

1. Details of Module and its structure

Module Detail	
Subject Name	Psychology
Course Name	Psychology 01 (Class XI, Semester - 1)
Module Name/Title	Socialization and Acculturation - Part 4
Module Id	kepy_10304
Pre-requisites	To understand the concept of socialisation, socialisation agents and acculturation and its strategies.
Objectives	<p>After going through this lesson, the learners will be able to understand the following:</p> <ul style="list-style-type: none">• Socialisation• Socialisation agents - parents, school, peer groups, media influences• Case study• Acculturation - overview and strategies
Keywords	Socialisation, Socialisation agents, Acculturation, Acculturative strategies, Integration, Marginalisation, Integration, Separation, Assimilation, Cultural Maintenance, Contact Participation.

2. Development Team

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Socialisation and Acculturation

SOCIALISATION



Socialisation is a process by which individuals acquire **knowledge, skills and dispositions**, which enable them to participate as effective members of groups and society. It is **a process that continues over the entire life-span**, and through which one learns and develops ways of effective functioning at any stage of development. Socialisation forms the basis of social and cultural transmission from one generation to the next. Its failure in any society may endanger the very existence of that society. The concept of socialisation suggests that all human beings are capable of a far greater repertoire of behaviours than they ever exhibit. We begin life in a particular social context, and there we learn to make certain responses and not others. The most clear example is our **linguistic behaviour**.

Although we can speak any language that exists in this world, we learn to speak only that language which people around us speak. Within this social context we also learn many other things (e.g., when to express emotions and when to suppress them). The probability of our

behaving in a particular way is greatly affected by people who relate to us. **Anyone who possesses power relative to us can socialise us.** Such people are called “**socialisation agents**”. These agents include **parents, teachers and other elders, who are more knowledgeable in the ways of their society.**

Under certain conditions, however, even our peers can affect socialisation. The process of socialisation is not always a smooth transition between the individual and the socialisation agent. It sometimes involves conflicts. In such situations not only are some responses punished, but some are also blocked by the behaviour of others in effective ways. At the same time, several responses need to be rewarded so that they acquire greater strength. Thus, **reward and punishment serve as basic means for achieving the goals of socialisation.** In this sense, all socialisation seems to involve efforts by others to control behaviour. Socialisation although primarily consists of deliberate teaching for producing “acceptable” behaviour, the process is not unidirectional. **Individuals are not only influenced by their social environment, but they also influence it.** In societies that comprise many social groups, individuals may choose those to which they wish to belong.

With increased migration, individuals are not only socialised once, but are often re-socialised differently in their life-span. This process is known as **acculturation** which we will discuss later. Due to the processes of enculturation and socialisation we find behavioural similarities within societies and behavioural differences across societies. **Both processes involve learning from other people.** In the case of socialisation, the learning involves deliberate teaching. In the case of enculturation, teaching is not necessary for learning to take place. Enculturation means engagement of people in their culture. Since most of the learning takes place with our engagement in our culture, socialisation can be easily subsumed under the process of enculturation. A good deal of our learning involves both enculturation and socialisation. Language learning is a good example.

While a lot of language learning takes place spontaneously, there is also certain amount of direct teaching of the language, such as in grammar courses in elementary schools. **On the other hand, learning of language other than the mother tongue, such as learning of Hindi by a European child, or of French by a child in India, is completely a deliberate process.**

Socialisation Agents

A number of people who relate to us possess power to socialise us. Such people are called “**socialisation agents**”. Parents and family members are the most significant socialisation agents. Legal responsibility of child care, too, lies with parents. Their task is to nurture children in such a manner that their natural potentials are maximised and negative behaviour tendencies

are minimised or controlled. Since each child is also part of a larger community or society, several other influences (e.g., teachers, peer groups) also operate on her/his life. We will briefly discuss some of these influences.

- **Parents**



Source:https://upload.wikimedia.org/wikipedia/commons/thumb/3/3d/Parents%2C_enfants%2C_famille.png/1280px-Parents%2C_enfants%2C_famille.png

Parents have most direct and significant impact on children's development. Children respond in different ways to parents in different situations. Parents encourage certain behaviours by rewarding them verbally (e.g., praising) or in other tangible ways (e.g., buying chocolates or objects of child's desire). They also discourage certain behaviours through non-approving behaviours. They also arrange to put children in a variety of situations that provide them with a variety of positive experiences, learning opportunities, and challenges.

While interacting with children parents adopt different strategies, which are generally known as parenting styles. Studies indicate that parents vary enormously in the treatment of children in terms of their degree of acceptance and degree of control. Here is a look at the styles (L) and some of their effects (R):

The conditions of life in which parents live (poverty, illness, job stress, nature of family) also influence the styles they adopt in socialising children. **Grandparental proximity and network of social relationships** play considerable role in child socialisation directly or through parental influences.

School

School is another important socialising agent. Since children spend a long time in schools, which provide them with a fairly organised set up for interaction with teachers and peers, **school is today being viewed as a more important agent of child socialisation than parents and family.**

Children learn **not only cognitive skills** (e.g., reading, writing, doing mathematics) but also **many social skills** (e.g., ways of behaving with elders and age mates, accepting roles, **fulfilling responsibilities**). They also learn and internalise the norms and rules of society. Several other positive qualities, such as **self-initiative, self-control, responsibility, and creativity** are encouraged in schools. These qualities make children more **self-reliant**. If the transaction has been successful, the skills and knowledge children acquire in schools either through curriculum or interaction with teachers and peers also get transferred to other domains of their life. Many researchers believe that a good school can altogether transform a child's personality. That is why we find that even poor parents want to send their children to good schools.



Source:https://cdn.pixabay.com/photo/2015/01/18/13/31/children-602967_960_720.jpg

Peer Groups



Source:<https://newsinhealth.nih.gov/images/Peers.gif>

Peers play a very important role in our lives- influencing our choice of music, clothes, and so many other aspects of our lives.

Qualities like **sharing, trust, mutual understanding, role acceptance and fulfilment** develop in interaction with peers. Children also learn to assert their own point of view and accept and adapt to those of others. **Development of self-identity is greatly facilitated by the peer group.**

Media Influences

In recent years media has also acquired the property of a socialisation agent. Through television, newspapers, books and cinema the external world has made/is making its way into our home and our lives. While children learn about many things from these sources, adolescents and young adults often derive their models from them, particularly from television and cinema. The exposure to violence on television is a major issue of discussion, since studies indicate that observing violence on television enhances aggressive behaviour among children.

Acculturation

Acculturation refers to cultural and psychological changes resulting from contact with other cultures. Contact may be **direct** (e.g., when one moves and settles in a new culture) or **indirect** (e.g., through media or other means). It may be **voluntary** (e.g., when one goes abroad for higher studies, training, job, or trade) or **involuntary** (e.g., through colonial experience, invasion, political refuge).

In both cases, people often need to learn (and also they do learn) something new to negotiate life with people of other cultural groups. For example, during the British rule in India many individuals and groups adopted several aspects of British lifestyle. They preferred to go to the English medium schools, take up salaried jobs instead of agriculture, dress like the British, speak English as a language. Acculturation can take place any time in one's life. When it occurs at a young age, one can often feel quite uncomfortable and self-conscious about it!

Whenever it occurs, it requires re-learning of norms, values, dispositions, and patterns of behaviour. Changes in these aspects require re-socialisation. Sometimes people find it easy to learn these new things, and if their learning has been successful, shifts in their behaviour easily take place in the direction of the group that brings in acculturation. In this situation transition to a new life is relatively smooth and free from problems. On the other hand, in many situations people experience difficulties in dealing with new demands of change.

They find change difficult, and are thrown into a state of conflict. This situation is relatively painful as it leads to experience of stress and other behavioural difficulties by acculturating individuals and groups. Psychologists have widely studied how people psychologically change during acculturation. For any acculturation to take place contact with another cultural group is essential. This often generates some sort of conflict. Since people cannot live in a state of conflict for a long time, they often resort to certain strategies to resolve their conflicts. For a long time it was felt that social or cultural change oriented towards modernity was

unidirectional, which meant that all people confronting the problem of change would move from a traditional state to a state of modernity.

However, studies carried out with immigrants in different parts of the world have revealed that people have various options to deal with the problem of acculturative changes. Thus, the course of acculturative change is multidirectional. Changes due to acculturation may be examined at subjective and objective levels.

At the **subjective level**, changes are often reflected in people's attitudes towards change. They are referred to as **acculturation attitudes**. At the objective level, changes are reflected in people's day-to-day behaviours and activities. These are referred to as acculturation strategies. In order to understand acculturation, it is necessary to examine it at both levels.

At the **objective level of acculturation**, one can look at a variety of changes that might be evident in people's life. **Language, dressing style, means of livelihood, housing and household goods, ornaments, furniture, means of entertainment, use of technology, travel experience, and exposure to movies, etc.** can provide clear indications of change that individuals and groups might have accepted in their life. Based on these indicators, we can easily identify the degree to which acculturative change has entered into an individual's or a group's life. The only problem is that these indicators do not always indicate conscious acceptance of change by individuals or groups; they are held by people because they are easily available and economically affordable. Thus, in some cases, these indicators appear somewhat deceptive.

In order to place some confidence in conscious acceptance of change, we need to analyse them at the **subjective level**. **John Berry** is well-known for his studies on psychological acculturation. He argues that there are two important issues that all acculturating individuals and groups face in culture-contact situations.

One relates to the degree to which there is a desire to maintain one's culture and identity. This is called **Cultural Maintenance**. Another relates to the degree to which there is a desire to engage in daily interactions with members of other cultural group(s). This is called **Contact Participation**.

The struggle is real and often takes a lot of time and effort! Here's a look at the journey!

Based on people's positive or negative answer to these issues, the following four acculturative strategies have been derived:

Integration: It refers to an attitude in which there is an interest in both, maintaining one's original culture and identity, while staying in daily interaction with other cultural groups. In this

case, there is some degree of cultural integrity maintained while interacting with other cultural groups.

Assimilation: It refers to an attitude, which people do not wish to maintain their cultural identity and they move to become an integral part of the other culture. In this case, there is loss of one's culture and identity.

Separation: It refers to an attitude in which people seem to place a value on holding on to their original culture, and wish to avoid interaction with other cultural groups. In this case, people often tend to glorify their cultural identity.

Marginalisation: It refers to an attitude in which there is little possibility or interest in maintaining one's culture and little interest in having relations with other cultural groups. In this case people generally remain undecided about what they should do, and continue to stay with a great deal of stress.

Here's a look at the summary of the strategies!

Imagine a person from Spain moving to USA. Leaving out marginalisation, the outcomes would be:

Socio-cultural factors interact with biological dispositions of individuals to give a particular shape to their behaviour in a given society. Since societies and cultures across the globe are not homogeneous, human behaviour is also not expressed in the same way everywhere. This allows us to say that besides biological roots, there are cultural roots of human behaviour. **While genes write the script of biological transmissions, memes write the script of cultural transmissions.** The genes and memes work together to allow behaviour to unfold partly in some similar and partly in different ways within and across societies. Understanding of cultural basis of behaviour will make you realise that behavioural differences between individuals or groups are not due to the structural and functional properties of their biological system alone. Cultural features of individuals and groups contribute in significant ways in generating behavioural differences.