of student's awareness about political system and political issues, which mainly include the knowledge about parliamentary form of government. About 67.39% have extended their support to the existing parliamentary form of government. 98% of them believed that, voting is the most sacred political duty of every citizen of this country. At the
same time 66% of the respondents prefer right candidates at the time of the elections. This shows their level of socialization towards voting behavior and their understanding about democracy i.e. "ballet is more powerful than the bullet". (See tables for detail 5.14, 5.15 and 5.16). More than 77% of the Students have knowledge on the current problems of Indian society. Namely, Poverty, Population explosion, illiteracy, corruption, communalism and Regionalism which are the obstacles for the development. Most of them get acquainted this information through Media's and the project work of their schools. (For detail see table 5.18 and 5.19)

The second objective is, to study in order to assess how different agencies of political socialization shape the students political attitudes and behavior. The researcher has observed that, the joint families compared to the nuclear families influence the children more in acquiring the political knowledge and skills. Because, the parents of nuclear families do not get enough time to inculcate these values. About 49.12% of the respondents in joint families discuss politics with their parents freely and frankly. (For detail see table 4.1) At the same time very few children are influenced by the party preference of their parents. More than 74% of the students are not influenced by the party preference of their parents. Due to their rational thinking in identifying the parties. (For detail see table 4.2 and 4.3)

Similarly, 46.57% of the students discuss political events or issues with their teachers in the civics class. This in turn enriches their knowledge about the politics. 89% of the students admit that, civics taught in the class room has enriched their political knowledge. The same issue when we apply to the sex-wise, it is noted that, girls in more number expressed positively. Civics topics helped them to improve their political knowledge. In relation to this, they actively participate in the programmes like model parliament conducted in their schools. 63.09% of the students agree in this respect. This in turn helps them to develop participatory orientation. 40.77% of the respondents said that, they discuss political issues with
their friends. (Please refer tables for more details 4.5, and 4.8) It is surprising to note that, the influence of mass media is less in creating political awareness among the children. In support of this only 36.70% listen to the news in Radio programme than the television. Among the agents of political socialization, political parties play a greater role in inducting political values among the children. 53% of the respondents are introduced to politics by political parties. Thus, in one or the other way all the agents in varying degree influence the children to develop political attitudes to strengthen the existing political system. (See for more details tables 4.13 and 4.22)

The third objective is, to assess the role of the parents in shaping and moulding the students political behavior. 47.64% of them discuss political issues freely with the members of their family. The problem of the remaining respondents is, their parents are either busy with their work or they do not allow or encourage them to discuss such issues. Because, they have a preconceived notion that politics is not meant for them. (See for more detail table 4.8)

The fourth objective of the study is related to the part played by socio-economic and educational backgrounds of the members of family in shaping and moulding the political attitudes and outlooks of the students. The results of the survey exhibit the fact that, all these factors play a greater role in creating the political awareness among them. This is found more in such families which are socially, economically and educationally developed and the parents have positive outlook to induce political values among their children. (For detail see table 4.8)

The fifth and final objective of the research study is, to assess the student's political orientations such as, political awareness, political participation and assessment or judgement on the political issues. The responses prove the fact that, the level of political orientations among the children is found in ascending order. i.e. respectively political awareness 103(22.10%), political participation
Summary and Conclusions

120 (25.75%) and evaluative orientation 192 (41.20%) each out of 466 respondents. The main reason for this is, the influence of three agents of political socialization namely, family, school and political parties. The family plays a crucial role in inculcating political awareness through political discussions. School helps them to develop participatory orientation through its co-curricular activities. At the same time political parties also influence by exposing them to political outer world. (For detail see table 5.22)

In the beginning of the research study, certain hypotheses were formulated. At the end of the research study an attempt is made to test the validity of the hypothesis stated.

The Initial hypothesis is that, "a sense of political consciousness develops with the growth of age and education of the high school students". This hypothesis is partially proved. The conclusion arrived at the end of the research study reveals that, political consciousness found little higher in the middle age-group (14-15 years). When compared to the lower and the higher age-groups (up to 13 years to 16 years above). Why it is found low among the respondents of these two age-groups? Because as the children grow, family's poor socio-economic background compel them to devote more time to develop political cognition. Since they are forced to work for their livelihood the numbers of drop-out cases are found more in the higher age-group. With respect to the education of the students, as the children pass from lower class to higher classes, they move forward with the higher maturity and develop their own ability of political thinking. As a result of these, they learn to behave independently. Thus, the increase in the level of political consciousness inspires the children to show keen interest towards politics and political happenings around them. This hypothesis is partially proved.

The second hypothesis has been proved without exception almost all respondents feel that the knowledge and the concept of politics that they acquire in
the class room is quite different from what they experience outside the class room. It does not merely indicate the gulf between theoretical and practical knowledge as it is commonly understood. What appears to be an unethical political act in their class room learning becomes perfectly ethical in their day to day experience. Their understanding of public institutions in the class room does not correspond to their everyday experience outside the class room.

The third hypothesis is that, 'Girls tend to be more politically socialized and conscious than the boys'. This hypothesis is proved. It is due to the measure and steps taken by the government and the parents towards girls' education. As a result girls are exposed to the outside world. The Governmental schemes, the Educational bill and the Constitutional provisions have changed the way of societal outlook in imparting education to the girls. More over the girls are the keen observers of political happenings than the boys. All these efforts ultimately increase their level of political socialization and political consciousness among the girls than the boys.

The third hypothesis is that, 'Political awareness, political participation and evaluative orientation are found high among the students of lower castes than the students of other communities and the students of towns than the students of villages'. This is partially true. However, political awareness and evaluative orientations are found low among the SCs and the STs Students. But their level of political participation is found high. This is mainly due to their socio-economic background, which made them inevitable to involve themselves in such political activities. In the present study a noticeable thing is that, their level of political socialization is found higher than the other categories such as, General category and OBCs. From this it is understood that, recently the parents belong to this category have realized the importance of their children's education. The governmental schemes, programmes and organizations of these castes and their leaders contributed for the steady development of the people of these categories. As a
result, their children show keen interest in political learning in general and education in particular.

With regard to the students of town and the village schools, except political participation, political awareness and evaluative orientations found similar among the students of both the town and village schools. But the political participation is found high among the students of villages while compared to the town' schools. The main reasons for this is that, in the villages there is increase in participation due to the limited number of students in the schools and they found to be a part of the system. Almost all the children are familiar with their teachers. The children watch the way village panchayat' functions very closely and sometimes they also visit these institutions with their parents and attend the functions organized by these bodies. All these factors develop a kind of participatory orientation among them. In contrast to this, the children of town schools possess low level of participatory orientation. Because they give more importance to their studies and their parents do not allow them to attend the political programmes. The level of political awareness and evaluative orientations are found more or less equal among the students of both towns and villages, because the parents of both have realized the importance of giving competitive education to their children. The policy of free and compulsory education also contributes in increasing their level of political awareness and evaluative orientations among the children of both the towns and the villages.

The fourth hypothesis is, 'Mass media, parent's education, occupation and income tend to affect the process of political socialization of the students'. It is partially proved. Mass Medias has become successful in imparting political education. Only 15% of the high school students have been influenced by it. The rest of them make use of it for entertainment purpose. With regard to the Parental education, occupation and income, the parents who have sound socio-economic background and well educated do concentrate more on their children's education. The children of such families do not feel it difficult of learn either politics or
academic subjects. But it is vice verse among the parents with the lower socio-economic backgrounds. For them livelihood is more important than the political learning.

The last hypothesis is that, the government school students are more politically aware in their participatory orientation and evaluative orientations than the students of the aided and the unaided schools. This is partially true, because their participatory orientation is higher than the other two types of schools. But their political awareness and evaluative orientations are comparatively low. The main reason for this is, they belong to lower and middle class families and they are socially and economically back ward. Besides enhancing their knowledge they fight for the basic requirements in schools through their protests. They participate in all the activities of the school without any hesitation.

**Problems in Political Learning:**

The present study has identified certain problems among the children's' political learning. They are,

1. Parents are more particular about their children's educational excellence. They think education is the only avenue which can fetch their children white collar jobs. Thus, it is a common phenomenon that, the parents at home and teachers in schools put a lot of pressure on their children to achieve academic excellence. In addition to this, the pressure of examinations, tuition classes after school and household chores make the children not to show least inclination and interest towards politics.

2. Socio-economic problems such as, Poverty, starvation, illiteracy, ignorance, and unemployment etc. are the great hindrance to their political learning. As a result they are not aware of the significance of their children's education.
3. Both in villages and town areas children are still deprived of educational opportunities and the dropout cases are found high in the village areas.

4. Lack of building and infrastructure at schools. In school teachers' ratio does not match with the ratio of the students. Students' would not get sufficient supply of text-books by the government at the right time.

5. Vernacular curriculum and linguistic barriers add to this problem.

6. Perception, Learning and understandings differ from students to students and schools to schools and place to place.

7. Mofussile rural schools may not be able to provide adequate socio-cultural and political awareness among the students due to their lack of infrastructure.

8. The influence of peer group is very low or limited. Because, instead of discussing the political issues, they mainly concentrate on the curricular activities.

9. Although students belong to the families of affluent classes are aware of the political issues hesitate to discuss them with their friends.

10. Media's (electronic visual and print media) have not generated interest among the children to acquire knowledge about their political system.

11. Most of the political parties fail to articulate the needs and aspirations of all the sections of the society. Thus, they are unable to muster the interests of the children towards politics.

12. Apart from the problem cited above, one of the most important problem impeding our children's' political learning is that, many of our popular political theories, ideologies and concepts are borrowed from the western thought. These haye neither come from our culture nor from our experience. Hence our students find it difficult to understand these political concepts.
Remedies:

The following remedies are suggested in order to overcome the hurdles in political learning and to make the children prone to the political system. They are,

1. Parents have to monitor the attitudes of their children and encourage them to read the various magazines and articles which implant political values.

2. Teachers, apart from curricular activities, must also draw the attention of the children towards the political happenings and changes around them. Alongside, the students must be advised to read the autobiographies of the great leaders and the circumstances that moulded them to become the statesman of this motherland.

3. There is a need to frame the syllabus from primary education in accordance with our culture, heritage, traditions, and customs and to meet the ever-changing demands of the society.

4. Certain Measures have to be taken to minimize the burdened of learning. There must be liberal and stress free environment so that children are able to devote their time in practical participatory oriented learning.

5. In the school programmes we have to involve students as a whole in all the National Festivals and to make these festivals participatory.

6. Constant edu-sat programmes can provide better political orientation among the children.

7. Involving children in the cultural activities, they must be encouraged to develop the right values in them. Role play, debates, essay writing, monologuing, paper presentation, elocution competitions must be made compulsory in order to instill and develop the right political orientations among them.
Summary and Conclusions

8. Visit to different schools and cultural exchange programmes can help them to develop better political awareness.

9. The teacher must develop the art of writing letters to the higher authorities to solve the problems around them.

10. Mass media has to shoulder the responsibility of enlightening teenage students about political values and systems and develop political orientations among them.

11. Students must be encouraged to read newspapers in both English and Kannada in order to have better understanding of their socio-economic and political issues.

12. Visit to historical places can provide better socio-political and cultural orientation.

13. When the gram panchayat, taluk panchayat and zilla panchayat are in session, by taking special permission teachers can take their children and make them watch the proceedings which determine in making the policies for the welfare of the people.

Further Area of the Research

The researcher with all humility makes a submission that, the present research study has revealed many facets of the process of political socialization in the study area. An attempt has been made to link theoretical frame work the prevailing practical or pragmatic conditions in the study area. Yet the researcher does not feel that, the present research work is ultimate and final in itself. The researcher has identified many areas for the research work in the broad area of the process of political socialization in a country like India. Some suggested areas of further research are given as under.
Summary and Cone fusions

1. A psycho-matric study of students' political behaviour at high school level.

2. A study on the impact of cross-cultural factors of the western world and India with respect to the students' participation on the political process.

3. A comparative study of the political culture of the respondents of metropolitan and non-metropolitan high schools in India.

4. Further research can be carried out under the light of the theory developed by Prof. Balangangadhara's work entitled 'Heathenism in his blindness' which is very much useful to the researcher for micro level analysis of the research under study.

5. A study on the impact of the functioning of pressure groups in creating political awareness among students at high school level.

6. A study on the impact of mass media on political socialization process at high school level in rural India.

7. An exclusive study on the changing role of agents of political socialization process over time.

Many such similar areas could be identified by the similar studies in course of time.
Conclusion:

At the outset, in India one can confidently argue that, the children of high school are getting exposed to the political socialization process. Though their level of cognitive, affective and evaluative orientations are not up to the mark. Yet, they have shown interest to learn the issues pertaining to political, economics and societal values. If all the students actively participate in all the school activities, they can develop political and social responsibilities. School children must constantly be made aware of the values of social, political and cultural responsibilities. Text-books should motive, inspire and instruct them to become more responsible citizens of the country. The process of political socialization of the children of the high school can become more realistic and meaningful, if all agents of political socialization (family, school, peer group, mass media and political parties) play their responsible roles in their respective areas. The process of Political socialization will become a dream when committed and dedicated efforts are not made in this direction.. We should not develop a negative attitude among the children towards political socialization. We should take it in a positive sense to train, to guide, to motivate and inspire them to become well functioning and responsible members of a political system. The study needs to be carried forward and it should not come to a standstill.