



Household

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Chapter 1

Old Definition of Family

The old definition of family was one man and one woman who were married, and their children. A grandparent might live with and be a part of the family, too, although that practice has died out for most a long time ago. In the 1950s, the ideal family was a father, a mother, and two offspring they had together.

Modern Definition of Family

The current definition is somewhat open and inclusive. A family might be two parents of any gender, married or not. Some people even make a family with more than three parents. The children may have been born to one of the parents, both parents, or adopted.

Some of the important functions Of family Are As Follows:

<https://www.youtube.com/watch?v=S-kxKwBJeLg>

Family is the most universal and fundamental social institution which performs a variety of functions in human society. Different sociologists have viewed or classified the functions of family into different types.

functions of family



Famous Sociologists have classified functions of family mainly into six types such as:

(i) Affectional (ii) Economic functions (iii) Recreational functions (iv) Protective functions (v) Religious functions and (vi) Educational functions. Another famous sociologist K. Davis have classified the functions of family into four main divisions such as (i) Reproduction (ii) Maintenance (iii) Placement and (iv) Socialization of the young. Davis calls these as social functions and opines that family also performs some individual functions which are a corollary of its social functions.

Similarly Goode classified the functions of family into five different types such as (i) Procreation functions (ii) Socioeconomic security functions (iii) Status determination functions (iv) Socialization functions and (v) Social control functions. Similarly Prof. Lundberg enumerated four basic functions of family such as

(i) Regulations of sexual behavior of members and reproduction (ii) Care and training of children (iii) Co-operation and division of labor and (iv) Primary group satisfactions. Similarly Reed classified functions of family into following four types such as (i) Race Perpetuation (ii) Satisfaction of sex needs (iii) Socialization and (iv) Economic functions. But famous Sociologist Maclver classified the functions of family into two broad categories such as essential and non-essential functions.

These two functions are also widely known as primary and secondary functions. Under essential or primary functions Maclver includes mainly three functions such as (i) stable satisfaction of sex needs (ii) production and rearing of children and

(iii) provision of a home. Under non-essential or secondary functions he includes religious, recreational, educational, economic and health related functions. But one thing is clear that though sociologists have classified the functions of family into different forms still all of them gives stress on the same aspects in a different manner. However, these different functions of family are as described below:

(A) Essential functions of family:

Maclver has divided functions of family into essential and non-essential types. Under essential functions he includes mainly three functions such as, stable satisfaction of sex needs, production and rearing of children and a provision of home. But besides these Maclverian functions of family, family may also perform some other essential functions. But it must be remembered that essential functions are those functions which are basic or fundamental in nature and no other institutions can perform these functions so successfully as family can. However family performs the following essential functions:

(1) Stable satisfaction of Sexual needs:

This is the most important essential function of family. Family has been performing this functions since the inceptions of human civilization. It is a well known fact that sex urge is the most important and powerful instinct and natural urge of human being. It is the primary duty of family to satisfy the sexual urge of its members in a stable and desirable way

Through the mechanism of marriage family regulate the sexual behavior of it's members. Because satisfaction of sex instinct brings the desire for life long partnership of husband and wife. Satisfaction of this sex needs in a desirable way helps in the normal development of personality. Ancient Hindu Philosopher Manu

and Vatsayan opines that satisfaction of sex needs is the primary objective of family. If it is suppressed it creates personality maladjustments.

(2) Procreation and Rearing of Children:

It is another important sectional function of family .Necessary arrangement of stable satisfaction of sexual urge resulted in procreation. Family provides the legitimate basis for production of children. It institutionalizes the process of procreation. By performing this function of procreation family contributes to the continuity of family and ultimately human race. Hence perpetuation of human race or society is the most important function of family. Not only the production of children but also child rearing is another important function of family. Family is the only place where the function of child rearing is better performed.

It provides food, shelter, affection, protection and security to all its members. It plays a vital role in the process of socialization of child. It provides healthy atmosphere in which the personality of the child develops properly. Family takes care of the child at the time of need. Hence it is rightly remarked that family is an institution par excellence for the procreation and rearing of children. It has no parallels.

(3) Provision of Home:

Family perform another important function of providing a home for common living to all it's members. It is only in a home that children are born and brought up. Even if children are born in hospitals in modern time still they are taken care of and properly nourished in a home only. Because family and a home have no substitute. In a home all the members of family live together and a child is brought up under the strict vigilance of all it's members.

All the members need a home to live happily with comfort, peace and protection. A home provides emotional and psychological support to all its members. Man's necessity of love and human response got fulfilled here. Family provides recreation to its members. In a home family performs the role of a modern club. Man got peace by living in a home.

(4) Socialization:

It is another important essential function of family. It is said man is not born human but made human. New born human baby became human being after they are socialized. Family plays an important role in the socialization process.

It is one of the primary agents of socialization. Living in a family human baby learns norms, values, morals and ideals of society. He learns culture and acquires character through the process of socialization. His personality develops in the course of his living in family. From family he learns what is right and wrong and what is good or bad. Through socialization he became a social man and acquires good character.

(B) Non-essential or secondary functions of family:

Famous Sociologist Maclver has divided functions into essential and non-essential functions. Under non-essential or secondary functions he includes economic, religious, educational, health and recreational functions. Along with the essential functions family also performs these non-essential functions. These functions are non-essential or secondary in the sense that these are also performed simultaneously by other social institutions in family. These functions are as follows:

(1) Economic functions:

Since ancient times family has been performing several economic functions. It is an important economic unit. In ancient time family was both a production and consumption unit. It used to fulfill almost all the economic needs of its members such as food, clothing, housing etc. In the then days family was self-sufficient. But now a days almost all the economic functions of family is performed by other agencies and family only remain as a consumption unit. It do not produce anything. All the members of family now working outside the home.

But in spite of all family still performing some economic functions of purchasing, protecting and maintaining property. It also equally distribute property among its members.

(2) Educational functions:



Educating
the mind
without
educating the
heart is no
education
at all.
— Aristotle

Family performs many educational functions for its members. As an primary educational institution family used to teach letters, knowledge, skill and trade secret to all its members. It looks after the primary education of its members and moulds their career and character. Mother act as the first and best teacher of a child. Besides he learns all sorts of informal education such as discipline, obedience, manners etc. from family. Of course at present many of the educational

functions of family are taken over by school, college and universities still family continues to play an important role in providing the first lessons and primary education to its members.

(3) Religious functions:

Family is the centre of all religious activities. All the family members offer their prayers together and observe different religious rites, rituals and practices jointly. All the members believe in a particular religion and observe religious ceremonies at home. Children learn different religious values from their parents. Living in a spiritual atmosphere spirituality develops among the children. Family transmits religious beliefs and practices from one generation to another. But at present family became more secular in their outlook. Common family worship became very rare and absolute. Still family continues to play an important role in shaping religious attitude of its members.

(4) Health related functions:

Family as a primary social group performs several health related functions for its members. It look after the health and vigor of its members. It takes care of the sick old and aged persons of the family. By providing necessary nutritive food to its members family takes care of the health of all.

Of course modern family delegates some of its health related functions to hospital. The child is born today in a hospital or in a clinic and taken care of by nurses.

(5) Recreational function:

Family-performs several recreational functions for it's members by entertaining them in various ways. In ancient period family was the only centre of recreation.

All the members together organize family feasts, visit the family relations, organize family picnics etc.

Family organize different festivals which is another source of recreation. The relationship between grandparents and grand children is another source of entertainment. After day's work all the members used to assemble and exchange their view. Of course modern club replaces many recreational functions of family. But at the same time it is said that present family acts as a modern club without its evil effects.

(6) Cultural functions:

Family also performs several cultural functions as well. It preserves different cultural traits. Man learns and acquires culture from family and transmits it to succeeding generations. That is why family is considered as centre of culture.

(7) Social functions:

Family performs a number of social functions. It teaches about social customs, mores, traditions, norms, etiquette to the coming generations. Family exercises social control over its members and bring them into conformity with accepted standards. Senior members of family directly control the behavior of children and thereby they became a good citizen.

Life has changed so much for most of us. With the advancement of technology, changing cultural norms, new priorities, and new forms of communication fueled by the Internet, it's natural to wonder what the importance of the family is. Is it a dying institution that has no place in modern life? Certainly not! The family is just as relevant as it ever was, and no matter how much life changes in the future, it will probably continue to be needed in one form or another.

The Benefits of Being in a Healthy Family Have Increased

As modern life puts the pressure squeeze on all of us, the benefits of living in a family are more important than ever. The challenges we encounter these days become easier to handle when we don't have to face them alone. The benefits of living in a healthy family are too numerous to mention, but here are a few advantages of having a family and living as a family.

Meets Basic Needs of Those Who Can't Provide for Themselves

The basic social unit called the family is tasked with meeting the basic needs of those family members who can't provide for themselves as minors, very elderly, or disabled, or, can't afford enough to live by themselves. Basic needs such as food, water, shelter, and clean air are accessible when one or more member can provide these things for the whole family.

A Feeling of Belonging

Many years ago, Abram Maslow created a diagram called the '[Hierarchy of Needs](#).' This hierarchy showed which needs were most crucial to humans. The wide base of Malow's pyramid diagram represented the basic needs mentioned above, which must be met first. On the next level up are the Security needs followed by the Love and [Belonging](#) needs. These needs are almost as essential as the basic needs. Fortunately, a healthy family can efficiently provide them.

Financial Security

A well-functioning family provides financial security for everyone living in the household. First, family members who can work contribute at least a part of their earnings to help the family meet everyone's needs and prosper. Second, the family combines resources to pay bills and manage their money to ensure that financial

necessities are always taken care of. Finally, the parents teach the children how to manage money and resources, so they can continue to thrive when they move out on their own.

More Happiness and Satisfaction

Many people have found themselves with great news but no one to tell it to. That's a problem one rarely has when living in a family. Families plan vacations together, go to events as a group, enjoy quiet walks in the park, or get involved in a family art project. Whatever they do together, a healthy family will find satisfaction or look for a new way to spend their time together. People who are in healthy families have access to every day joys that some people don't have.

Parents Have More Motivation to Live a Healthy Life

People who have children living with them tend to live healthier. They eat healthier food, quit smoking, reduce their drinking, quit using drugs, and may even stay more active. Why? To be a better role model for one thing, but also because they want to live longer so they can see their children and grandchildren grow up.

Health Benefits for Children

Children enjoy a healthy lifestyle when they live in a healthy family. They have healthy meals, are encouraged to get up and move, enjoy time outdoors, and get prompt medical attention when needed.

Parents of Children Live Longer

Research has shown that people who live with children in their family tend to [live longer](#) even after the children have grown up and moved away.



The Family Offers Support for Family Members

Healthy families offer nearly every kind of support to each member - financial, social, emotional, and practical. **The importance of family as a foundation for stability and progress through continual backing can't be overstated.**

Who Is There When No One Else Is? Your Family!

Everyone has hard times. Everyone makes mistakes now and then or commits some social blunder. Others may turn their backs when someone may need support the most. A healthy family has each other's back. Even if they don't condone someone's actions, they love unconditionally. They're there for family members.

Watches Out for Each Member, Noticing When Trouble Starts

When family members are under stress, someone close to them is most likely to see the signs that they're struggling. People may hide their problems with others,

but family usually knows. Sometimes, a person may wish to keep troubles to themselves, like when responding to struggles in inappropriate ways. However, when accepting a family's help and support through these challenges, life could be better and more comfortable. Chances are when it's all over, a personalized thank their family for setting them on the right path.

Provides Support When One of Them Is Ill

Facing medical problems alone can be a nightmare. Who is going help with transportation to doctor appointments, to pick up medications, to the ER if necessary? One must work out all kinds of logistics when ill, and at a time when physical and emotional resources are low. Family potentially helps solve all these problems and can make sure that food, water, rest, and medical is provided. Society may not have to do anything to take care of a person's basic needs because a family has that covered.

In the Best Position to Notice and Support You Through Emotional Crises

Emotional problems and mental illness can be shocking to anyone. People lose their jobs, friends, and financial resources if they must go through it alone. Being a part of a family means that not only will a person receive support through the crisis, but the problem may also be caught early. People in families are much more likely to notice symptoms of mental illness because they can easily see some early symptoms. This can make all the difference to getting treatment and getting better.

Family Bonds Sustain the Family So They Can Offer Each Other Support

Families spend so much time and energy supporting each other through difficult times because of the bonds they've created and nurtured since the time each of them became a part of the family. Even a newborn child who has medical problems

at birth is supported by their loving family because they have already accepted the child as one of their own.

The Community Benefits from the Healthy Families in It

The community benefits when the family relieves it of the burden of supporting members of that family. However, that isn't the only way they benefit. Healthy families produce people who make positive contributions to the community.

Community Involvement

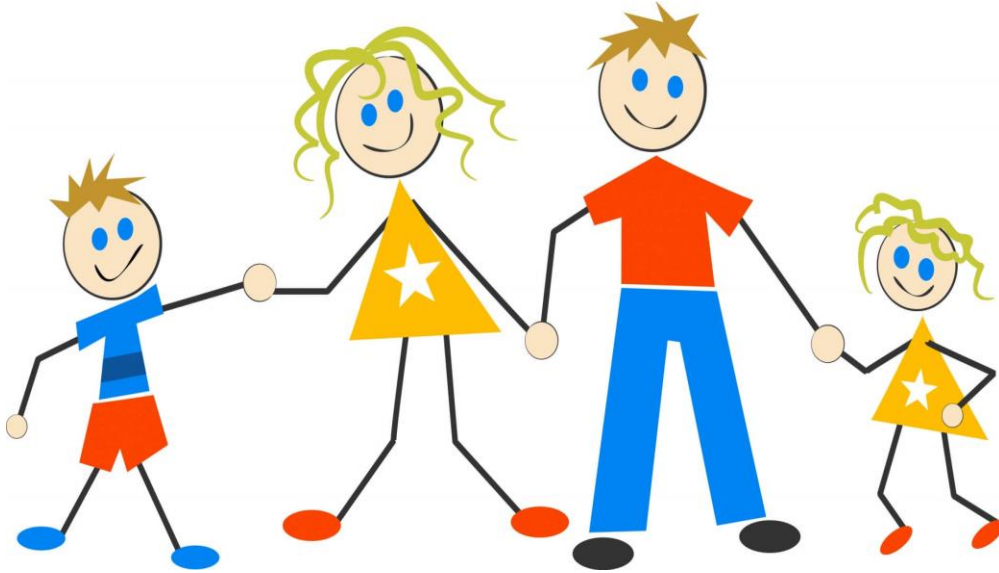
Parents tend to get involved with their community more often than people living alone. What's more, they teach their children at a young age that the only way they can control what kind of community they have is to contribute to it.

Community Giving

When parents contribute to their community by donating money or needed supplies, they model an attitude of caring. They show their children that providing money, food, or supplies to the community helps support it so it can serve everyone better.

Informed Voters

Talking around the dinner table, family members often share their political views. They may discuss the issues in an upcoming election or the qualifications of a candidate. This inspires everyone to find out more about the people and ideas involved so they can make an informed decision when it's their turn to vote.



Source: publicdomainpictures.net

The Importance of Family in Educating Children

One of the most important ways parents contribute to society is by educating their children. The learning doesn't go just one way, either. Siblings may help each other with homework. Children may teach their parents about the latest technology. Children in families where another language is spoken at home may teach their parents the language of their new country and help them assimilate into this culture. In a healthy family, learning has a high priority, perhaps just after meeting basic needs.

Parents as the Child's First Teachers

Parents begin teaching their children as soon as they're born. First, they teach them that they are loveable and that their needs will be met. They may help them learn to walk and teach them new words as they develop their vocabulary. They potty-train them, teach them manners, and take advantage of learning opportunities in everyday life. Best of all, they pass on a love of learning that will serve the child well throughout their life.

Parental Support through the School Years Facilitates Learning

Most parents are equipped in different ways when it comes to helping their children learn after they go to school. If the parents are well-educated and/or highly intelligent, they can help explain difficult concepts to them. If they're uneducated, they can still help them by asking them to tell them what they've learned at school, prompting them to state the learned concept in its simplest terms. In addition, all parents can help their children manage the social challenges of being in school. They can encourage scholarship and ethical behavior as well.

Parents Work to Fund Children's Education Expenses

Parents contribute to society by working to ensure that their family gets the best possible educational opportunities. They may donate funds, or they may use their social network to help a college-age student find a job. Parents who can't afford to send their child to college can help them get there by encouraging and assisting them file scholarship applications. Their emotional and practical help may be even more important than financial support.

Children Learn Values in the Family

Values learning has been a traditional function of the family. Families introduce their children to their spiritual views. They teach their children right from wrong and encourage them to follow the laws of the land unless disobeying the law will benefit society. They teach their children that there are natural consequences to every action and that each person has the freedom to make the right (or wrong) choice. They teach them the values of love, respect, friendship, honesty, kindness, courage, equality, integrity, and responsibility, to name a few.



Children Learn to Work Together as a Team

Families often work together to get household chores done. They may team up to plan the perfect party or vacation. Every task they do together teaches them more about what it's like to work as a team to accomplish group goals. This knowledge translates well into adulthood as they contribute to society by working with others to reach common goals.

Family as a Bulwark against Crime

Crime is a part of human civilization - at least it has been in most parts of the world most of the time. Can families eliminate crime? Probably not. However, they can help prevent it and lessen its impact.

Family Members Protect Each Other

When a person lives alone, they may have no one to rely on when someone tries to commit a crime against them. In families, though, family members who have enough strength to help are most likely to rush to aid. Family members may also notice when each other may be vulnerable and offer reminders to take better precautions.

Parents Teach the Importance of Following the Rules

Parents don't always believe that every rule should be followed. However, most parents teach their children that following rules is usually the best and most advantageous choice they can make. They not only teach them the importance of following the rules, but they also teach them what the rules and laws are.

Parents Teach Conflict Resolution and Anger Management

When becoming a parent, solving all children's disagreements can be a massive chore. One of the ways parents cope is to teach their children how to resolve their conflicts on their own. They also help their children learn to manage their anger in healthy, constructive ways. Through conflict resolution and anger management, children learn how to contribute to peace in the society.

What Is the Importance of a Family That's Dysfunctional?

Of course, not all families contribute to societies equally. Some are slightly dysfunctional, while others harm their family members so much that society must step in and take on responsibility for those children.



Source: hanscom.af.mil

So, what do you do if your family doesn't support you? What if they don't help you meet your basic needs or encourage you to prosper? What if the only thing they teach you is to mistrust others? The good news is that there is help for you. You can overcome the damages caused by a dysfunctional family, abusive or neglectful parents, or disrespectful children.

Talking to a counselor is an excellent way to get in touch with your feelings about family and to learn to express those feelings appropriately. You can learn to understand the family influences that shaped your personality. Your counselor can teach you techniques for changing your thoughts, emotions, and behaviors to be the person you most want to be, despite what your family has done to you.

Licensed counselors are available for this and other mental health challenges at [BetterHelp.com](https://www.betterhelp.com) today.

Quizzes

- 1) Write the definition of the family.

- 2) Explain socialization as a function of education.
- 3) Compare between educational and religious functions.
- 4) Clarify functions of the family.
- 5) What is the recreational function?
- 6) What is the importance of being in healthy family

Chapter 2

Socialization

<https://www.youtube.com/watch?v=K-RvJQxqVQc>

Socialization is the process through which people are taught to be proficient members of a society. It describes the ways that people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of societal values. *Socialization* is not the same as *socializing* (interacting with others, like family, friends, and coworkers); to be precise, it is a sociological process that occurs through socializing. As Danielle's story illustrates, even the most basic of human activities are learned. You may be surprised to know that even physical tasks like sitting, standing, and walking had not automatically developed for Danielle as she grew. And without socialization, Danielle hadn't learned about the material culture of her society (the tangible objects a culture uses): for example, she couldn't hold a spoon, bounce a ball, or use a chair for sitting. She also hadn't learned its nonmaterial culture, such as its beliefs, values, and norms. She had no understanding of the concept of "family," didn't know cultural expectations for using a bathroom for elimination, and had no sense of modesty. Most importantly, she hadn't learned to use the symbols that make up language—through which we learn about who we are, how we fit with other people, and the natural and social worlds in which we live.

Sociologists have long been fascinated by circumstances like Danielle's—in which a child receives sufficient human support to survive, but virtually no social interaction—because they highlight how much we depend on social interaction to provide the information and skills that we need to be part of society or even to develop a "self."

The necessity for early social contact was demonstrated by the research of Harry and Margaret Harlow. From 1957 to 1963, the Harlows conducted a series of experiments studying how rhesus monkeys, which behave a lot like people, are affected by isolation as babies. They studied monkeys raised under two types of “substitute” mothering circumstances: a mesh and wire sculpture, or a soft terrycloth “mother.” The monkeys systematically preferred the company of a soft, terrycloth substitute mother (closely resembling a rhesus monkey) that was unable to feed them, to a mesh and wire mother that provided sustenance via a feeding tube. This demonstrated that while food was important, social comfort was of greater value (Harlow and Harlow 1962; Harlow 1971). Later experiments testing more severe isolation revealed that such deprivation of social contact led to significant developmental and social challenges later in the life.



Why Socialization Matters

Socialization is critical both to individuals and to the societies in which they live. It illustrates how completely intertwined human beings and their social worlds are.

First, **it is through teaching culture to new members that a society perpetuates itself.** If new generations of a society don't learn its way of life, it ceases to exist.

Whatever is **distinctive about a culture must be transmitted to those who join it in order for a society to survive.** For Canadian culture to continue, for example, children in Canada must learn about cultural values related to democracy: they

have to learn the norms of voting, as well as how to use material objects such as a ballot. Of course, some would argue that it is just as important in Canadian culture for the younger generation to learn the etiquette of eating in a restaurant or the rituals of tailgate parties after softball games. In fact, there are many ideas and objects that Canadians teach children in hopes of keeping the society's way of life going through another generation.

Socialization is just as essential to us as individuals. Social interaction provides the means via which we gradually become able to see ourselves through the eyes of others, learning who we are and how we fit into the world around us. In addition, to function successfully in society, we have to learn the basics of both material and nonmaterial culture, everything from how to dress ourselves to what is suitable attire for a specific occasion; from when we sleep to what we sleep on; and from what is considered appropriate to eat for dinner to how to use the stove to prepare it. Most importantly, we have to learn language—whether it is the dominant language or one common in a subculture, whether it is verbal or through signs—in order to communicate and to think. As we saw with Danielle, without socialization we literally have no self. We are unable to function socially.

5.3. Agents of Socialization

Socialization helps people learn to function successfully in their social worlds. How does the process of socialization occur? How do we learn to use the objects of our society's material culture? How do we come to adopt the beliefs, values, and norms that represent its nonmaterial culture? This learning takes place through interaction with various agents of socialization, like peer groups and families, plus both formal and informal social institutions.

Social Group Agents

Social groups often provide the first experiences of socialization. Families, and later peer groups, communicate expectations and reinforce norms. People first learn to use the tangible objects of material culture in these settings, as well as being introduced to the beliefs and values of society.

Family

Family is the first agent of socialization. Mothers and fathers, siblings and grandparents, plus members of an extended family, all teach a child what he or she needs to know. For example, they show the child how to use objects (such as clothes, computers, eating utensils, books, bikes); how to relate to others (some as “family,” others as “friends,” still others as “strangers” or “teachers” or “neighbours”); and how the world works (what is “real” and what is “imagined”). As you are aware, either from your own experience as a child or your role in helping to raise one, socialization involves teaching and learning about an unending array of objects and ideas.

It is important to keep in mind, however, that families do not socialize children in a vacuum. Many social factors impact how a family raises its children. For example, we can use sociological imagination to recognize that individual behaviours are affected by the historical period in which they take place. Sixty years ago, it would not have been considered especially strict for a father to hit his son with a wooden spoon or a belt if he misbehaved, but today that same action might be considered child abuse.

Sociologists recognize that race, social class, religion, and other societal factors play an important role in socialization. For example, poor families usually emphasize obedience and conformity when raising their children, while wealthy families emphasize judgment and creativity (National Opinion Research Center

2008). This may be because working-class parents have less education and more repetitive-task jobs for which the ability to follow rules and to conform helps. Wealthy parents tend to have better educations and often work in managerial positions or in careers that require creative problem solving, so they teach their children behaviours that would be beneficial in these positions. This means that children are effectively socialized and raised to take the types of jobs that their parents already have, thus reproducing the class system (Kohn 1977). Likewise, children are socialized to abide by gender norms, perceptions of race, and class-related behaviours.

In Sweden, for instance, stay-at-home fathers are an accepted part of the social landscape. A government policy provides subsidized time off work—68 weeks for families with newborns at 80 percent of regular earnings—with the option of 52 of those weeks of paid leave being shared between both mothers and fathers, and eight weeks each in addition allocated for the father and the mother. This encourages fathers to spend at least eight weeks at home with their newborns (Marshall 2008). As one stay-at-home dad says, being home to take care of his baby son “is a real fatherly thing” to do. I think that’s very masculine” (Associated Press 2011). Overall 90 percent of men participate in the paid leave program. In Canada on the other hand, outside of Quebec, parents can share 35 weeks of paid parental leave at 55 percent of their regular earnings. Only 10 percent of men participate. In Quebec, however, where in addition to 32 weeks of shared parental leave, men also receive five weeks of paid leave, the participation rate of men is 48 percent. In Canada overall, the participation of men in paid parental leave increased from 3 percent in 2000 to 20 percent in 2006 because of the change in law in 2001 that extended the number of combined paid weeks parents could take. Researchers note that a father’s involvement in child raising has a positive effect

on the parents' relationship, the father's personal growth, and the social, emotional, physical and cognitive development of children (Marshall 2008). How will this effect differ in Sweden and Canada as a result of the different nature of their paternal leave policies?

Peer Groups

A **peer group** is made up of people who are similar in age and social status and who share interests. Peer group socialization begins in the earliest years, such as when kids on a playground teach younger children the norms about taking turns or the rules of a game or how to shoot a basket. As children grow into teenagers, this process continues. Peer groups are important to adolescents in a new way, as they begin to develop an identity separate from their parents and exert independence. Additionally, peer groups provide their own opportunities for socialization since kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents' first major socialization experience outside the realm of their families. Interestingly, studies have shown that although friendships rank high in adolescents' priorities, this is balanced by parental influence.

Institutional Agents



https://www.youtube.com/watch?v=vb78m2bj_qw

The social institutions of our culture also inform our socialization. Formal institutions—like schools, workplaces, and the government—teach people how to behave in and navigate these systems. Other institutions, like the media, contribute to socialization by inundating us with messages about norms and expectations.

School

Most Canadian children spend about seven hours a day, 180 days a year, in school, which makes it hard to deny the importance school has on their socialization. In elementary and junior high, compulsory education amounts to over 8,000 hours in the classroom (OECD 2013). Students are not only in school to study math, reading, science, and other subjects—the manifest function of this system. Schools also serve a latent function in society by socializing children into behaviours like teamwork, following a schedule, and using textbooks.

School and classroom rituals, led by teachers serving as role models and leaders, regularly reinforce what society expects from children. Sociologists describe this aspect of schools as the **hidden curriculum**, the informal teaching done by schools.

For example, in North America, schools have built a sense of competition into the way grades are awarded and the way teachers evaluate students. Students learn to evaluate themselves within a hierarchical system as “A,” “B,” “C,” etc. students (Bowles and Gintis 1976). However, different “lessons” can be taught by different instructional techniques. When children participate in a relay race or a math contest, they learn that there are winners and losers in society. When children are required to work together on a project, they practise teamwork with other people in cooperative situations. Bowles and Gintis argue that the hidden curriculum

prepares children for a life of conformity in the adult world. Children learn how to deal with bureaucracy, rules, expectations, waiting their turn, and sitting still for hours during the day. The latent functions of competition, teamwork, classroom discipline, time awareness and dealing with bureaucracy are features of the hidden curriculum.

Schools also socialize children by teaching them overtly about citizenship and nationalism. In the United States, children are taught to say the Pledge of Allegiance. Most districts require classes about U.S. history and geography. In Canada, on the other hand, critics complain that students do not learn enough about national history, which undermines the development of a sense of shared national identity (Granatstein 1998). Textbooks in Canada are also continually scrutinized and revised to update attitudes toward the different cultures in Canada as well as perspectives on historical events; thus, children are socialized to a different national or world history than earlier textbooks may have done. For example, information about the mistreatment of First Nations more accurately reflects those events than in textbooks of the past. In this regard, schools educate students explicitly about aspects of citizenship important for being able to participate in a modern, heterogeneous culture

The Workplace

Just as children spend much of their day at school, most Canadian adults at some point invest a significant amount of time at a place of employment. Although socialized into their culture since birth, workers require new socialization into a workplace, both in terms of material culture (such as how to operate the copy machine) and nonmaterial culture (such as whether it is okay to speak directly to the boss or how the refrigerator is shared).

Different jobs require different types of socialization. In the past, many people worked a single job until retirement. Today, the trend is to switch jobs at least once a decade. Between the ages of 18 and 44, the average baby boomer of the younger set held 11 different jobs (U.S. Bureau of Labor Statistics 2010). This means that people must become socialized to, and socialized by, a variety of work environments.

Religion

While some religions may tend toward being an informal institution, this section focuses on practices related to formal institutions. Religion is an important avenue of socialization for many people. Canada is full of synagogues, temples, churches, mosques, and similar religious communities where people gather to worship and learn. Like other institutions, these places teach participants how to interact with the religion's material culture (like a mezuzah, a prayer rug, or a communion wafer). For some people, important ceremonies related to family structure—like marriage and birth—are connected to religious celebrations. Many of these institutions uphold gender norms and contribute to their enforcement through socialization. From ceremonial rites of passage that reinforce the family unit, to power dynamics which reinforce gender roles, religion fosters a shared set of socialized values that are passed on through society.

Government

Although we do not think about it, many of the rites of passage people go through today are based on age norms established by the government. To be defined as an “adult” usually means being 18 years old, the age at which a person becomes legally responsible for themselves. And 65 is the start of “old age” since most people become eligible for senior benefits at that point.

Each time we embark on one of these new categories—senior, adult, taxpayer—we must be socialized into this new role. Seniors, for example, must learn the ropes of obtaining pension benefits. This government program marks the points at which we require socialization into a new category.

Mass Media

Mass media refers to the distribution of impersonal information to a wide audience, via television, newspapers, radio, and the internet. With the average person spending over four hours a day in front of the TV (and children averaging even more screen time), media greatly influences social norms (Roberts, Foehr, and Rideout 2005). People learn about objects of material culture (like new technology and transportation options), as well as nonmaterial culture—what is true (beliefs), what is important (values), and what is expected (norms).

5.4. Socialization Across the Life Course

Socialization isn't a one-time or even a short-term event. We are not “stamped” by some socialization machine as we move along a conveyor belt and thereby socialized once and for all. In fact, socialization is a lifelong process.

In Canada, socialization throughout the life course is determined greatly by age norms and “time-related rules and regulations” (Setterson 2002). As we grow older, we encounter age-related transition points that require socialization into a new role, such as becoming school age, entering the workforce, or retiring. For example, the Canadian government mandates that all children attend school. Child labour laws, enacted in the early 20th century, nationally declared that childhood be a time of learning, not of labour. In countries such as Niger and Sierra Leone, however, child labour remains common and socially acceptable, with little legislation to regulate such practices (UNICEF 2011).

Many of life's social expectations are made clear and enforced on a cultural level. Through interacting with others and watching others interact, the expectation to fulfill roles becomes clear. While in elementary or middle school, the prospect of having a boyfriend or girlfriend may have been considered undesirable. The socialization that takes place in high school changes the expectation. By observing the excitement and importance attached to dating and relationships within the high school social scene, it quickly becomes apparent that one is now expected not only to be a child and a student, but a significant other as well. Graduation from formal education—high school, vocational school, or college—involves socialization into a new set of expectations.

Educational expectations vary not only from culture to culture, but from class to class. While middle- or upper-class families may expect their daughter or son to attend a four-year university after graduating from high school, other families may expect their child to immediately begin working full-time, as many within their family have done before.

Resocialization

In the process of **resocialization**, old behaviours that were helpful in a previous role are removed because they are no longer of use. Resocialization is necessary when a person moves to a senior care centre, goes to boarding school, or serves time in jail. In the new environment, the old rules no longer apply. The process of resocialization is typically more stressful than normal socialization because people have to unlearn behaviours that have become customary to them.

The most common way resocialization occurs is in a **total institution** where people are isolated from society and are forced to follow someone else's rules. A ship at sea is a total institution, as are religious convents, prisons, or some cult

organizations. They are places cut off from a larger society. The 15,000 Canadians who lived in federal prisons or penitentiaries at the end of 2012 are also members of this type of institution (Sapers 2013). As another example, every branch of the military is a total institution.

Many individuals are resocialized into an institution through a two-part process. First, members entering an institution must leave behind their old identity through what is known as a degradation ceremony. In a **degradation ceremony**, new members lose the aspects of their old identity and are given new identities. The process is sometimes gentle. To enter a senior care home, an elderly person often must leave a family home and give up many belongings which were part of his or her long-standing identity. Though caretakers guide the elderly compassionately, the process can still be one of loss. In many cults, this process is also gentle and happens in an environment of support and caring.

In other situations, the degradation ceremony can be more extreme.

Goffman referred to the process of being stripped of one's external identity as a "mortification of the self" (Goffman 1961). New prisoners lose freedom, rights (including the right to privacy), and personal belongings. When entering the army, soldiers have their hair cut short. Their old clothes are removed and they wear matching uniforms. These individuals must give up any markers of their former identity in order to be resocialized into an identity as a "soldier."

Section Summary

5.2. Why Socialization Matters

Socialization is important because it helps uphold societies and cultures; it is also a key part of individual development. Research demonstrates that who we are is

affected by both nature (our genetic and hormonal makeup) and nurture (the social environment in which we are raised). Sociology is most concerned with the way that society's influence affects our behaviour patterns, made clear by the way behaviour varies across class and gender.

5.3. Agents of Socialization

Our direct interactions with social groups, like families and peers, teach us how others expect us to behave. Likewise, a society's formal and informal institutions socialize its population. Schools, workplaces, and the media communicate and reinforce cultural norms and values.

5.4. Socialization across the Life Course

Socialization is a lifelong process recurring as we enter new phases of life, such as adulthood or senior age. Resocialization is a process that removes the socialization we have developed over time and replaces it with newly learned rules and roles. Because it involves removing old habits that have been built up, resocialization can be a stressful and difficult process.

Erikson's Eight Stages of Development

<https://www.youtube.com/watch?v=aYCBdZLCDBQ>

1. Learning Basic Trust Versus Basic Mistrust (Hope) Chronologically, this is the period of infancy through the first one or two years of life. The child, well – handled, nurtured, and loved, develops trust and security and a basic optimism. Badly handled, he becomes insecure and mistrustful.
2. . Learning Autonomy Versus Shame (Will) The second psychosocial crisis, Erikson believes, occurs during early childhood, probably between about 18 months or 2 years and 3½ to 4 years of age. The “well – parented” child emerges from this stage sure of himself, elated with his new found control, and

proud rather than ashamed. Autonomy is not, however, entirely synonymous with assured self – possession, initiative, and independence but, at least for children in the early part of this psychosocial crisis, includes stormy self – will, tantrums, stubbornness, and negativism. For example, one sees may 2 year olds resolutely folding their arms to prevent their mothers from holding their hands as they cross the street. Also, the sound of “NO” rings through the house or the grocery store.

3. . Learning Initiative Versus Guilt (Purpose) Erikson believes that this third psychosocial crisis occurs during what he calls the “play age,” or the later preschool years (from about 3½ to, in the United States culture, entry into formal school). During it, the healthily developing child learns: (1) to imagine, to broaden his skills through active play of all sorts, including fantasy (2) to cooperate with others (3) to lead as well as to follow. Immobilized by guilt, he is: (1) fearful (2) hangs on the fringes of groups (3) continues to depend unduly on adults and (4) is restricted both in the development of play skills and in imagination.

4. Industry Versus Inferiority (Competence) Erikson believes that the fourth psychosocial crisis is handled, for better or worse, during what he calls the “school age,” presumably up to and possibly including some of junior high school. Here the child learns to master the more formal skills of life: (1) relating with peers according to rules (2) progressing from free play to play that may be elaborately structured by rules and may demand formal teamwork, such as baseball and (3) mastering social studies, reading, arithmetic. Homework is a necessity, and the need for self-discipline increases yearly. The child who, because of his successive and successful resolutions of earlier psychosocial crisis, is trusting, autonomous, and full of initiative will learn easily enough to

be industrious. However, the mistrusting child will doubt the future. The shame – and guilt-filled child will experience defeat and inferiority.

5. Learning Identity Versus Identity Diffusion (Fidelity) During the fifth psychosocial crisis (adolescence, from about 13 or 14 to about 20) the child, now an adolescent, learns how to answer satisfactorily and happily the question of “Who am I?” But even the best – adjusted of adolescents experiences some role identity diffusion: most boys and probably most girls experiment with minor delinquency; rebellion flourishes; self – doubts flood the youngster, and so on. Erikson believes that during successful early adolescence, mature time perspective is developed; the young person acquires self-certainty as opposed to self-consciousness and self-doubt. He comes to experiment with different – usually constructive – roles rather than adopting a “negative identity” (such as delinquency). He actually anticipates achievement, and achieves, rather than being “paralyzed” by feelings of inferiority or by an inadequate time perspective. In later adolescence, clear sexual identity – manhood or womanhood – is established. The adolescent seeks leadership (someone to inspire him), and gradually develops a set of ideals (socially congruent and desirable, in the case of the successful adolescent). Erikson believes that, in our culture, adolescence affords a “psychosocial moratorium,” particularly for middle – and upper-class American children. They do not yet have to “play for keeps,” but can experiment, trying various roles, and thus hopefully find the one most suitable for them.

6. Learning Intimacy Versus Isolation (Love) The successful young adult, for the first time, can experience true intimacy – the sort of intimacy that makes possible good marriage or a genuine and enduring friendship.

7. Learning Generativity Versus Self-Absorption (Care) In adulthood, the psychosocial crisis demands generativity, both in the sense of marriage and parenthood, and in the sense of working productively and creatively.

8. Integrity Versus Despair (Wisdom) If the other seven psychosocial crisis have been successfully resolved, the mature adult develops the peak of adjustment; integrity. He trusts, he is independent and dares the new. He works hard, has found a well – defined role in life, and has developed a self-concept with which he is happy. He can be intimate without strain, guilt, regret, or lack of realism; and he is proud of what he creates – his children, his work, or his hobbies. If one or more of the earlier psychosocial crises have not been resolved, he may view himself and his life with disgust and despair. These eight stages of man, or the psychosocial crises, are plausible and insightful descriptions of how personality develops but at present they are descriptions only. We possess at best rudimentary and tentative knowledge of just what sort of environment will result, for example, in traits of trust versus distrust, or clear personal identity versus diffusion. Helping the child through the various stages and the positive learning that should accompany them is a complex and difficult task, as any worried parent or teacher knows. Search for the best ways of accomplishing this task accounts for much of the research in the field of child development. Socialization, then is a learning – teaching process that, when successful, results in the human organism's moving from its infant state of helpless but total egocentricity to its ideal adult state of sensible conformity coupled with independent creativity.

Quizzes

- 1) What is the meaning of socialization?
- 2) Explain the role of peer group in socialization process.
- 3) Workplace has very important role of socialization process. clarify.
- 4) Write Erikson eight stages in social development.

Chapter 3

1. Rights of child

<https://www.youtube.com/watch?v=V1BFLitBkco>

Children have the **right to live**. Governments should ensure that children survive and develop healthily.

2. All children have the **right to a legally registered name**, officially recognized by the government. Children have the right to a **nationality** (to belong to a country). Children also have the right to know and, as far as possible, **to be cared for by their parents**.
3. Children have the **right to an identity** – an official record of who they are. Governments should respect children’s right to a name, a nationality and family ties.
4. Children have the **right to live with their parent(s)**, unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.
5. Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
6. Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with **parental abductions**. The Convention’s Optional Protocol on the **sale of children**, child prostitution and child pornography has a provision that concerns abduction for financial gain.
7. When adults are **making decisions that affect children**, children have the right to say what they think should happen and have their opinions taken into account.

8. Children have the **right to get and share information**, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.
9. Children have the **right to think and believe what they want and to practice their religion**, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.
10. Children have the **right to meet together and to join groups and organizations**, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
11. Children have a **right to privacy**. The law should protect them from attacks against their way of life, their good name, their families and their homes.
12. Children have the **right to get information that is important to their health** and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information

that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

13. Both **parents share responsibility** for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

14. Children have the **right to be protected from being hurt and mistreated**, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behavior– ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

15. Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

16. Children have the **right to care and protection if they are adopted** or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.
17. Children have the right to special protection and help if they are **refugees** (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.
18. Children who have any kind of **disability** have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.
19. Children have the **right to good quality health care** – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.
20. Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child”.
21. Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.
22. Children have the **right to a standard of living** that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.
23. All children have **the right to a primary education**, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from

education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child’s human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

24. **Children’s education** should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

25. **Minority or indigenous children** have the right to learn about and practice their own culture, language and religion. The right to practice one’s own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

26. Children have the **right to relax and play**, and to join in a wide range of cultural, artistic and other recreational activities.

27. The government should **protect children from work that is dangerous** or might harm their health or their education. While the Convention protects

children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labor laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

28. Governments should use all means possible to **protect children from the use of harmful drugs** and from being used in the drug trade.
29. Governments should **protect children from all forms of sexual exploitation and abuse**. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.
30. The government should take all measures possible to **make sure that children are not abducted, sold or trafficked**. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.
31. Children should be protected from any activity that takes advantage of them or could harm their welfare and development.
32. **No one is allowed to punish children in a cruel or harmful way**. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.
33. Governments must do everything they can to **protect and care for children affected by war**. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol

on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

34. **Children who have been neglected, abused or exploited** should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

35. Children who are accused of breaking the law have the **right to legal help and fair treatment** in a justice system that respects their rights.

Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

36. If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

37. Governments should make the Convention known to adults and children. Adults should **help children learn about their rights**, too.

Learning Objectives of This Module

1. Outline the universal needs of children required for optimal health and development.
2. Discuss the relationship between children's needs and children's rights.
3. Explain how the relationship of children as rights-holders creates an entitlement to have their rights fulfilled by adult duty-bearers.

This module explores the needs that children have at each stage of their lives, examines whether children in all societies have needs in common, and

highlights which needs differentiate children from adults. It then explores the relationship between children's needs and the concept that they have rights. Children's needs form the basis for defining standards widely recognized as necessary for optimal health and development of all children in all societies. As such, these needs rise to the level of being established through the near universal ratification of the UN Convention on the Rights of the Child ([CRC](#)) as fundamental *rights*. Since the ratification of the CRC, there has been recognition within the international community that as children have needs (rights) in common, adults and society have obligations to fulfill them. In the parlance of human rights, children, as *rights holders*, are entitled to have their rights met in order for them to fulfill their optimum potential. And adults, as duty-bearers, have the obligation to ensure children have the capacity to fulfill their rights. This module will provide an overview of the relationship between needs and rights. Units 2 and 3 will provide more information about the nature of children's rights and their relevance and application to the work of health professionals.

How is Childhood Understood?

In many rural or traditional societies, childhood has tended to be considered as a period of "training" in preparation for children's entry into the harsh world of adulthood. Rather than a period of total dependency in which the child receives adult protection, childhood is understood in terms of obligations of support between generations. So, a child is always a child in relation to his or her parents who expect, and are traditionally entitled to, all forms of support from the child in times of need. The family is not only responsible for training and socializing children into adulthood, but is also entitled to determine what a child can and cannot do, and what processes need to be undertaken before they graduate into adulthood.¹

However, in Western societies, and increasingly in many low- and mid-income countries, childhood is now considered to be a period of extended economic dependence, protected innocence and rapid learning achieved through schooling. Childhood is defined as a period of life when young people are perceived as vulnerable, in both a physical and mental sense, with an inability to make decisions in their own best interests. Children are viewed as relatively helpless and dependent on adult protection and control.

So, views on the nature of childhood vary widely. In one culture it will be seen as preferable to protect a 10-year-old from economic or domestic responsibilities; in another, such responsibilities are not only the norm, but are deemed beneficial for both the child and the family. These issues are more complex than we often assume, and must be considered when addressing how we and other communities understand and relate to children. How we think about childhood will influence our attitudes toward children, and how we treat them.

1. Lansdown G, 2005 The evolving capacities of the child, UNICEF, Florence

What Is a Need?

A need can be described as something that is necessary, very important or essential for a person to live a healthy and productive life. Needs differ from wants. Wants are things that are desirable, but not necessary or essential.

Children obviously have a need for food, without which they will not grow or be healthy; will be unable to learn well, work or play; and ultimately will die.

On the other hand, a person may want a particular type of food, preferring perhaps to have fish rather than vegetables. However, although they may want fish, they do not need fish to survive. Food is a “need.” Fish is a “want.”

Another way of distinguishing between needs and wants is that people have a

limited number of needs. It is usually possible to identify all of a person's needs, whereas people can have an infinite number of wants, which differ from person to person.

Human needs can be categorized in many different ways. **Figure 1** presents an approach to categorizing them. It is important to note that in order for a child to fulfill his/her optimal potential, all needs must be met, in other words, all of his/her rights must be fulfilled.

Figure 1

- **Physical needs:** shelter, health care, water and sanitation, and adequate food and clothing; protection from environmental pollution, violence, exploitation and abuse; exercise for strength-endurance-coordination; and opportunities for development of physical skills.
- **Social, economic and cultural needs:** knowledge of and respect for one's own language, religion and culture; stable social and economic environment; access to appropriate guidance and support, quality education, play and friendships; freedom from discrimination and prejudice; meaningful empowering work; and opportunities for service.
- **Psychological, including intellectual and emotional needs and the need to be able to exercise choices:** stable and loving family environment; sense of worth, belonging and identity; age appropriate information and stimulation; opportunities to be listened to, taken seriously, make choices, develop cognitive talents and creative potentials; models for problem solving and critical thinking; and being valued by others and being able to contribute to or positively affect the child's world.

- **Spiritual needs:** exploration, understanding and appreciation of the nature of life, humankind and the universe—of what lies beyond time and the material world, and the possibilities to connect with the infinite and ultimate.

Human needs can often be categorized under more than one heading. A child has, for example, a need for appropriate health care, which is a social need. At times, this need may be related to a serious injury or illness, which is a physical need, or related to a mental health condition, which is a psychological need. A person may rely on prayer during a period of illness, exercising the need for spiritual support. All children have the same needs. However, the way they require those needs to be met will be different in different circumstances, and at different stages of their development. For example, while children of all ages need emotional care and support, the form that this will take will necessarily be different for a 2-year-old than a 17-year-old. All children need opportunities to learn, but a child who is blind will require provisions for an education that is different from that of a sighted child. An adolescent will need greater opportunities to make independent choices than a 5-year-old. If needs such as food, good sanitation, education and access to health care are not met, children will not be able to enjoy their childhood or achieve their optimum level of development as they grow up.

Interdependence of Children's Needs

All these needs are interrelated and equally important—none take precedence over another. As a health professional, it is important to know, for example, that a child's emotional needs are as important as his or her physical needs. Very often, emphasis is placed on physical needs, whereas a child's need for praise, to play or to have the opportunity for increasing levels of responsibility is disregarded. Therefore, children's needs should be considered together. In order to ensure that children can reach their full potential, attention must be

paid to how physical, psychological, social, economic, cultural and spiritual factors interact and impact children's health and well-being.

Examples of the interdependence of children's needs

- Children need education but without adequate nutrition, their brain development may be negatively affected and they will not have enough energy to concentrate and learn.
- Children need food to grow and learn but children who experience abuse will struggle to develop to their full potential. It is not enough, therefore, to focus exclusively on food and shelter, and fail to protect children from harm.
- Children need access to health care services to prevent and treat illnesses. But clean water, sanitation and a safe and healthy environment are equally important to prevent them from getting sick.

Activity 1

Categorizing Children's Needs

Below is a list of needs that are relevant to all children, though some of the needs might become more important as children grow older.

For each need, check the box(es) to show whether you think the need is: a) physical, b) social, economic and/or cultural, c) psychological, intellectual and/or emotional, or d) spiritual. You may check more than one box for each need. Remember that many needs can be categorized in more than one way.

	Physical	Social, Cultural, Economic	Psychological , Intellectual, Emotional	Spiritual
Adequate Food and Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Stable and Loving Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protection From Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Access to

Health

Services

Access to

Information

n

Access to

Education

Time to

Explore,

Relax or

Play

Discussion on Activity

1. The need for adequate food, water and clothing are physical needs, because these affect the health and
2. A stable, loving family may be a social and cultural need as the family is important in providing a social
also share their language, food and values, which are part of their culture. Families may also be a psych
response to problems children experience outside the family home.
3. Protection from abuse, exploitation or violence is a physical need to prevent physical harm, but equally
4. Access to health services and education are social, economic and cultural needs as the ability to learn a
children to contribute to society and become economically independent adults. Access to health service
depending on the illness or health condition.
5. Access to age appropriate information is a psychological need, enabling children to make choices and c
6. Time to relax and play is a psychological need and a spiritual need, allowing children time and space to
a physical need because if children are not able to get enough relaxation and free time, their health and

may still be correct, providing you are able to explain why.

Responding to Children's Needs as They Grow Older

Although these needs are universal, different approaches to meeting them are required as children grow older. For example, a tiny baby will require constant physical care and protection, whereas as they grow older, children become better able to take responsibility for meeting those needs themselves. As their physical, emotional, cognitive and social development takes place, children are able to assume increasing responsibility for their own decisions. For example, a pre-school child has only a limited understanding of cause and effect and will need adults to set safe limits. By adolescence, children are capable of engaging in abstract reasoning and should be allowed greater independence in decision-making. Privacy, respect for confidentiality and capacity for decision-making are needs that become increasingly important to older children. As children experience puberty, they may become sexually active and develop emotional attachments beyond the family. They therefore need information relating to sexual and reproductive health.

It is important to note that these changes do not take place at the same age and same rate for all children. Children's talents, their environment, the level of support they receive, and opportunities for creative and active involvement, as well as cultural expectations will all influence their capacities for decision-making and taking responsibility for their needs.

Other factors, such as gender or disability, can also have a significant effect on how children's needs must be met. For example, a child with multiple disabilities is likely to require far greater medical interventions in order to meet his/her needs for health care and opportunities for development. These factors will also often affect the extent to which they are actually met. For example, in

many cultures, girls' opportunities for emerging independence may be denied and they may have less access to education and more limited opportunity for expression of views.

Activity 2

Discuss the characteristics of children's needs.

1. Which needs apply to all aspects of a child's development?
2. Using the list of needs discussed, what interrelationships and interdependencies exist between them?
3. How do children's needs change at different stages of their development? Are there age-specific vulnerabilities?
4. Do these needs extend to all children in all societies, irrespective of a country's wealth or stage of development?

Discussion on Activity

1. Shelter is a physical need, but it does not fulfill intellectual or emotional needs, whereas education is not a physical need but it fulfills the satisfaction of intellectual, psychological and emotional needs.
2. A child's need for health care will be influenced by whether or not s/he has access to an adequate standard of living. Children with inadequate diet and poor opportunities for cultural and intellectual stimulation are likely to experience health problems. Similarly, a child's mental health and well-being will be influenced by access to a secure family life, understanding and experience with being listened to and taken seriously, as well as by access to appropriate mental health services.
3. Privacy and respect for confidentiality, for example, are issues that are of increasing concern for older children who are involved in decision-making. However, physical needs endure throughout childhood, as do needs for protection from harm.
4. These needs for health and well-being are universal, whether or not children live in high-, mid- or low-income countries.

Understanding Children's Rights

The relationship between needs and rights

Children's needs are universal. They apply to children in all socio-economic and cultural environments. It does not matter whether a child lives in sub-Saharan Africa, Brazil or Sweden, s/he has needs for a stable family life, adequate food, education and respect for his/her abilities. The fulfillment

of *all* needs is essential for children’s optimal health and development, and they are mutually interdependent—none take precedence over another. However, children’s needs cannot be met without adult support. Their youth, vulnerability and lack of power mean that they are dependent on the adults who have responsibility for them. This places obligations on adults to create the necessary conditions that will ensure this happens.

Acceptance of the idea that adults have responsibilities or obligations to meet children’s needs has led the international community—all the governments of the world—to accept that children are entitled to have their needs met. In other words, children have rights. *A right is often defined as a moral, ethical or legal entitlement to have or do something.*

The difference between a need and a right is that a need describes the conditions required for children to thrive. A right is recognition of the child’s entitlement, by virtue of being a child (human), to have that need fulfilled. This, in turn, places specific obligations on adults at all levels of society to take the necessary actions to ensure that those rights are implemented for every child—for example, action to protect the rights of the individual child to access health care or education, but also the consideration of public policies that potentially impact children’s health and development, such as housing, transportation, environment, macroeconomics and poverty .

Figure 2.

Rights are based on the shared recognition of the conditions that are fundamental to children’s dignity, identity, health, survival, development and well-being. They are universal, inalienable and indivisible—applicable to every child in all contexts and cultures, all the time. All rights have equal importance. Everyone is equally entitled to human rights without any discrimination. Some rights can only be fulfilled if governments and other responsible people provide certain conditions, for example, health and education services. Other human rights are described as freedoms, for example, freedom to choose one’s own religion. Everyone is entitled to enjoy their rights without undue interference.

Human Rights are Universal, Inalienable and Indivisible

Universal means that it applies to every person, regardless of the country of residence or social-economic status in a society or community. A child living in the U.S., a government worker living in Tanzania and a farmer living in the

United Kingdom all have the same rights.

Inalienable means that it cannot be taken away, except in some limited circumstances. For example, the right to freedom may be removed if a person is found guilty of a crime by a court of law. However, a person cannot be held indefinitely without trial.

Indivisible means that it is interdependent with other rights. The advancement of one right supports the advancement of other rights. Similarly, the deprivation of one right adversely affects the enjoyment of other rights.

Adult and Children's Rights

In the same way that adults and children's needs have similarities and differences, children have rights, which are both similar and different to adult rights.

Activity 3

Recognizing Important Children's Rights

Below is a list of human rights that have been accepted by the international community. Do you think any are equally significant to both children and adults?

1. The right to life
2. The right to health
3. The right to have a nationality
4. The right to vote
5. The right to protection from harmful traditional practices
6. The right to express opinions freely
7. The right to privacy

Are any of these rights the same or similar to human needs?

Discussion on Activity

Consider the following in addressing children's rights:

1. The right to life is a right to survival, protection and development. In particular, it protects people from... equally important to children and adults. However, very young children are more vulnerable so will need...
2. The right to health is equally important for everyone, but children are vulnerable to childhood diseases... achieve optimum physical and psychological development. The right to health is therefore particularly... cannot reverse stunting as a consequence of poverty and malnutrition, they may not recover from prevention... of growth and development later in life.
3. The right to have a nationality means that every person should be able to say they belong to a nation. To... country and they need to seek safety. It may become more important when children reach adulthood if... authorities.
4. The right to vote is usually restricted to adults in any society. Some countries have introduced the right... in most countries voting is a right that comes into being at the age of majority, which is usually 18 years...
5. Harmful social or cultural practices include all traditional, customary or religious practices that are inju... being, including, for example, forced marriages and female genital mutilation. Children are clearly more... the decisions of adults. This right is therefore especially important to children.
6. Everyone has a right to be able to express his/her opinion, providing the same rights of others are respe... to communicate as they get older, so this right will become increasingly important. This right is equally... disabilities, and children from all ethnic, cultural and social backgrounds.
7. The right to privacy is important to both adults and children, but parents or guardians must exercise sup... younger children to have less privacy and more supervision, and for older children to have greater priv...

Adults and Children's Rights (Cont.)

It should be clear by now that rights are strongly associated with needs. Earlier we talked about the *need* for access to health services, and above we have indicated that people have a *right* to health. We also talked earlier about the *need* to be protected from abuse. The *right* to protection from harmful social or cultural practices will help to meet this need.

Some rights, such as the right to have a nationality and the right to be able to express opinions freely, may seem less important as they are less immediate when compared to needs such as the need for shelter and clothing. However, they are important in helping an individual be recognized and thrive in a community and wider society.

Needs and rights are not the same, but they are closely related. Many needs are enshrined in rights and children, in particular, have a right to have their needs met. Rights are important in promoting optimal health and development of all children. The following table provides an overview of the differences between needs and rights:

Table 1

Basic Needs Approach

Needs are met or satisfied.

Needs do not imply duties or obligations.

Needs are not necessarily universal.

Basic needs can be met by focusing on goals or outcomes.

Needs can be ranked in a hierarchy of priorities.

Human Rights Approach

Rights are realized (respected, protected and fulfilled.)

Rights always imply corresponding duties or obligations.

Human rights are always universal.

Human rights can be realized only by attention to both outcome and process.

Human rights are indivisible because they are interdependent; there is no such thing as “basic rights.”

Needs can be met through charity and benevolence.

Charity and benevolence are optional whereas rights involve duty or obligation.

It is seen as acceptable to state that “80 percent of all children have had their needs met to be vaccinated.”

In a human rights approach, this means that 20 percent of all children have not had their right to be vaccinated realized.

Summary

Children’s needs are universal. They apply to children in all socio-economic and cultural environments. It does not matter whether a child lives in sub-Saharan Africa, Tajikistan or Sweden, s/he has needs for a stable family life, adequate food, education and respect for his/her abilities. The way in which needs are met will vary in different cultures and for different children. For example, family structures differ, children start education at different ages, opportunities for play may be more or less formal, the relationship of children to work varies, disabled children may need additional support, etc.—but their fulfillment remains necessary for their optimal health and well-being.

The fulfillment of all needs is essential for children’s optimal health and development. There is often a tendency to view physical needs as having priority. It is true that without food, children will die. However, it is also true that without education or play, children’s full potential cannot be realized. And, without respect and freedom from discrimination, their psychological and emotional well-being will be impaired. Children’s needs are mutually interdependent; none take precedence over another.

Children cannot fulfill their needs without adult support. Their youth, vulnerability and lack of power mean that they are dependent on the adult world to ensure that their needs are met. This places obligations on adults to create the necessary conditions that will ensure this happens. This obligation extends not only to the fulfillment of needs for individual children, such as family life and access to health care or education, but also the consideration of public policies that potentially impact children's health and development, e.g., housing, transportation, environment, macroeconomics and poverty. This means that government policy at all levels must take active and consistent account of children's needs.

Acceptance of the premise that adults have responsibilities or obligations to meet children's needs is de facto acceptance that children are entitled to have their needs met. In other words, children have rights. These rights have been endorsed and codified by the international community in the *CRC*. The *CRC* elaborates these rights and calls on governments to introduce the necessary measures to ensure that these rights are respected for all children. It asserts that: a) they are universal, indivisible and interdependent, and b) their fulfillment must be grounded in a commitment to an understanding that children, as subjects of rights, must be respected, listened to and taken seriously in the exercise of their rights.

Quizzes

- 1) Write six rights of child.
- 2) Explain the right of education to child.
- 3) What are the essential needs for children?
- 4) What is the relation between rights and needs?
- 5) Compare between basic right approach and human right approach.

Chapter 4

Problems of Family: Types, Causes and Effects

<https://www.youtube.com/watch?v=iwxkN64Cl4E>

Waller and Hill 1956 define crisis is something that makes one strive for a different and unusual solution of the problem. Any rupturing of family relationships which forces reorganization of the family pattern not only constitutes a family crisis but is also a threat to family unity.

Types of Family Crisis:

Foster 1957 classifies family crisis into two types:

1. Loss of economic support, death, severe and prolonged illness, accidents and the like.
2. Crisis which involve social stigmas like celibacy and major social calamities like war, economic inflation and depression. In the first classification there are two subtypes namely usual and expected crisis and crisis arising from family conflict situation.

Usual and Expected Crisis:

These problems arise daily in all families varying in time and degree from family to family. As they are usual, they are also expected. Among these some are beyond the control of the family members for example war, deaths, accidents, illness, unemployment or under employment. Each crisis involves corresponding changes in the family. Poverty and sickness form a vicious partnership, each helping the other to add to the miseries of mankind.

Man is unable to work due to sickness. A major portion of his income is spent on the care and treatment of disease that results in a decrease of income leading to poverty condition of family. Similarly poverty condition results in sickness. One has to work hard with insufficient nutritious diet due to less income and

suffers from physiological and psychological disorders and becomes incapable of doing any work.

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Financial loss also occurs in case of various types of accidents like poisoning, scalds and burns, drowning, road accident etc. If the bread winner meets with an accident and may die or become handicapped, it creates more problems in the family.

If one member of family falls sick the role assigned to him is supposed to be carried out by others with the consequent general sharing of responsibilities. If the sick person is an earning member economic stress has also to be borne by making alternative arrangements.

Crisis Arising From Family Conflict Situations:

This type of crisis involves emancipation from over protection or dependence upon families, feeling of being unwanted and rejected by the parents and conflicts with the relatives and between brothers and sisters, unwanted child in the family, illegal abortion or rejection after birth, extra marital affairs, divorce and husband or wife nagging irritating and complaining crisis.

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Crisis Involves Social Stigma:

It includes alcoholics, jobless, delinquency, physical and mental deterioration, premarital relationship, pregnancy of unmarried daughter and presence of mentally deficient or physically handicapped children in the family. Problems originate within the family out of interpersonal relationship are known as intra-familial and problems which are beyond the control of the individual family due to economic depression or other calamities are known as extra-familial crisis affect a number of families at the same time while the intra-familial affects the members of a particular family.

Causes of Family Problems:

Inadequate interpersonal relationship, class membership pressures, economic and other stresses, social disgrace are the causes of family crisis and involves a threat to the family organisation to its form and structure.

Effect of Crisis:

Any crisis is blow to the family. All members are affected collectively. It creates sorrow, anger or anguish for family members and they play their role without enthusiasm. Crisis has short and long-term effects upon the family. Thoughtful planning, sacrificing nature of family members, family adaptability, family integration, affectionate relations among family members, good marital adjustment between husband and wife, companionable parent-child relationships, family counsel, type of control indecision making, participation of wife in activities outside the home and previous successful experience with crisis are all important factors in enabling families to adjust to crisis. The house wife must be mentally prepared to face the situation with courage. She has to absorb the shock arising from such problems to look after the family members. A majority of family problems are not under the control of the family. They must be endured with patience. Thoughtful planning, emotional maturity and ability to adjust to new circumstances will help to face the situation boldly. It is not a task to be accomplished by a single individual. The whole family needs to be reset, as a co-operative endeavour with the motto “United we stand and divided we all fall”

Challenges Facing Families

[Abuse](#)

Abuse not only injures the body, mind, and spirit, it is a violation of the teachings of the Savior. Victims of abuse can seek help from their priesthood leader to guide them through the process of healing. “We are all under the

Savior's command to love and care for each other and especially for the weak and defenseless" (Dallin H. Oaks, "Protect the Children," *Ensign*, Nov. 2012).

Addiction

Those who have suffered from addictive behaviors have found that their addiction affects all aspects of their life. But recovery is possible through the Atonement of Jesus Christ. "For those of you who have fallen prey to any kind of addiction, there is hope because God loves all of His children and because the Atonement of the Lord Jesus Christ makes all things possible" (M. Russell Ballard, "O That Cunning Plan of the Evil One," *Ensign*, Nov. 2010).

Communication Issues

Our words and deeds should be filled with kindness, charity, and love. This is true not only for members of our families, but for everyone around us. "With such words, spoken under the influence of the Spirit, tears can be dried, hearts can be healed, lives can be elevated, hope can return, confidence can prevail" (Jeffrey R. Holland, "The Tongue of Angels," *Ensign*, May 2007).

Divorce

Divorce is a trial that affects the entire family. Those affected by divorce can receive strength and comfort from the Lord's promise: "Come unto me, all ye that labour and are heavy laden, and I will give you rest. . . . For my yoke is easy, and my burden light" (Matthew 11:28, 30).

Grief

Grief is a part of mortality. But because Jesus Christ has suffered the pains and afflictions of all mankind, we do not have to endure it alone. “Though the storm clouds may gather, though the rains may pour down upon us, our knowledge of the gospel and our love of our Heavenly Father and of our Savior will comfort and sustain us and bring joy to our hearts as we walk uprightly and keep the commandments” (Thomas S. Monson, “Be of Good Cheer,” *Ensign*, May 2009).

Parenting

Parents who rear their children in the teachings of Jesus Christ can find happiness and fulfillment. “Parents have a sacred duty to rear their children in love and righteousness” (“The Family: A Proclamation to the World”).

Pornography

Pornography is a toxic counterfeit and misuse of the sacred and powerful God-given gift of human sexuality. Pornography negatively impacts our relationships with God, family, and ourselves. Nonetheless, peace and recovery are possible. “Repent and, if necessary, repent again and again and again and again until you—not the enemy—are in charge of you” (Boyd K. Packer, “How to Survive in Enemy Territory,” *Ensign*, Nov. 2012).

Same-Sex Attraction

The experience of same-sex attraction is a complex reality for many people. The attraction alone is not sinful. While individuals do not choose such attractions, all individuals choose how to respond to them. “Let’s work together on this and find friendship and commonality and brotherhood and sisterhood. It’s important that there be love, and that there be hope” (D. Todd Christofferson, *mormonsandgays.org*).

[Strengthening Marriage](#)

Couples who have chosen to work through marital problems will find that the Holy Ghost will guide them on their journey. Using the gospel for guidance will not only mend marriages, it will strengthen them to last through eternity. “Marriage is sanctified when it is cherished and honored in holiness. That union is not merely between husband and wife; it embraces a partnership with God” (Russell M. Nelson, “Nurturing Marriage,” *Ensign*, May 2006).

[Suicide](#)

Although it is wrong to take one's own life, only God can judge such a matter. “Obviously, we do not know the full circumstances surrounding every suicide. Only the Lord knows all the details, and He it is who will judge our actions here on earth” (M. Russell Ballard, “Suicide: Some Things We Know, and Some We Do Not,” *Ensign*, Nov. 1987).

Family Life Education

Qualified educators are central to the success of family life education, as it is these individuals who bear major responsibility for shaping the educational experience and interacting with participants. Despite their importance, however, few guidelines are available to help prepare family educators. In

1985, the National Council on Family Relations established a certificate program to help improve the training and qualifications of family life educators (Davidson 1989; National Council on Family Relations 1984). Through this program, recognition is given to individuals who hold a baccalaureate or advanced degree in specified fields of study, have a minimum level of postsecondary education in the content areas of the Framework for Family Life Education, and have completed a specified level of related work experience. The *Certificate in Family Life Education* (CFLE) is a voluntary credential, and has been granted to individuals in the United States, Canada, Puerto Rico, Japan, Korea, the Philippines, and Singapore. An important outcome of the CFLE program has been its influence on the content of the college/university programs that prepare family life educators.

The Internet and the World Wide Web present new challenges for family life education. Information technologies make it possible to provide family-related information twenty-four hours a day, every day, and may help facilitate the preparation of professionals through online courses and chatrooms (Hughes, Ehata, and Dollahite 1999). Although it is likely that these technologies will enhance rather than replace more traditional family life education approaches, important issues that will require attention include the reliability and validity of the information available and the effectiveness of this form of family education. As well, the emergence of such things as computermediated relationships (cyber-relationships) and sexualized Internet use requires rethinking the content and strategies of family life education (Merkle and Richardson 2000; Sanders, Deal, and Myers-Bowman 2000).

Family life education is an important means to help ameliorate family issues and problems, but in many situations these programs by themselves may not be sufficient unless their development and implementation are supported by social

and educational policies and political decisions. School boards and community interest groups may place restrictions on the content taught in schools, thereby failing to meet some important needs of this age group. Inadequate financial support often means that programs are available primarily to those who can afford to pay registration fees, not necessarily to those who may want or need the programs the most. And, as seen at the beginning of the twenty-first century, resolving the AIDS (Acquired immunodeficiency syndrome) crisis in Africa and elsewhere will not only require adequate family education and governmental support to make this education widely available but also political decisions that will ensure that medications are available to those who need it at a reasonable cost

Underlying the practice of family life education is a basic belief in the importance of family living and a basic respect for persons that recognizes their ability to take charge of their own lives in satisfying ways. Through educational programs, family life education makes an important contribution toward strengthening families to fulfill their significant role as the basic unit of society.

Technology Has Negatively Affected Families

<https://www.youtube.com/watch?v=j-2fK8zx5Uw>

Family dynamics have been challenging since the first teenage cavegirl rolled her eyes, telling her mom "ugh." Today's lingo is LMAO, TTYL, BFF, OMG, and L8R; and kids aren't the only ones doing it. Add [Facebook](#), DS, Wii, iPad, and Twitter to the vocabulary, and the nuclear family is virtually unrecognizable, pun intended.

Like it or lump it, technology is in our world, and members of Generations Y and Z don't know life without it. According to 2011 Nielsen statistics, [teenagers](#) send and receive around 3,700 texts a month - that's about 125 a day!

Before your head stops spinning, assume that some of those 3,700 texts are to family members. Even the Evil Technology Giant has its benefits. To name just a few:

- Coordination of busy schedules: No more stranding a child at school or a parent at the airport. Text, phone or e-mail lets someone know plans have changed.
- Safety: In a crazy world, you want to know where your family is and that they have a way to reach in trouble.
- A "new connectedness": Texting has opened doors between parents and teens. Dr. Gene Beresin, a child psychiatrist at Massachusetts General Hospital, said texting gives teens "optimal distance" from parents, allowing for communication that wouldn't happen otherwise.

However, there's no doubt technology within family life has its conflicts. And the conflicts have only increased as the Internet and social media have joined distractions such as TV, the cell phone and the computer. Read on for five major negative effects and how you can manage these challenges. First up, hitting the books

Effect of Technology on Family time: Positive or Negative?



The advancements in technology have made a strong impact on almost all areas of our society. It is making a serious difference in the way kids and parents perceive the world and each other.

Have you ever thought about the **impact of technology on family time**?

Even when one can highlight how the reach of technology is breaking barriers between parents and kids, the other side of technology is almost creating a family divide. Most of the technologies we use today have changed from the perspective of just a ‘want’ to a ‘necessity’ in one’s life.

The technology has moved forward from simple computer gaming, SMS, chatting or emails to assignment completion tools and video calling. [Parenting in digital age](#) has now become more challenging than ever before.

Here let us have a look at how **technology has affected our families both positively and negatively**.

First we can go through the positive impacts of technology:

1. **Coordinate change of plans:** In the early days, there was no point of informing the family members if the day's plan got changed. One has to go directly and inform them if they can't make for the function, movie or dinner out. Now technology is offering a good assistance to coordinate the change of plans with just a message or call. Kids can let their parents know if they are staying late at school for some extra class without getting them worried.
2. **Reach family in trouble:** The location tracking facility is now of great help to reach the family in case of any trouble. If kids come across some mishap during their way, the location tracking facility helps parents to reach them as soon as possible. This is also giving kids a lot of confidence to travel around and do things independently without the fear of being alone. Technology is helping kids to grow up as independent persons without depending on parents for each and everything.
3. **Interaction with family groups:** The new messaging apps have options to set up family groups where one can interact with all members of their family despite where they are. Even the distant family is now more connected with social media groups rather than just interacting only at some events or birthday or marriage functions.

4. **Home security systems:** The safety within home with modern security systems has added more peace within families. The emergency alarms as well as the quick response options help to bring the police or the correspondent authority to be at the place at the time of a robbery or a fire. Having a feeling that the people and home belongings are safe gives you a more peaceful sleep.

5. **Parents engaging apps in school:** Most of the parents will be busy with their work schedules and find it difficult to make a visit to the school. The parents engaging apps have come to the rescue as they can virtually be present in school during all the activities of their child in campus. They can [maintain a good relationship with teachers through communication apps](#) and school portals and learn more about how their child progresses in schools.

6. **Virtual presence with video call:** Some parents are too protective about their children and won't allow them to stay out of their reach. However, with video call options, a person can virtually be present near you when talking. Even if it demands to stay abroad or in some distant places during your career, one can still be in close touch with the family through daily video conversations.

Now it is high time to know about the negative results of today's technology which happens just because of the way we use them. Here are a few of them:

1. **Too much screen time:** The situation prevailing currently in almost every household- If there are four members, each of them will have a personal

screen with which they spend most of the time. When parents and children come back after office and school at the end of the day, it is important to interact with each other. It helps maintain a personal bond and fosters empathy for the apprehensions of the other.

2. **Lack of quality time:** It is important to share some quality time with your family. Today's reality is that even when parents pretend to play with children or share some family moments, the emails or chatting is taking half of their attention. It is important to switch off your devices for at least an hour or two and spend some quality time together. The habit of bringing work home is one of the main reasons for many failing relationships as this compromises time for intimacy.

3. **Poor face-to-face interaction:** Today the mode of communication has drastically changed from direct face to face communication to merely chatting. This seriously affects children as they will have poor face to face interaction skills when they grow up. As they spend most of the time with screens, people will have only limited experience of proper interaction with humans which can lead to a shrink in the level of confidence. This can severely affect the professional performance of a child who is brought up in such mechanical environment.

4. **Interrupted family time:** It is good to share at least a meal together to have a good bonding with family members. The morning breakfast is used to watching everyone rush to make it in time for school and work. The dinner

time too is interrupted by technology with people choosing to eat as and when they finish of chatting or working. Even if they have dinner at the same time, everybody will be giving their half focus on their personal screens.

5. **Limited outdoor activities:** The detrimental lifestyle with lack of proper exercise and unhealthy eating habits is the prime reason for most of the problems. Technology has a real impact on the way people have changed the healthy habits. As people are busy with their gadgets, they have no [time for outdoor activities](#). The sedentary life style is seriously causing health issues for people of all ages. Kitchen and cooking is a rare sight for junk food is just a call away. Children now prefer computer games to outdoor games which add the problem of unhealthy eating.

6. **Setting wrong example:** Parents would advise children to go out and play and they sit inside the home with their screens. If Parents do not practice what they preach, the child won't follow. It is important to teach kids by setting good examples.

The right decision would be to add the right mix of technology in your family and experience the pleasures of both. Technology was invented for the good of mankind and so it is our duty to utilize it responsibly.

Parents can guide kids to enjoy the life rightfully by weighing the pros and cons of technology. Even schools are realizing the negative impacts of overuse of technology and taking children out of the four walls of the classroom to give them an opportunity to interact with the nature. Technologies have made life really

easy for us as information to anything under the sun is available at our finger tips. However, we should understand that even when technology has made this a better place to live; we should not compromise human values while enjoying it.

Quizzes

- 1) Foster 1957 classify family crises into two types .clarify.
- 2) Write about three crises in this chapter.
- 3) Write the good things of technology.
- 4) Technology has negative things for family .clarify.

Chapter 5

12 TIPS TO BETTER MANAGE YOUR WORK & FAMILY LIFE

<https://www.youtube.com/watch?v=0QDavkCuX9k>

POSTED ON SEPTEMBER 13, 2017 BY [JENNIFER BERRY](#)

As the school year begins, families gear back up, filling their schedules and facing the challenge of managing multiple commitments. Balancing work and family is an issue for almost every family and finding the right balance can feel completely overwhelming. There are some strategies, however, that can help families cope.

1. Set priorities.

With so many demands on our time, it's hard to be everything to everyone. You may be juggling a number of roles and goals in your life. You want to be successful at work, enjoy a healthy couple relationship, be an involved parent. You may have goals of furthering your education, maintaining a home, contributing to your community, keeping to a fitness regimen, saving for early retirement. Further, you may be juggling extended family issues, like caring for aging parents or dealing with an illness in the family. All of these things take your time and energy and often run into conflict with each other. As there are only 24 hours in a day, you may have to think about your values and set some priorities based on those values. For example, if "being an involved parent" is a priority for you – setting aside time each night to play with your children might take priority over working those over-time hours in order to finance a bigger home.

2. Plan and do things in advance.

Work weeks are when most of us tend to be the busiest. By preparing for Monday's arrival, you can ease the stress of the week ahead. Keep a family calendar posted on the fridge. On Sunday, look at what's on tap for the week and plan how you are going to manage the week. Where you can, make

meals on the weekend and put them in the refrigerator or freezer for a quick reheat on a busy evening. This can be an activity where you can involve and enlist your older children's help. Before shopping for groceries, get your cookbooks out and make a list of several meals for the following week and make your grocery list from your menu list. After work stress is often more in deciding what to make for supper than in actually making it. If you go home for lunch, do some initial meal preparation then so that it cuts down on your after-work meal prep time.

3. Negotiate flex hours or part-time hours if possible.

Flexibility in your work life can bring an incredible stress release to a household. If it's financially feasible, consider the option of part-time work. It may mean less financial freedom, but it may bring greater daily rewards and quality of life. Again, you need to consider your values and set your priorities. If possible, negotiate with your employer for flex hours or job-sharing that would be more conducive to your family life.

4. Find a number two and a number three person.

In the workplace and at home, you need to build tremendous supports. With the increased mobility of society, not all families have extended family support. If you don't have family available in town, seek out the help of co-workers, friends and neighbours. Line up a couple of co-workers that your children can call to deal with their questions or situations when you are unavailable.

5. Share with other families.

Share your issues with your neighbours and friends who are facing the same work/home balancing act. You will not only benefit from the mutual support, but can also share ideas on how you manage your busy schedules.

Look to share responsibilities with other parents. Take turns walking the children to school, driving the kids to their outside activities, babysitting each other's children.

6. Limit after-work and after-school involvements.

While parents have good intentions and want to provide their children with a variety of skill sets, parents can get ensnarled in the unlimited opportunities available for children and can thereby create very busy schedules for both their children and themselves. Limit the number of outside activities your children participate in to one activity at a time. Instead, do things together as a family like skating or going for a bike ride. In addition, limit your own after-work activities. You don't need to sit on the church committee, coach your child's soccer team and volunteer for your favourite charity. It is wonderful and rewarding to contribute to your community, but you may not be able to do it all given your circumstances. Again, look to your values and set your priorities. Consider what you can manage now and what you may be able to do at a future stage in your life. Learn to say "no" and let go of the guilt.

7. Build rituals into your life.

Schedule time to ensure that family time happens. Establish a family movie or games night. Make meal time sacred family time when you sit down together for dinner and take turns sharing the day's events.

8. Take time for yourself.

Taking time for yourself has to be a priority. It's something you should do no matter how tired you are. Drag yourself out the door to your fitness class, afterwards you will be in better humour and happy that you did something for yourself. Have your one favourite show a week and protect that time.

After you tuck the kids in bed, make that bowl of popcorn and sit down and watch your weekly drama. Get out of the office over lunch, go for a walk and feel the sun on your face. If you take care of yourself, you will be better able to take care of those you love and deal with the stress that a busy schedule brings.

9. Make room for couple time.

In the work/home whirlwind, it is easy for two people, while living in the same household, to drift apart. Just as it is important to spend time interacting with your children, it's important to spend time interacting with your partner. Set aside time for one another. On Friday nights, book a babysitter whether you have plans or not. Even if it's just for an hour when you can get away and go for a walk together.

10. Share your work experience with your children.

Through your words and actions, your children should know that they are a priority in your life, but it is also helpful to let them know that your work is important to you too. Talk to your children about what you do at work and take them with you to see where you work. Children are more likely to be responsive to your work demands when you share that part of your life with them.

11. Find time for fun.

Keep in mind that work is only one part of you. We only go around once, so it's important to enjoy your life and make time for fun. Look for opportunities to enjoy life both at home and at work. Find the humour in things. Laugh.

12. **Be there for the moments.**

There will be special moments in your children's lives that may happen before 5:00 p.m. – a football game, a school concert, a speech. Most employers, managers, clients have families too and understand these family situations. Talk to your boss, explain your need to be there, have a plan in place as to how they can deal with your absence or you can get the job done in another way or at another time. Perhaps you can work with a colleague and spell each other off for those important family occurrences.

10 Healthy Discipline Strategies That Work

The AAP recommends positive discipline strategies that effectively teach children to manage their behavior and keep them from harm while promoting healthy development. These include:

1. **Show and tell.** Teach children right from wrong with calm words and actions. Model behaviors you would like to see in your children.
2. **Set limits.** Have clear and consistent rules your children can follow. Be sure to explain these rules in age-appropriate terms they can understand.
3. **Give consequences.** Calmly and firmly explain the consequences if they don't behave. For example, tell her that if she does not pick up her toys, you will put them away for the rest of the day. Be prepared to follow through right away. Don't give in by giving them back after a few minutes. But remember, never take away something your child truly needs, such as a meal.
4. **Hear them out.** Listening is important. Let your child finish the story before helping solve the problem. Watch for times when misbehavior has a pattern,

like if your child is feeling jealous. Talk with your child about this rather than just giving consequences.

5. **Give them your attention.** The most powerful tool for effective discipline is attention—to reinforce good behaviors and discourage others. Remember, all children want their parent's attention.
6. **Catch them being good.** Children need to know when they do something bad--and when they do something good. Notice good behavior and point it out, praising success and good tries. Be specific (for example, "*Wow, you did a good job putting that toy away!*").
7. **Know when not to respond.** As long as your child isn't doing something dangerous and gets plenty of attention for good behavior, ignoring bad behavior can be an effective way of stopping it. Ignoring bad behavior can also teach children natural consequences of their actions. For example, if your child keeps dropping her cookies on purpose, she will soon have no more cookies left to eat. If she throws and breaks her toy, she will not be able to play with it. It will not be long before she learns not to drop her cookies and to play carefully with her toys.
8. **Be prepared for trouble.** Plan ahead for situations when your child might have trouble behaving. Prepare them for upcoming activities and how you want them to behave.
9. **Redirect bad behavior.** Sometimes children misbehave because they are bored or don't know any better. Find something else for your child to do.
10. **Call a time-out.** A [time-out](#) can be especially useful when a specific rule is broken. This discipline tool works best by warning children they will get a time out if they don't stop, reminding them what they did wrong in as few

words—and with as little emotion—as possible, and removing them from the situation for a pre-set length of time (1 minute per year of age is a good rule of thumb). With children who are at least 3 years old, you can try letting their children lead their own time-out instead of setting a timer. You can just say, *"Go to time out and come back when you feel ready and in control."* This strategy, which can help the child learn and practice self-management skills, also works well for older children and teens.

Learn from Mistakes—Including Your Own

Remember that, as a parent, you can give yourself a time out if you feel out of control. Just make sure your child is in a safe place, and then give yourself a few minutes to take a few deep breaths, relax or call a friend. When you are feeling better, go back to your child, hug each other, and start over.

If you do not handle a situation well the first time, try not to worry about it. Think about what you could have done differently and try to do it the next time. If you feel you have made a real mistake in the heat of the moment, wait to cool down, apologize to your child, and explain how you will handle the situation in the future. Be sure to keep your promise. This gives your child a good model of how to recover from mistakes.

Healthy & Effective Discipline Tips by Age/Stage

Infants

- Babies learn by watching what you do, so set examples of behavior you expect.
- Use positive language to guide your baby. For example, say, *"Time to sit,"* rather than, *"Don't stand."*
- Save the word, *"no,"* for the most important issues, like

safety. Limit the need to say "no" by putting dangerous or tempting objects out of reach.

- Distracting and replacing a dangerous or forbidden object with one that is okay to play with is a good strategy at this age.
- All children, including babies, need consistent discipline, so talk with your partner, family members, and child care provider to set basic rules everyone follows.

Four Parenting Styles



First, it's important to understand how your parenting approach may be contributing to the problem, especially in a culture that has made *discipline* a dirty word. To speak of a parent disciplining a child today evokes images of unreasonable anger and brutal beatings. That's not biblical discipline. Two case studies — one sociological and the other biblical — show us what appropriate, godly discipline is all about. Sociologist Reuben Hill conducted a study of thousands of teens and parents in Minnesota. Hill put all of his research on a grid with an x-axis, a y-axis, and four quadrants. The horizontal axis measured how

much discipline or control parents exercised in their relationship with their child. The vertical axis measured love. Hill found that different parenting styles produced different responses among children. Reuben Hill's research as presented by Dr. Richard Meier in a seminar on parenting, MinirthMeier Clinic, Dallas, Texas, 1988.

- 1. The Permissive Parent.** The upper left quadrant represents parents who are high in love but low in discipline: the permissive parent. The study revealed that permissive parents tend to produce children with very low self-esteem and feelings of inferiority. Though the parents express a lot of love, the lack of [boundaries](#) leaves their children with a high level of insecurity. The kids feel loved, but they are never sure of their limits. Their parents are generally fearful, afraid of messing up and damaging their children's psyche, so they never set firm boundaries. The kids feel very [loved](#) and yet very unsure of themselves.
- 2. The Neglectful Parent.** The lower left quadrant belongs to the worst of all four combinations: the neglectful parent. This kind of parent doesn't express much love and also doesn't really care enough to discipline. Their children tend to grow up with little or no lasting relationship with Mom or Dad. They're estranged because they feel forsaken. The parents' neglect may not necessarily be intentional — they may simply be in the midst of their own traumas and chaos, like an addiction or an abusive situation. They don't purposely desire to neglect their kids, but they don't know how to deal with their own issues adequately and don't have the tools to be healthy parents. These children grow up with unbelievably deep [emotional scars](#), and their only hope is to find Christ, be surrounded by godly role models, and get some good Christian counseling.
- 3. The Authoritarian Parent.** The authoritarian parent shows up in the lower right quadrant. This kind of parent doesn't express love and affection well but is very high on discipline. They raise children who are [provoked to rebellion](#). The bar is always high and the "musts" are always abundant, so there's a strong sense of safety. But this kind of parent isn't

content just to win the war; they have to win every battle too. [Communication](#) between parent and child takes the form of arguing and fighting, especially when the child is old enough to fight back. Authoritarian parents squeeze their kids until the kids can't wait to leave home, and as soon as they do, they rebel. When Paul told the Ephesians not to overcorrect their children and exasperate them, he was warning authoritarians not to raise children who would reject the faith altogether. 4. **The Authoritative Parent.** Those who land in the upper right quadrant provide the best combination of love and discipline. This kind of parent is authoritative — not an overbearing authoritarian, but a compassionate yet firm authority. They have clear [boundaries](#) but are also very loving. Everyone knows who the boss is, but there's also a connection between parents and child, a consideration that respects and honors who the child is while not compromising his or her disciplinary needs. The result is a child high in self-esteem and equipped with [good coping skills](#). This secular sociological study found that the parent who balances love and discipline, without compromising either, produces well-adjusted kids who maintain a positive relationship with Mom and Dad. This research, the best available today, affirms parents who express love well and maintain a high degree of control in their home. All of us want to be in quadrant four, and probably most of us think we are. But before we move on to our biblical case study, consider these questions: Where do you tend to err? If you had to pick a quadrant other than number four to represent your worst moments as a parent, which would it be? Make a mental note of your answer; it will help you later when we look at our parenting through new lenses.



Quizzes

- 1) What are the tips of managing work and family life?
- 2) What are the healthy discipline strategies for the work?
- 3) Write about the parenting style.

Best wishes