

Socialisation: An Essential Process Of Making A 'Teacher' A 'Good Human Being'**Uday Y**(Research Scholar, Department of Education, Regional Institute of Education (RIE) Mysore)
(Assistant Professor, Department of Education, Amrita Vishwavidyapeetham, Mysuru Campus)**Abstract:**

In this paper, few different aspects of socialization were discussed. It includes the concepts, stages and types of socialization. The relationship between education and socialization has been discussed in detail. Another important aspect of this paper is a discussion of some major theories of socialization. Last part of it briefs up the role of different social institutions like family, peer group, school, and mass media as the agencies of socialization. Thus, this paper provides a glimpse on understanding of the process of socialization.

Key Words: Socialization, Theories of Socialization, Agencies of Socialization

1. Introduction:

Socialisation can be defined as an interactive process through which individuals learn the basic skills, values, beliefs, and behavior patterns of their society. Students and teachers are no exception to fall under this claim. It is a complex, lifelong process and we are all, including students and teachers, products of our social experience. The term Socialization has such importance that, the term 'education' is employed synonymously with 'socialization' by Margaret Mead (Schwartz, 9). Socialization is even attributed as a verb through the standardization of his work 'Socializing Second Language Acquisition' by David Block (2007).

One among the set of concluding statements by the National Council of Teacher Education (NCTE) relating to a teacher's role, and the philosophy, purpose and practice of teacher education is that the B.Ed programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization. (pp. 21)

The NCFTE (2010) has asserted that, as per its observation, any educational focus on the young child must include the aspects of psychological development, processes of thinking and learning, socialization processes and the construct of childhood need to be the thrust of pre-primary, primary and upper primary stage of teacher

education, along with engagement with subject-content and questions of epistemology. (pp. 25)

The NCFTE (2010) had considered the Constructs of childhood, adolescence; socialization; language; cognition, thinking and learning; child-rearing practices, school and physical health; self, identity; inclusive education, as the pre-requisites and major teacher education curricular areas. (pp. 43). It had also recommended that the students for their training course's internship experiences need to be organized in a way that is useful in evaluating teacher's ability, supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentation, allows insight into new perspectives and enhances motivation to continue learning and reflecting. (pp. 55) Being teachers as human beings it is pertinent to rely upon the quote "Emotions too, are an essential aspect of who we become" (Henslin, 73).

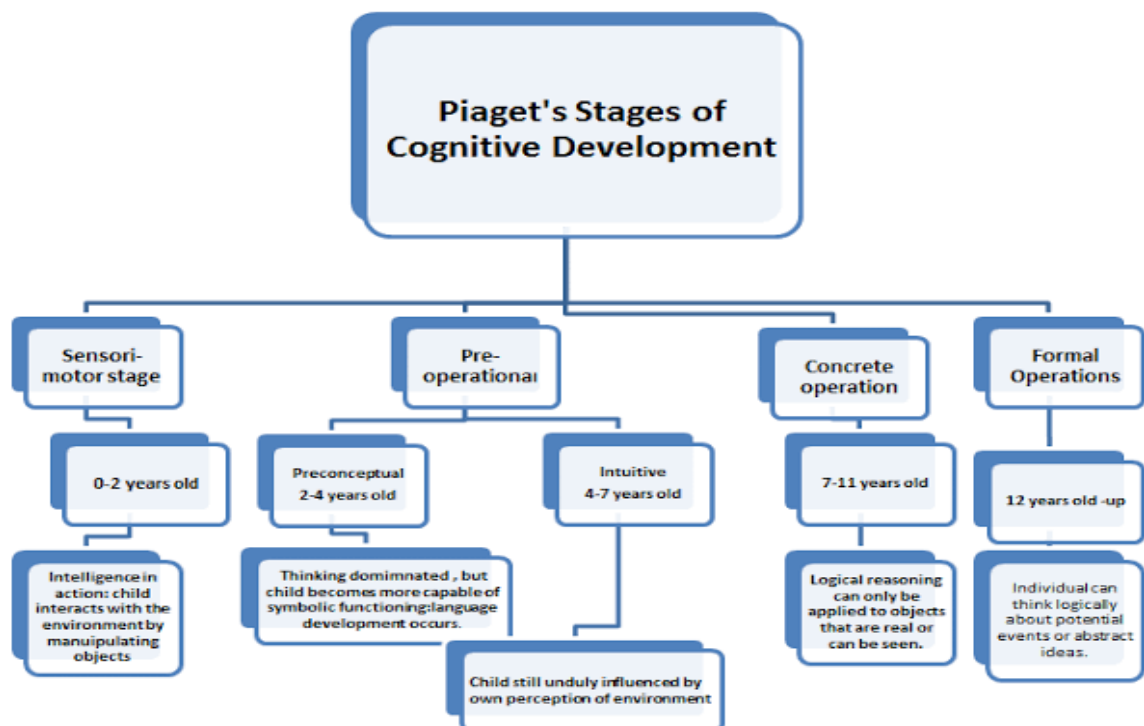
Socialization refers to the adjustment of individual acceptance of organizational rules and culture. Teacher socialization refers to the influential process of professional rules, teacher culture, and school environment on teachers in professional groups (Deng, & Yuen, 2011; Killeavy & Moloney, 2010). For student teachers, educational practice indicates the transformational process from novice to expert teacher. Student teacher reflections on educational practice content, competitive educational goals and judgemental thinking on educational practices are approaches to develop educational socialization (Berliner, 2001; Howard, 2002; Mule, 2006)

Chouand Shen (2007) found that student teachers’ perceived pressures in socialization include the new measures of teacher education and preparations for teacher re – testing. Practical experience gained during the transition from novice teacher to expert teacher and socialization activities that construct learning beliefs include the teachers’ organizational socialization learning under mentor instruction. Learning adjustments during socialization include job proficiency, goals, values, school culture, interpersonal relationship, historic rules, and role language (Calderhead & Robson, 1991; Deng, Yuen, 2011).

The purpose of socialisation is to understand the language and Culture which includes the norms; values, beliefs, etc. understand others and understanding of us as a social being or a “social self”. The one way in which we are shaped is through our personality. Personality is the sum total of behaviors, attitudes, beliefs, and values that are characteristic of an individual. It also consists of Birth order; Parental Characteristics, Cultural environment and heredity etc., Particular aspects of the experience are worth more detailed investigation (Robson, 2007).

So, in order to have a sound knowledge and to become the active member of the society the student, teacher and student teacher or any other member of the education sector and its community must possess the knowledge of socialization, its stages, theories, and agencies that play vital role in driving their lives to a better stage in society. The term socialization is commonly defined too narrowly. (Zeichner and Gore, 1990)

1.1. Self: Self is the dimension of personality composed of an individual’s self-awareness and self-image. The ‘Self’ is inseparable from social experience. Here raises a question, how do we develop a sense of self? The answer to this question had found its way from few critics in their own perspectives with different labels for them. Like, John Locke, the English philosopher termed it as “Tabula Rasa” which means a ‘blank slate’ is the epistemological theory which states that individuals are born without the built –in mental content and that therefore all knowledge comes from experience or perception. Jean Piaget highlighted it as the Cognitive development.



1.2.

Figure1. Jean Piaget’s Stages of Cognitive Development

Whereas, Sigmund Freud understood and asserted it as an internal development of the unconscious the composition of id, ego, and superego.



Figure 2. Sigmund Freud’s Concept of Id, Ego, and Superego

Finally, Lawrence Kohlberg explained it in the form of moral development as the pre-conventional, conventional, and post-conventional stages that take place in one’s life.

Level	Explanation	Stage
3: Post-conventional	Individual develops more autonomous decision making based on principles of right and justice.	3.2: Universal ethical principles
		3.1: Social contract and individual rights
2: Conventional	Individual does what is expected of them by others.	2.2: Social accord and system maintenance
		2.1: Interpersonal accord and conformity
1: Pre-conventional	Individual shows concern for self-interest and external rewards and punishments.	1.2: Instrumental purpose and exchange
		1.1: Obedience and punishment

Figure 3. Lawrence Kohlberg’s Three Stages of Moral Development

Apart from the aforementioned theories, there are two more major theories, the Social self and the ‘looking glass self’ proposed by George Herbert Mead and Charles Horton Cooley. George Herbert Mead, the American philosopher, sociologist, and psychologist had proposed the concept of the development of the “Social Self”. George argued that “the Social Self” developed out of social interactions with others. Social interaction involves seeing ourselves as others see us or taking the role of the other. Here, taking the role of the other involves a constant interplay between the “I” and the “Me”. **The ‘I’, ‘Me’ and the ‘Mind’ Concept:** The “I”- the subjective element of the self; involves the direct experiences of the self; The “Me”- the objective element of the self; involves how we look at others

and see ourselves; The “Mind”- taking the roles of others; the interplay between I and Me.

1.3. The concept of ‘Taking the Role of the Other’: This concept is the constituent of two roles, the significant other and the generalized other. Significant other is the concept, found in regular life, when children take the perspective of those who are most important in their lives; performed through the use of language and symbols in imitation, modeling or simple role playing after parents. Generalized other is the concept, found in regular life, when children take the roles of several others at once; performed through the participation of children in complex games or sports activities; children learn the shared expectations of an entire social

group or society as a reference point for evaluating themselves.

Charles Horton Cooley, the American sociologist had proposed the concept of "The Looking Glass Self". It is the thing that pertains to the self-image that we have based on how we suppose others perceive us; we imagine ourselves in the same way that others see us; others represent a "mirror" in which we can see ourselves.

In general Sex is understood as gender, but it is not, because sex is the biological differences between men and women. Sex roles are those behaviors, attitudes and motivations a culture considers appropriate for men and women. Sexual Orientation is an attraction to members of the opposite, same or both sexes. The aforementioned three terms 'behaviors, attitudes and motivations' are found attributed to gender, but they are far in difference with their original intent and application. One's gender is what society expects and prescribes for the one based on his or her biological sex. Hence, we are all embedded in gender. Each of us has a gender constructed experiences.

To define, Gender is a set of social and cultural practices that both reflect and reinforce assumptions about differences between men and women. There are three major sociological emphases. From the sociological perspective, Gender is a social institution. Like family and religion it affects the roles that men and women that they play in society. It influences differences in 'Power'. The term Power, should be understood in two ways, they are 'Power to' and 'Power over'. Here, 'Power to' refers to an urge to get jobs, earn money things etc, and get education like... kind of things. Whereas 'Power over' refers to the assertion of will against others. Besides, Gender is a cultural construct, expectations for men and women vary widely.

2. The major Sociological perspectives:

The major sociological perspectives offer interpretation of gender stratification that resemble and parallel their positions on class and racial or ethnic stratification. These perspectives are derived from three critic groups viz., Functional, Conflict, and Symbolic Interactionist.

2.1. Functionalists: Functionalists suggest that families are organized along instrumental-expressive lines, with men specializing in

instrumental tasks and women in expressive tasks.

2.2. Conflict theorists: Conflict theorists contend that a sexual division of labor is a social vehicle devised by men to ensure themselves of privilege, prestige, and power in their relationships with women.

2.3. Symbolic Interactionists: argue that gender inequality persists because of the way we define men and women and their appropriate roles in society. Language helps perpetuate inequality. Feminists argue that women are disadvantaged because society is patriarchal.

3. Approaches: The aspect of socialization has got three approaches or the traditions to understand it better. They are: The Functionalist approach, The Interpretive approach, and The Critical approach. (Zeichner and Gora, 1990)

4. Agents: The Family, School, Peer Group, and Media are the major agents of socialisation. They are briefed up below.

4.1. Family: For many, family is the most important socialization agent because the parents of it are the first teachers of its children. To signify the importance of socialization, Leithauser phrased it as 'The Mother as Representative of Society'. Though some learning is intentional and some comes from the type of environment adults create it in a way that it is the responsibility of one's family that it has to teach children skills, values, and beliefs. Parents give children a social identity, including race and class. But still 'race' is complex term to denote because societies define race in different ways. Though the 'Class position' shapes a child's personality, affecting how others see them and how they see themselves. It shows its impacts on what parents expect of their children. In case if the class position is lower it will be confined to obedience and conformity, but if the same class position is upper it will be extended to good judgment and creativity. It cannot be denied that all parents act in ways that encourage their children to follow in their footsteps. But it is also found in experience that the upper class children are exposed to extensive leisure

activities would experience cultural capital, which advances learning and creates confidence.

4.2. The School: School is a miniature society. Schools informally teach a hidden curriculum. It enlarges children's social world by introducing people who have different backgrounds. At first children tend to understand the importance of factors like race and class position. Then they will be found likely to cluster in homogenous playgroups. In this way, Schools help socialize children into gender roles. Boys will be found grown up through their involvement, participation, relaxation, refreshment; pleasure seeking through physical activities and at times would also be found in outdoor time and naturally aggressive in nature. Whereas, Girls will be found grown up through their involvement, participation, relaxation, refreshment; pleasure seeking through housekeeping tasks; quiet and well-behaved etc., Class differences, Caste differences, cultural combinations and differences will also be found like Upper Class Children will undoubtedly embrace better experience in School. In these ways Schools informally teach various diverse things.

4.3. The Peer Group: Peer Group is a social group whose members have interests, social position, and age in common. It is the one that escapes the direct supervision of adults. This kind of group learns how to form relationships on their own. It offers a chance to discuss interests that adults may not share or permit. The significant importance typically peaks during one's adolescence. At this stage, there also takes place an 'Anticipatory Socialization' a learning that helps a person achieve one's desired position.

4.4. The Mass Media: Mass Media is the means for delivering impersonal communications to a vast audience. It introduces one to the ideas and images that are new and different. It does have an enormous effect on one's attitude and behavior. It does act as a provoking agent too. Besides, it is well known fact that, public is concerned about politics, violence, racism, sex, technology, myth, etc., are mostly projected and portrayed in television and films. But, the power

of media to shape how we think remains highly controversial for few reasons visible in the form of unanswerable questions. Does watching political, violent, racist or sexual programming harm people? How? Does it cause violent or sexual behavior? How? The answers to these kinds of questions or even doubts remain controversial for an endless time.

There are various other agents of socialization like workplace, religious organizations, military, social clubs etc., though it is acknowledgeable that Socialization takes place through various sources, few of such perspectives are in conflict for the results they yield through such sources. Like for instance, when Family is considered as an agent, it insists that drugs are bad, harmful and injurious to health, whereas the media and peers standing as an agent will claim and asserts drugs to be cool and necessary supplements for one's body. Similar connotations can also be found from various other sources.

As the Cambridge dictionary defines 'Teacher' as 'someone whose job is to teach in a school or a college', it is understood that the resolution of dilemmas about control, motivation, and personal competence is likely to be a significant factor in the socialization of student teachers. There is a model with the name humanistic perspective. It claims the school as an educational community in which students learn through cooperative interaction and experience. Learning and behaviour are viewed in psychological and sociological terms, not moralistic ones. Self discipline is substituted with socialization (Parsons, 1951). Socialization is an ongoing process that begins early in childhood and continues throughout life. Although primary socialization, the formation of the basic personality structure, typically is well completed by adulthood (Parsons), changes in adult development continue to occur when individuals are confronted with significant role – taking experiences (Sprinthall & Thies-Sprinthall, 1983). Etzioni (1975) suggests that change of status, in particular with membership in new social units, such as organizations" (p. 246)

5. Conclusion:

Since, Socialization is a complex balancing act in which and for which we absorb information

from different sources. For sure, it is the fact that, as we sort and weigh the info we receive, we shape our own distinctive personalities. Thus, it can be concluded that, socialization is a unique and ever key role playing activity that takes place in one's life. Being a student, teacher or any other member in the file of education and academics it is mandatory to have the knowledge of socialization. Having the knowledge of socialization, its theories, agents and importance will promote, equip and enable the students and teachers prosper in their academic and personal life, since, teachers and students live in a functioning society and will learn things from different sources.

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