

## **Parents Decisions Regarding Childs' Socialization: A Comparative Analysis of Upper and Lower Classes at Sargodha District**

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### **Abstract**

A most vital aspect that needs to be ensured is that children, who are definitely one of the most profound and irreplaceable components of any society, receive defense and protection from the adverse conditions and problems that might seem as a ramification of the poor decisions taken by their parents in regards to their children's socialization. These less than apt or appropriate decisions can undoubtedly lead to the desiccation and dilapidation of that specific potency within children that is vital for facing the challenges of society. To put it concisely, such decisions affect the social prowess that a child entails. This study aimed to bring about a better understanding regarding the effectualness of Parents' decision-making in pertinence to their children from both upper and lower class. An endeavor has been made here to understand which class holds more promise in making decisions that reinforce their children adequately against the challenges of society.

**Keywords:** Parents. Decision making, Upper class, Lower class

### **1. Introduction**

The decisions taken by parents in the course of a child's early life have, indubitably, major and profound ramifications on the level of social prowess that they exhibit later on in life. Parental behavior affects the child's personality and the likelihood of his or her developing problems of a psychological and social sort. The most vital qualities in this perspective are whether and how parents transmit their sentiments of love to a child, the disciplinary techniques they employ, and their behavior as role models. To elucidate, social prowess here is a term that pertains to the intensity of one's confidence, self-assurance, interaction with peers and other members of society, and the attributes of prominence such as leadership, calculation, and so forth exercised in the context of society. As a parent, one provides his or her children with their first glimpse of social behavior such as crucial functions like how to manage conflicts, engaging in conversations with others, and navigation of day-to-day interactions. Likewise, the degree to which one bond with his or her child can set him or her up to have either positive or negative social interactions in the context of his early childhood years and as he or she reaches the cusp of adolescence. This study will be executed with the deliberation of baring and clarifying the difference and discrepancies that exist in the realm of decision-making amongst

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parents of the two main classes of society, those being the Upper and lower classes.

This research will undoubtedly shed much-needed illumination on the level of devotion and focus that the respondents from the aforementioned classes apply upon decisions related to the caring and rearing of their progeny and will also speak for, to an adequately contenting extent, about the effectualness and workability of these decisions. Moreover, there exists between the child and parents, the occurrence of Reciprocal Socialization as well. Reciprocal socialization "is a socialization process that is bidirectional; children socialize parents just as parents socialize children" (Santrock, 2007). For instance, the interaction amongst mothers and their infants is sometimes exemplified as a dance or dialogue in which the following actions of the participating partners are coordinated on a close level e.g. If a mother smiles, then the infant will try to smile as well, and vice versa. The nature and positive magnitude of the coordination and imitation of the aforementioned actions will dictate the level of social prowess that will be ingrained within the child. The effectiveness will be gauged in terms of the psychological, physical, and social poignancy and potency of the children hailing from the classes that would be subjected to

### 1.1 Parents and Child Socialization

Human children are spawned absent of any form of culture. They have to be molded through the amalgamated influences of relative parents, tutors, and other individuals of interactive significance into beings that are able on a cultural as well as the social basis for coping with the society. The basic methodology of attaining culture is called to be socialization. Through the process of socialization, we adopt the patterns of the culture into which we are born and also the roles that we are to perform in life. For example, girls acquire knowledge regarding the methods to adopt in order to assume positions of daughters, friends, sisters, mothers, and wives. Also, they gain understanding in regard to the roles relating to the occupation that their society entails and has in store for their being. We also become privy to and, subsequently adapt, to the norms of the ensconcing and surrounding culture by the process of socialization. Norms can be regarded as conceptions deemed positive by the society and include a predictable set of behaviors that need to be practiced by the majority of the population in a society. While socialization gesticulates to the basic procedure of assuming culture, anthropologists employ the term "inculturation" for defining the process of being socialized in accordance with a specific culture. A person is acculturated to his or her specific culture through his or her parents and the other individuals that nurture him or her.

Socialization is significant in the procedure related to the creation of personality. While it is true that most of man's personality is the yield of his genetic material, the socialization procedure can shape it in certain dimensions by supporting certain ideas and outlooks in addition to pinpointing and supplying experiences. This most probably forms most cause of the discrepancy amongst the matching personality's categories in a society and its contrast with another. For example, the *Semai* hear tribes' people that hail from the region of central Malay Peninsula located within Malaysia generally is docile and calm individuals that abhor aggression, angry people. In truth, they circumvent these sentiments whenever it is permissible and possible to do so. In stark difference, the Indians of the Yanomamö tribe, situated between the locations of Venezuela and Brazil on the mutual border area region, usually instill within their boys' such qualities that lead them to be tough and pugnacious in personality and spirit. The best Yanomamö man doesn't avoid violence and powerful emotions. In reality, he searches for them and tries to find such confrontations that trigger said emotions. Similarly, Shiie Muslim men belonging to Iran are anticipated, at specific instances, to inflict pain on their selves in a public and emotionally potent display so that they may better articulate their religious beliefs. Immaculate and faultless socialization can culminate in a society that evinces

uniformity. If the same type of socialization is induced within all children of a society, then it is extremely probable that they will all display and entail similar sets of beliefs and expectations. This point has acted as a profound and potent form of incentive for national governments situated everywhere in the world to regulate education and make it compulsory for every child that falls within its autonomy and thrall. Determining what elements will be imparted to the children and the method in which they will be done so is a profound tool of political proportions for manipulating and holding authority over people. Those that adapt and subsequently acclimate to the customs of society are less liable to violate the rules, regulations, and laws, or to want immensely revolutionary social transitions. However, there are people in every form of society within the world that don't adhere to fluent cultural standards or outlined norms of normality because they received socialization on an abnormal level, which is actually a manner of saying that they have not adopted nor gained acceptance of the norms that exist within a given society. Such people are therefore dubbed deviant and even ill on a mental level by the societies from which they belong.

Intricate and tremendously scaled societies, like the USA for instance, usually consist of numerous groups with different ethnicities. As a ramification, initial or rudimentary socialization in different families often differs in methods, aims, and anticipations. Because these intricate societies are bereft of consistency of a cultural sort, they don't have undisputed solidarity over what the mutual set of norms should be. Unsurprisingly, this national uncertainty mostly and often manifests in increased lenience regarding deviancy on a social level. To elaborate, it is more agreeable towards differences in appearance, disposition, and exertions in these huge societies.

## **1.2. How Children Receive Socialization?**

Socialization is an obtaining process that starts soon after conception. Starting adolescence is the time of the most compelling and the most essential phases of socialization. It is here that we submit to dialect and impart the nuts and bolts of our society inside ourselves. It is added when the majority of our identity takes structure. By the by, we continue to be standardized all through the compass of our lives. As we become more seasoned, we usher into another set of statuses and need to take in the suitable parts for them. We additionally have encounters that teach us in lessons and potentially manage us to change our trusts, convictions, and nature. For instance, the affliction of being assaulted is obligated to bring a lady to be suspicious of others.

Looking around the globe, we can see that different societies use different methods of standardizing their youngsters. There are two unequivocal systems for showing named formal and casual. Formal instruction is the thing that fundamentally happens in a classroom. It basically is systemized, managed, and guided principally by grown-up educators that can be said master "knowers." In contrast to this technique, casual training can happen wherever. It involves mirroring what others do and discussing notwithstanding experimentation and repeating practice of simple abilities. This is the thing that transpires in kids' recreations when they have grown-up communications.

The vast majority of the basic early socialization over the world is carried out casually under the direction of ladies and young ladies. Firstly, mothers and their female relatives are fundamentally responsible for socialization. Later on, when kids start the lower school classes, they are frequently under the aide of female educators. In North America and some other industrialized nations, sitters are the most normally teen young ladies that are living arrangements of the same neighborhood. They are liable to be more established sisters or grandmothers in different social orders. In the early 1950s, John and Beatrice Whiting headed a point-by-point field investigation of introductory socialization strategies and practices inside six different social orders. They were the Gusii from Kenya, the Rajputs from India, the town

of Taira from the island of Okinawa, Japan, the Tarong from the Philippines, the Mixteca Indians hailing from focal Mexico, and a New England group that was titled with the alias Orchard town. These social orders had the basic part of being socially predictable and homogenous. Two major results were drawn from this study. Principally, socialization practices varied prominently from society to society. Also, the socialization practices were fundamentally the same among individuals fitting in with the same society. This is not stunning as individuals from comparable societies and groups are powerless to impart crucial qualities and convictions. Likewise, we for the most part standardize our youngsters in generally the same way in which our guardians standardized us. The Whitings and their contemporary analysts found that remarkably diverse techniques were utilized to control kids in these six social orders. For instance, the Gusii fundamentally connected apprehension and physical discipline. In contrast, the populace of Taira used parental applause and the threat of denying recognition. The Tarong for the most part depended on teasing and startling.

This multi-social investigation of socialization is suggestively provocative surely. It may instigate contemplations inside your mind as to which strategy is best suited for a youngster's socialization. Should you hit them or make dangers about doing so? Should you just utilize acclaim? Should you dishearten or tease them for not carrying on in a way fitting? Should you make a move to make your kids feel free and confident or would it be a good idea for you to dishearten it in the perspective of empowering reliance? At a particular point in our lives, the greater part of us will be occupied with raising youngsters. Will any of us destroy it the same way in which he or she was raised? Most presumably you will on the grounds that you were standardized in that way. It is seen that harsh folks were, by and large, mishandled thusly by their own guardians. Also, delicate, captivating folks were raised that way themselves. So the inquiry is, does there exist a privilege or wrong approach to standardize kids? To a certain level, the answer rests on the connection of reference. That is what is right in one society may be viewed as wrong in an alternate one.

Indeed, apparently trifling choices of folks with respect to their kid's care and socialization can have significant repercussions on the socialization relative to their kids. For instance, what would your course of action be if your infant cried interminably in spite of being sick, hungry, or actually when requiring a change of undergarments, or diaper if you will? Would you pick and cradle your infant, stroll around, or sing a children's song tenderly till the crying has halted, dismissing the point that it took hours. Your answer is likely subject to your society. The customary Navajo Indian system generally was to exclude and separate the infant from social interaction till the crying ceased. In the wake of making sure that the infant wasn't sick or in a misery of the physical sort, the tyke would be taken away and outside of the unobtrusive and modest house to a solitary place and left in a protected spot until the crying subsided. After that, the infant would be brought once again inside to rejoin the clan. Most likely as a symptom, Navajo children supported in this way are generally tranquil. They adjust to the certainty early that making commotion realizes their division from social contact. We learn here that crying is not wrong however it is the way in which we choose to administer to our tyke that shapes his or her social ability and socialization. This simply goes to show exactly how much significant a part Parents play in standardizing their kids and molding their future social responsiveness.

### **1.3.How Parents Make Child Care Decisions:**

Techniques identified with kid mind choice making are generally those that attempt to join inside their structure frameworks that can be fittingly conducive to the formative needs of kids while likewise satisfying the requests of folks too. Inevitably, parents need to choose from various kid care systems or game plans and it is their choices that oversee and recognize the quality and dependability of the plan that they pick. The choices made by folks in connection

to youngster consideration impact the capability of kid care arrangements to achieve the desired results. The degree to which these arrangements or plans can be good with the entire Parent youngster's mind choice-making procedure reflects the adequacy of the approaches or courses of action themselves. Case in point, parents go for settling on kid mind choices that are guided at fitting consideration of the kids, a job they could call their own self and in addition transportation. The folks will strive to pick a game plan that best improves their circumstance. Notwithstanding, the ensuing youngster mind choice-making course of action may or may not satisfy their necessities.

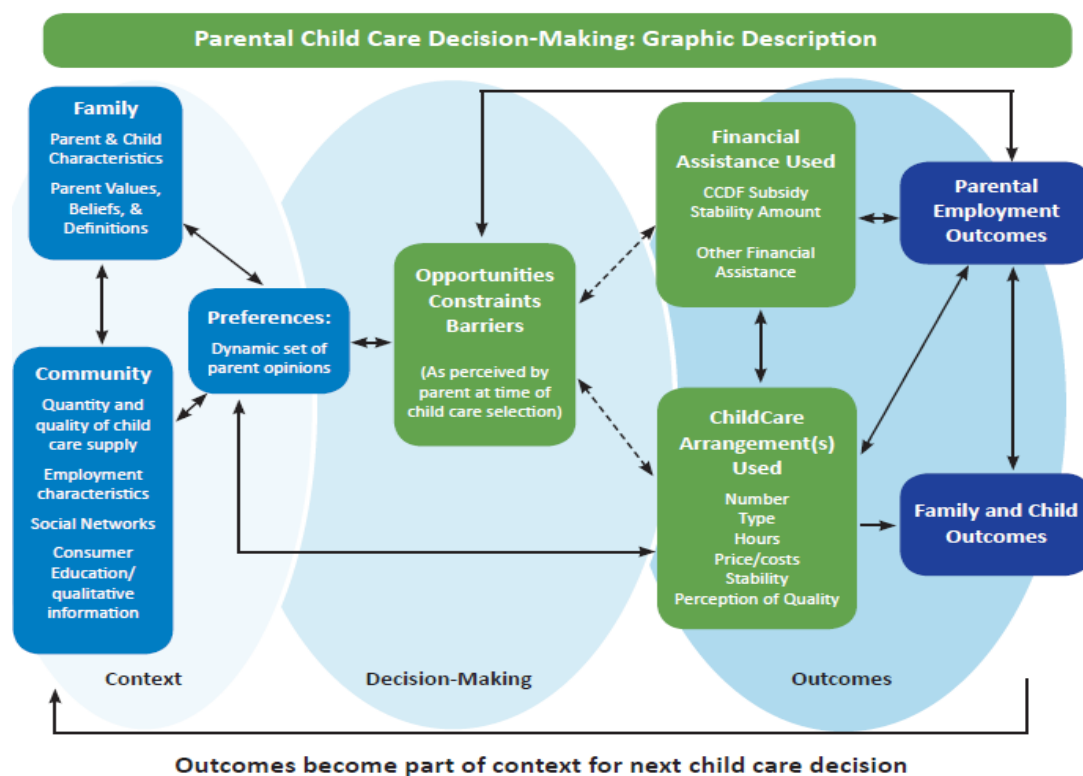
Child care choice-making is an event that can't be seen externally in the world in which the family lives and operates. At exactly that point will helpful and workable tyke mind strategies be produced that will support and back Parental kid mind choice making. The following is displayed a realistic presentation of how the choice making procedure begins:

#### 1.4. Graphical Presentation of Parental Child Care Decision Making Process:

Choices by folks in regards to kids' care stem from various components. The realistic presentation here will explain the complex connections among families and groups that prompt such tyke mind choices. This is a choice-making process that is multi-faceted and has various dimensions as opposed to being the direct process that numerous consider it to be. In a publication, Chaudry, Henly, and Myers have presented an argument that entails various frameworks through which the Parental Child Decision-making process can be assessed.

**Figure 1**

*Graphical Presentation of Parental Child care Decision Making Process*



### **1.5.Context**

When we say context, it is to refer to the challenge of selecting a kid care system that as it changes from one family to another and is dependent upon their characteristics as well the encompassing community within which it is situated.

Following are the aspects evinced by this section:

#### **i. Family**

Some of the characteristics pertaining to Parent and Child that researchers have discovered to be relevant to early education and type of child care include:

Education of Parents

Income of Family

Age of the Children

Special desires and wants of the child or parent

The number of adults and kids within a household

Ethnicity, Culture, Race, and Language

#### **ii. Values and Beliefs**

Another factor that determines the selection of an arrangement by the parents is Values and Beliefs. Parents' notions of adequate and harmonious caregiving are influenced by the cultural values that they entail. Certain child care options are not considered by parents as their cultural beliefs are profoundly rooted in their system. For example, amongst certain lower income or lower class parents, trust is a huge issue without which they don't even consider the option of utilizing a caregiver.

#### **iii. Community**

Families reside within communities and their choices are influenced by what is available and what isn't in a workable and feasible space from home and workplace. The choice and nature of child care decisions are also dictated by the size and population of a community. For instance, for families living in rural areas, the options are far sparser than for those families that reside within urban areas. The quality and quantity of child care services also vary from regions within a country as well as the communities located within a certain state.

## **2. Endorsing Theories:**

There are several theories that support the notion of Child Care decisions playing an instrumental and irrefutable role in the inculcation of positive socialization within a child. These theories also elaborate that the nature, type, and level of child care decisions dictate and speak to the intensity and level of social potency that develops within a child.

For evidence in support of the aforementioned arguments, the following may prove ample justification:

### **2.1. Kohlberg's Theory of Moral Reasoning**

Kohlberg's Stages of Moral Reasoning is one such theory that supports the concept concerned. Life is a process of constant development that can be measured across social and emotional aspects. In fact, this is a process that commences from birth and concludes only when one embraces death. We, all of us, are born as children into our respective families. After that, we start attending schools and later on we enter our teenage and adolescent years. We form groups and long-lasting relationships during our adolescent years.

Adolescents also establish businesses while older individuals tend to move on towards retirement.

**Table 1**

*Stages of Development*

Levels and Stages	Reasons for Moral Behavior
<b>Pre-conventional Morality</b>	
Stage 1: Pleasure/ Pain Orientation	To circumvent discomfort or to escape blame.
Stage 2: Focus regarding cost-benefit, Mutuality, and Retaliation.	To receive a reward.
<b>Conventional Morality</b>	
Stage 3: Good Child Orientation	To be accepted and circumvent reproach.
Stage 4: Law and Order Orientation	To observe regulations, avoid scorn by pertinent establishments.
<b>Principled Morality</b>	
Stage 5: Social Contact Orientation	To enhance and increase the welfare of society.
Stage 6: Orientation towards principles of ethical proportions	To attain justice and circumvent condemnation of one's own self.
Stage 7: Cosmic orientation	To be committed to ubiquitous principles and experience oneness with the direction of the cosmic sort that is beyond norms of society.

These stages elucidate and enunciate the process of development of the specific prowess within a child that enables him or her to face society.

## **2.2. Erikson's Theory of Psycho-Social Development**

The second theory is Erikson's theory of Psycho-Social Development. Erik Erikson was a Psychoanalyst who developed, probably one of the most comprehensive of theories in the field of social Development. According to Erikson, the developmental changes that occur throughout one's life can be viewed as a succession or sequence of eight stages of psychosocial development. Psychosocial development encompasses alterations in our interactions and our comprehension of each other. It also includes our perception and awareness of our own self with pertinence to our status of being society members.

A clarifying sketch entailing the eight stages in the development of a child's on the Psychological and biological scale can be presented as follows:

**Table 2**

*Stages of Psycho-Social Development by Erickson*

Stages	Characteristics
1. Trust vs. Mistrust (0-12 Months)	Infant depends upon adult for all needs. The emergence of hope.
2. Autonomy vs. Shame and Doubt (1-3 Years)	Child Asserts independence from an adult. The emergence of Will occurs here.
3. Initiative vs. Guilt (3-6 Years)	Child undertakes relationships inlay. The emergence of purpose spawns here.
4. Industry vs. inferiority (6-12 Years)	Child accomplishes tasks in school. The emergence of Competence occurs here.
5. Identity vs. Identity Confusion (Adolescence) (12-18 Years)	Adolescence or youth defines sexual and occupational roles. The emergence of Fidelity occurs here.
6. Intimacy vs. isolation (Young Adulthood) (18-24 Years)	Young men or women establish a shared identity. The emergence of the sentiment of life manifests here.
7. Generativity vs. Self-Absorption (Middle Adulthood) (24-30 Years)	The middle-aged person invests in the next generation of creative work. The emergence of care begins here.
8. Integrity vs. Despair (Old Age)	Elderly person reviews life in the face of death. The emergence of the attribute of wisdom occurs.

According to this theory, the child strives to achieve a certain objective or milestone at every stage of his life. If the parents support him in his acquisition, his or her social prowess will develop on a favorable scale and if the situation is contrary to the aforementioned scenario, the degradation of social potential is liable which culminates in frustration on part of the child as well as the parents.

### **2.3. Piaget's Theory of Cognitive Development**

Jean Piaget who lived from the year of 1896 to 1980, was a psychologist who presented his theory of Cognitive development. Piaget conceived a model that described the manner in which the world was understood and perceived by humans through the channel of data/information acquisition. He elucidated the process involved in the development of the thinking process in humans and how it is influenced and augmented from the period of infancy to adult life. According to Piaget, the process through which the thought process alters from infancy to maturity is radical, albeit gradual. That is because we are perennially struggling to understand the dynamic and at times chaotic nature of this world. He identified four factors of interaction that influence changes in thinking. Those factors are

1. Anatomical Maturity
2. Physical productivity/Activity
3. Experiences of the Social sort
4. Equilibration



The stages involved in Piaget's theory can be mentioned as follows

**Table 3**

*Stages of human development according to Piaget*

Stage	Approximate Age	Characteristics
Sensorimotor	0-2 Years	Starts to utilize skills such as mimicry, thinking, and memory. Starts to understand that things don't disappear when obscured or hidden. The transition from actions of the reflexive sort to more goals oriented ones.
Preoperational	2-7 Years	Slowly makes progress in the skill of utilizing thought in a symbolic manner and language. Become more able in applying logic in thought with the latter being directed in a specific direction. Faces difficulty in viewing the perspective of another person
Concrete Operational	7-11 Years	Becomes capable of resolving problems in a logical and hands-on manner. Begins to comprehend the principles of conservation and can now organize and seriate. Begins to comprehend the concept of reversibility.
Formal Operational	11-Adult	Becomes capable of solving problems of abstract nature in a logical manner. The thinking process becomes more scientific Becomes capable of recognizing social issues and forms concerns related to them.

According to this theory, the guidance and navigational ministrations exerted by parents during the various stages of the aforementioned theory are vital to the exact and synchronized development of the child. If the child is guided in an appropriately adequate and streamlined manner, then he or she will develop social propensities of the highest and most acceptable order. If, however, the child is not guided properly and is subjected to less than apt or improper and inappropriate treatment, then the ramifications relative to the development of his or her social prowess will most certainly be detrimental and lack mettle in terms of effectualness.

### **3. Research Objectives**

Research objectives of the study were;

1. To better understand the potency and effectiveness of the decisions taken by parents hailing from the lower and upper class in regards to the wellbeing and betterment of their children.
2. To compare decisions made by parents of the upper and lower class in terms of effectiveness where the latter is measured in social prowess, confidence, and social fortitude of children.
3. To gain a better understanding of the economic factors, that imparts influence over the various decisions initiated by parents in the course of child socialization.

### **4. Research Methodology**

Keeping in view the nature of data involved in the present research, an Interview Schedule is

used to collect data. The advantage of the Interview Schedule is that it is comparatively flexible and can be used to elicit hard and soft data. The questionnaire was used to elicit data from 100 respondents of the Lower class and likewise 100 respondents from the upper class. Their responses are then carefully examined.

## 5. Data Analysis

The Interview Schedule was comprised of 30 questions covering the areas relevant to the study. The Majority of the respondents from the lower class, 79% to be exact, believed that Religion is important for the proper socialization of children. On the other hand, respondents of the upper class showed a greater proclivity towards education as an agent of proper socialization for their children. Lastly, in this comparison, it was made apparent that when it comes to friends and peer groups, the Lower class respondents afforded more freedom to their children for making friends and consider it to be a source of socialization for their children. (79% of the respondents to be exact)

**Figure 2**

*Comparison of Parents' perception belonging to upper and lower class*



### ***Religious Prioritization Comparison***

From the study, it was made apparent that the people from both classes imparted much emphasis on Religion and its related concepts. However, the people of the lower class were a tad more inclined towards their obligations pertaining to religion.

### ***Social Prowess Comparison***

As a result of this study, it was made apparent that the children from the lower class were more apt and compatible when it came to handling the rigors and trials that society threw against them. The reasons for such affinity lie in the fact that they were not hesitant when it came to making friends and were more resolute against the more clandestine facets of society. Moreover, they were able to delineate the social phenomena more readily than those from the upper class.

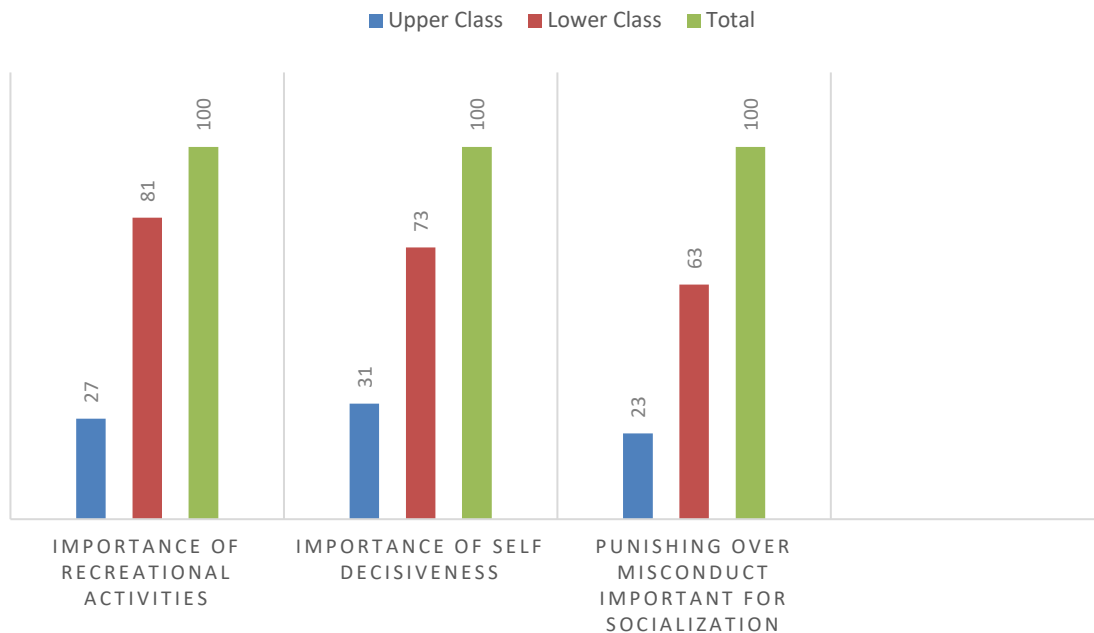
### ***Educational Prowess***

Indubitably, the children from the upper class showed greater propensity in relation to

educational pursuits. The reasons are apparent since their parents consider it the foremost source for the socialization of their children. However, this still doesn't render them street smart like the children from the lower class.

**Figure 3**

*Upper and lower Classes perceptions*



From the above table, it is apparent that the respondents from lower-class consider recreational pursuits a conducive and salubrious process for appropriate socialization. Perhaps their (the Children from a lower class) extensive foray outdoors is relatable to the heightened levels of social prowess shown by these children. Also, the nuance of self-decisiveness and liberty afforded to these children of lower-class from their parents is also a factor in their enhanced affinity for handling societal challenges. Punishment as a means of rectifying problematic and pugnacious behavior of children is mostly adopted by respondents of the lower class. Still, it is their willingness to administer said corrective measures to their progeny in front of onlookers that are to be ascribed for their specific type of sociological conditioning.

## 6. Conclusion

This study culminated in the realization that despite the respondents and children from lower-class being comparatively more equipped to handle the challenges of society, they still suffer in paramount sectors of effectual socialization, like education for instance. It can be surmised that while both set of respondents take necessary and all available measures for ensuring explicit socialization, they still need to do more so as to ensure induction of consummately apt socialization within their children.

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