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Chapter 1
Understanding the Meaning and Significance of Family
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Abstract

Family is the institution, which makes provision of information to the individuals in terms of all the aspects that lead to their progression. The individuals augment their knowledge and understanding in terms of various methods and approaches that would lead to their effective growth and development. The individuals, throughout their lives need to be informative in terms of ways to promote well-being and goodwill. Hence, the family members are regarded as the first and foremost individuals, who prepare the individuals in an adequate manner. The individuals need to bring about changes in their lives. When they are to enhance their career prospects, personality traits or find a suitable match, they need to obtain help and support from family members. The family members are important in natal and marital homes. In both homes, the individuals need to be focused in forming cordial and amiable terms and relationships with family members. There are number of factors that are experienced by the individuals in terms of which the family members make provision of help and support. These are, promoting good health and well-being, providing economic security, imparting information in terms of values and norms, participating in leisure and recreational activities and so forth. Therefore, it is of utmost significance to acquire an efficient understanding of the meaning and significance of family. The main concepts that are taken into account in this research paper are, factors highlighting the meaning and significance of family, functions of family and understanding the changes taking place in the family system.

Keywords: Activities, Communication, Development, Family, Norms, Security, Values, Well-being

Family is regarded as the first and foremost institution from where, growth and development of the individuals takes place (Family, n.d.). It is a social institution, which renders an important contribution in imparting information in terms of all the methods and approaches, which would lead to enhancement of one's overall quality of lives. Family members are regarded as primary support systems. Parents are regarded as the first and foremost teachers of their children. They are vested with the authority and responsibility of making provision of information among their children in terms of various areas, make decisions for them, guide them towards the right direction and promote their well-being and goodwill. On the other hand, children are required to listen to their parents and obey their instructions. The family is usually considered as the first priority of the individuals. The individuals, belonging to all communities, categories and backgrounds hone their knowledge and skills and prepare themselves to promote well-being of their families. Within the families, it is necessary for the individuals to form positive viewpoints and reinforce cordial and amiable terms and relationships with each other.

When conducting research on family, it is necessary to understand the types of families. These are, nuclear, joint, family of procreation and family of orientation. Nuclear family is the family, which comprises of husband, wife and their unmarried children. On the other hand, joint family is the family, when two or more nuclear families reside under the common roof. It comprises of parents, children, siblings, aunts, uncles, cousins, in-laws and in some cases, even grandparents. Family of orientation is the family into which the individuals are born. The relationships include, grandparents, parents, siblings, aunts, uncles, and

cousins. Whereas, the family of procreation is the family, which is formed due to marriage (Family, 2022). When an individual gets married, he or she forms number of additional relationships. One of the important factors that needs to be taken into account is, all the family members are required to hone communication skills, treat each other with respect and courtesy, inculcate the traits of morality, ethics, honesty and truthfulness and possess an approachable nature and an amiable attitude. When all the family members, irrespective of their genders and age groups, acknowledge these factors, they will be able to contribute significantly in reinforcing pleasantness in terms and relationships.

In the personal and professional lives of the individuals, they are overwhelmed by number of problems and challenges. The family members are the ones who are approached for help and support. They acquire an efficient understanding of the problems of the individuals and make provision of useful ideas and suggestions. In some cases, the family members are not aware in terms of solutions to various problems. In such cases, usually they are not consulted. For example, if two siblings make selection of different fields, they make not seek suggestions from each other in case of occurrence of problems in their professional lives. Throughout the lives of the individuals, they need to seek guidance in order to progress towards the right direction. Apart from one's parents, siblings, grandparents, aunts, uncles, and cousins, in marital homes, spouse and in-laws are the individuals, who render an important contribution in promoting well-being and goodwill. When there are occurrence of conflicting situations or any kinds of disagreements among family members, these need to be solved in an adequate manner. There should be implementation of peaceful conflict resolution methods and communication processes need to take place in an effective manner.



Factors highlighting the Meaning and Significance of Family

The meaning and significance of family is recognized by all the individuals, irrespective of their age groups, occupations, communities, and socio-economic backgrounds. The individuals, belonging to deprived, marginalized and economically backward sections of the society are overwhelmed by the societal problems of poverty, illiteracy, unemployment and homelessness. But they are aware that family is important for them. All the individuals aim to put into practice their job duties and functions in such a manner that would contribute effectually in promoting well-being of their families. Furthermore, the conduct of the individuals should be moral and ethical. Individuals need to form cordial and amiable terms and relationships with family members (Family, 2022). It is indispensable for the individuals in terms of all the factors that highlight the meaning and significance of family. These are, facilitating in effective growth and development; facilitating in up-gradation of knowledge, skills and capabilities; leading to enhancement of one's career prospects; leading to enhancement of one's personality traits; leading to promotion of good health, physically and psychologically and enabling the individuals to emerge into productive human beings. These are stated as follows:

Facilitating in effective Growth and Development

Parents are vested with the authority and responsibility of putting into operation the tasks and activities in such a manner that would lead to their effective growth and development. They make provision of information among their children in terms of various aspects, make wise and productive decisions for them, guide them towards the right direction and promote their well-being and goodwill. On the other hand, children are required to respect their parents and obey their instructions. When the parents and children will form cordial and amiable terms and relationships with each other, the job duty of leading to effective growth and development of their children will be carried out in a well-organized manner. Therefore, facilitating in effective growth and development is an indispensable factors highlighting the meaning and significance of family.



Facilitating in Up-gradation of Knowledge, Skills and Capabilities

From the stage of early childhood, throughout the lives of the individuals, they need to pay attention towards up-gradation of knowledge, skills and capabilities. These are regarded as the key to do well in one's jobs, enhance their personality traits and lead to up-gradation of their overall quality of lives. These are honed on one's own, getting enrolled in educational institutions and training centres. Furthermore, taking help from family members also prove to be advantageous to the individuals. Family members make provision of ideas, resources, support as well as adequate guidance that is necessary to carry out this

task. When the individuals are unable to overcome various types of problems and impediments, they obtain ideas and suggestions from family members. Therefore, facilitating in up-gradation of knowledge, skills and capabilities is a notable factor highlighting the meaning and significance of family.

Leading to Enhancement of one's Career Prospects

The career prospects of the individuals can be enhanced through acquisition of good-quality education and getting engaged in employment opportunities. When the individuals are fortunate enough to acquire employment opportunities related to their field, they are able to contribute significantly in enhancing their career prospects. The adult individuals usually are well-aware of the methods and strategies, which would enable them to enhance their career prospects. But family members make provision of moral and emotional support. When the individuals are overwhelmed by stressful situations, the family members provide comfort. Hence, when the individuals have supportive family members, they are able to contribute significantly in achieving their professional goals. Furthermore, they will do well in professional spheres and enhance their career prospects. Therefore, leading to enhancement of one's career prospects is a vital factor highlighting the meaning and significance of family.



Leading to Enhancement of one's Personality Traits

In leading to enhancement of one's personality traits, the various aspects that need to be taken into account are, being well-versed in terms of job duties and responsibilities; being informative in terms of methods, approaches and strategies; honing problem-solving, analytical and critical thinking skills; maintaining body weight; dressing neatly; possessing an approachable nature and an amiable attitude; inculcating the traits of morality and ethics; implementing the traits of diligence, resourcefulness and conscientiousness; possessing the abilities to work under stress; providing solutions to various types of problems in an effective manner; making wise and productive decisions; augmenting knowledge, skills and abilities; promoting good health, physically and psychologically and forming sociable terms and relationships with family members. Family members make provision of resources, support as well as adequate guidance that is necessary to enhance one's personality traits. Therefore, leading to enhancement of one's personality traits is a crucial factor highlighting the meaning and significance of family.



Leading to Promotion of Good Health, Physically and Psychologically

In promoting, good health, physically and psychologically, the various factors that are taken into account are, diet and nutrition; exercise and physical activities; yoga and meditation; obtaining medical check-ups on regular basis, particularly in the case of health problems and illnesses; coping with various types

of psychological problems; implementing strategies to manage anger; obtaining counselling and guidance services; maintaining body weight; possessing an approachable nature and an amiable attitude; being well-versed in terms of job duties and responsibilities and being informative in terms of methods, approaches and strategies. The individuals, belonging to all age groups experience health problems and illnesses. Before, they consult medical practitioners and health care specialists, they obtain help from family members. Therefore, leading to promotion of good health, physically and psychologically is a factor highlighting the meaning and significance of family, which has been acknowledged by the individuals, belonging to all communities.

Enabling the Individuals to emerge into Productive Human Beings

Emerging into productive human beings is one of the primary objectives of the individuals. In the achievement of this goal, the various aspects that need to be taken into account are, being well-versed in terms of job duties and responsibilities; being informative in terms of methods, approaches and strategies; honing problem-solving, analytical and critical thinking skills; focusing on enhancing career prospects; making wise and productive decisions; possessing an approachable nature and an amiable attitude; inculcating the traits of morality and ethics; implementing the traits of diligence, resourcefulness and conscientiousness; possessing the abilities to work under stress and providing solutions to various types of problems in an effective manner. The family members render an important contribution in imparting information in terms of all these aspects. Therefore, enabling the individuals to emerge into productive human beings is a factor highlighting the meaning and significance of family, which has been recognized by the individuals on a comprehensive basis.



Functions of Family

The family makes provision of various functions that would be beneficial to the individuals on a comprehensive basis (Definition of Family, 2017). There are differences among individuals in terms of number of factors, i.e. caste, creed, race, ethnicity, religion, educational qualifications, occupations, personality traits, cultures, traditions, communities and socio-economic backgrounds. The function of child development is regarded as the primary function. All individuals aspire to carry out this function in a well-organized manner. The financial position of the individuals is regarded to be of utmost significance in order to carry out this function satisfactorily. This is apparently understood, in order to fulfil all needs and requirements and lead to up-gradation of one's overall standards of living, financial resources are regarded as indispensable. Hence, promoting enhancement of financial position is regarded as the primary goal of all individuals. Besides the function of child development, there are number of functions that are put into operation by the family members. When the meaning and significance of these functions are acknowledged, the individuals understand the importance of family. The functions of family are stated as follows:

Provision of Homes

Homes is regarded as the primary need of the individuals. In order to carry out all types of tasks and activities in a well-organized manner, achieve desired goals, promote good health and well-being and bring about improvements in one's overall quality of lives, the individuals are required to have proper homes. Family members make provision of homes with all the facilities and amenities. Water, electricity, restrooms, heating and cooling equipment in accordance to the weather conditions, and so forth are the essential requirements of all individuals. The individuals, belonging to wealthy families usually do not experience any major problems within the course of making provision of all the facilities and amenities, as they possess sufficient financial resources. On the other hand, individuals, belonging to deprived and economically weaker sections of the society are overwhelmed by the conditions of poverty, hence, they experience problems in fulfilling their needs and requirements. Hence, possession of sufficient amount of financial resources are essential to make provision of housing accommodation, infrastructure, amenities and facilities. Therefore, provision of homes is regarded as one of the indispensable functions of family.



Stable Satisfaction of Needs and Requirements

The needs and requirements of the individuals vary. The various factors that are acknowledged in fulfilling their needs and requirements are, occupations, personality traits, categories, backgrounds and overall standards of living. The

individuals have various needs and requirements, which they aspire to fulfil. These are, acquisition of good-quality education; getting engaged in employment opportunities; forming an effective social circle; augmenting knowledge, skills and abilities; promoting good health, physically and psychologically; generating a source of income; enhancing career prospects; emerging into moral and productive human beings; honing problem-solving, analytical and critical thinking skills; promoting well-being and goodwill; sustaining one's living conditions in an effective manner and bringing about improvements in one's overall quality of lives. Family members make provision of support and assistance to the individuals to satisfy their needs and requirements. The individuals need to possess the necessary information in terms of various methods and strategies. Furthermore, possession of sufficient financial resources are essential to promote stable satisfaction of needs and requirements. Therefore, in all types of communities and households, stable satisfaction of needs and requirements is an eminent function of family.



Child Development

The function of child development is regarded as the primary function. All individuals aspire to carry out this function in a well-organized manner, irrespective of their communities, categories and backgrounds. The financial position of the individuals is regarded to be of utmost significance in order to carry

out this function adequately. Parents are vested with the authority and responsibility of implementing all the activities that would carry out this function satisfactorily. These activities are, providing them education; augmenting their knowledge, skills and abilities; promoting good health, physically and psychologically; making provision of information among children in terms of various areas; providing solutions to their problems in an adequate manner; making wise and productive decisions; guiding them towards the right direction; promoting their well-being and goodwill; providing economic security and encouraging their participation in recreational activities. When the individuals understand and implement all these factors in an adequate manner, they will be able to carry out this function in a well-organized and disciplined manner. Therefore, child development is a significant function of family.



Communication of Norms and Values

Within the family, parents, siblings, grandparents, aunts, uncles, cousins, spouse and in-laws are the individuals, who communicate in terms of norms and values. When the individuals are wholeheartedly determined towards doing well in their job duties and responsibilities, enhancing their personality traits and career prospects, and emerging into moral and ethical human beings, they need to put into operation norms and values. Within the course of implementation of various job duties in personal and professional lives and in dealing and working with others, the communication of norms and values would prove to be favourable on a comprehensive basis. Family members are required to make provision of

information in terms of various areas, provide assistance in the decision making processes, guide others towards the right direction and promote each other's well-being and goodwill. On the other hand, it is necessary for the children to listen to their parents and other family members. The younger family members also make provision of useful ideas and suggestions to older family members. Such as, adult children take care of their elderly parents. Therefore, communication of norms and values is an important function of family.

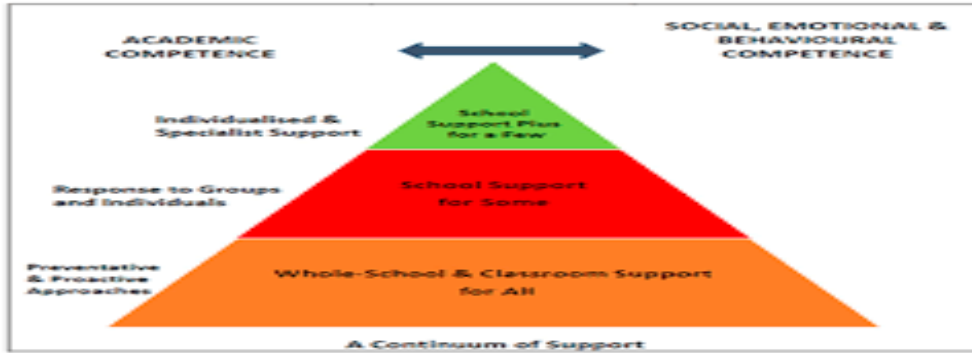
Providing Solutions of various Types of Problems

In the personal and professional lives of the individuals, they are overwhelmed by various types of problems and challenges. These may take place in a major or minor form. The family members are the ones who are approached for help and support. They acquire an efficient understanding of the problems of the individuals and make provision of useful ideas and suggestions. In some cases, the family members are not aware in terms of solutions to various problems. In such cases, usually they are not consulted. For example, if one's parents are not aware in terms of one's field, individuals may not seek suggestions from them in case of occurrence of problems in their professional lives. Throughout the lives of the individuals, they need to seek guidance in order to progress towards the right direction. Apart from one's parents, siblings, grandparents, aunts, uncles, cousins, spouse and in-laws are the individuals, who render an important contribution in providing solutions to problems. When there are occurrence of disagreements among family members, these need to be solved in an adequate manner. There should be implementation of peaceful communication processes among all family members. Therefore, providing solutions of various types of problems is a noteworthy function of family.



Making provision of Education

The individuals, belonging to all communities, categories and backgrounds have recognized the meaning and significance of education. They are getting enrolled in educational institutions of all levels to acquire education. Family members render an important contribution in making provision of education. They assist in fulfilling all the educational requirements. Within the course of acquisition of education, there are number of aspects, which need to be paid attention towards, i.e. academic subjects, extra-curricular and creative activities, bags, stationary, transportation and other aspects that are associated with learning. Family members make provision of financial resources as well as adequate guidance that is necessary to achieve educational goals. When the individuals are unable to provide solutions to various types of problems, they obtain ideas and suggestions from family members. Parents arrange private tuitions for their children when they experience problems in understanding academic concepts. When the individuals are required to prepare for tests and exams, they feel stressed, hence, moral and emotional support is acquired from family members. Family members are the major support systems, who are available at the time of need. Therefore, making provision of education is a renowned function of family.



Honing Competencies and Abilities

From the stage of early childhood, throughout the lives of the individuals, they need to pay attention towards honing competencies and abilities. These are regarded as the key to enhance their personality traits and lead to up-gradation of their overall quality of lives. These are honed on one's own, getting enrolled in educational institutions and training centres and through taking help from family members. The various competencies and abilities are, being well-versed in terms of job duties and responsibilities; being informative in terms of methods and strategies; honing problem-solving, analytical and critical thinking skills; inculcating the traits of morality and ethics; implementing the traits of diligence, resourcefulness and conscientiousness; possessing the abilities to work under stress; providing solutions to various types of problems in an effective manner; making wise and productive decisions; augmenting knowledge, skills and abilities; promoting good health, physically and psychologically and promoting well-being and goodwill. Family members make provision of resources, support as well as adequate guidance that is necessary to achieve the desired goals. When the individuals are unable to overcome various types of impediments, they obtain ideas and suggestions from family members. Therefore, honing competencies and abilities is a useful function of family.



Emotional Satisfaction

Emotional satisfaction is regarded as one of the factors that would contribute significantly in bringing about improvements in their overall personality traits. Furthermore, individuals are able to cope with various types of psychological problems in an effective manner and promote a normal mind-set. In the personal and professional lives of the individuals, they are overwhelmed by various types of complications and challenges. These may take place in a major or minor form. Their influence on the lives of the individuals may be experienced in a major or in a minor form (McCarthy, 2021). When the individuals are undergoing situations, which enable them to experience different emotions such as, happiness, surprise, sorrow, fear, anxiety and so forth, the family members are the ones who are approached for help and support, first of all. The individuals are able to share their joys and sorrows with them. The family acquire an efficient understanding of the problems of the individuals and make provision of useful ideas and suggestions. In some cases, the family members are not aware in terms of solutions to various problems, in such cases, they make provision of suggestions. Therefore, emotional satisfaction is a meaningful function of family.

Providing Economic Security

The economic security is acquired from the family of the individuals. During the stage of early childhood till the upbringing of the children takes place, parents provide economic security. When the individuals start earning, they are able to contribute significantly in promoting their economic security. This is apparently understood, in order to fulfil all types of needs and requirements and lead to up-gradation of one's overall standards of living, possession of financial resources are regarded as indispensable. Economic security is reinforced through the possession of adequate amount of financial resources. The individuals need to make use of them in a satisfactory manner and prevent wastage. Hence, promoting enhancement of financial position is regarded as the primary goal of all individuals. The economic security renders an important contribution in fulfilling the needs and requirements of the individuals. Furthermore, they are able to sustain their living conditions in an effective manner. The economic security of the individuals is regarded to be of utmost significance in order to achieve the desired goals and promote well-being and goodwill. Therefore, providing economic security is a favourable function of family.



Encouraging Participation in Recreational Activities

From the stage of early childhood throughout the lives of the individuals, they need to participate in various types of recreational activities. Apart from work, it is of utmost significance for the individuals to participate in various types of

recreational activities. These activities are essential in stimulating the mind-sets of the individuals. After they participate in these activities, they develop motivation towards the implementation of their job duties. In educational institutions and within various types of employment settings as well these activities are encouraged. Within homes, parents encourage the participation of their children in recreational activities. These are, play activities, extra-curricular and creative activities, exercise, physical activities, yoga, meditation, watching movies and television shows, listening to music, going for outings, making visits to friend's or relative's place, online chatting with friends and other activities, which would enable the individuals to feel pleasurable and contented. On the other hand, adults are well-aware of various types of recreational activities, which would prove to be favourable to them. These activities are put into operation within homes or other places. For example, gymnasiums are joined for exercise and physical activities. Therefore, encouraging participation in recreational activities is a suitable function of family.

Understanding the Changes taking place in the Family System

From the stage of early childhood till the time, when children acquire self-sufficiency, parents provide economic security. In other words, they spend the financial resources to fulfil all needs and requirements. When the individuals start earning, they are able to contribute significantly in promoting their economic security on their own. Hence, they are no longer dependent on their parents. Getting engaged in employment opportunities is the primary way of generating a source of income. The acquisition of employment opportunities is regarded as the primary goal of all individuals, irrespective of their communities, categories and socio-economic backgrounds. In order to achieve this goal, the individuals even migrate to other regions, states or countries. In this manner, the disintegration of

joint family system takes place into the nuclear family system. Therefore, changes taking place in the family system are adequately understood, when the individuals migrate to other places in search for job opportunities.

Bringing about improvements in one's overall quality of lives is one of the primary objectives of the individuals. In the achievement of this goal, the various factors that need to be taken into account are, being well-versed in terms of job duties and responsibilities; being informative in terms of methods, approaches and strategies; generating a source of income; forming an effective social circle; honing problem-solving, analytical and critical thinking skills; focusing on enhancing career prospects; making wise and productive decisions; possessing an approachable nature and an amiable attitude; inculcating the traits of morality and ethics; implementing the traits of diligence, resourcefulness and conscientiousness; possessing the abilities to work under stress; providing solutions to various types of problems in an effective manner and developing mutual understanding with family and community members. The family members render an important contribution in imparting information in terms of all these aspects. Furthermore, when the individuals are to implement these factors, they move at a distance from family members. Therefore, changes taking place in the family system are adequately understood, when the individuals move at a distance from family members to bring about improvements in their overall quality of lives.

The individuals, belonging to deprived, marginalized and economically backward sections of the society are overwhelmed by the societal problems of poverty, illiteracy, unemployment and homelessness. The primary objectives of the individuals is to generate a source of income to enhance their overall standards of living. In the achievement of this goal, the individuals get engaged in various types of employment opportunities. The rural individuals migrate to urban communities

to get engaged in employment opportunities. They are normally engaged in minority jobs, such as, construction labourers, domestic workers, gardeners, plumbers, carpenters, repair workers, electric workers, delivery persons in restaurants and so forth. Within the course of time, job experience renders an important contribution in leading to an increase in income. In other words, when the individuals do well in their jobs and meet the expectations of their employers, they are able to acquire promotional opportunities. As a consequence, there will be an increase in income. When there will be an increase in income, the individuals will contribute in leading to up-gradation of one's living conditions. Therefore, individuals are able to acquire an efficient understanding of the changes taking place in the family system, when up-gradations are taking place in one's overall living conditions.

Conclusion

Family is regarded as the first and foremost institution from where, growth and development of the individuals takes place. It is a social institution, which renders an important contribution in imparting information in terms of strategies, which would lead to enhancement of one's living conditions. Factors highlighting the meaning and significance of family are, facilitating in effective growth and development; facilitating in up-gradation of knowledge, skills and capabilities; leading to enhancement of one's career prospects; leading to enhancement of one's personality traits; leading to promotion of good health, physically and psychologically and enabling the individuals to emerge into productive human beings. Functions of family are, provision of homes, stable satisfaction of needs and requirements, child development, communication of norms and values, providing solutions of various types of problems, making provision of education, honing competencies and abilities, emotional satisfaction, providing economic

security and encouraging participation in recreational activities. It is vital to understand the changes taking place in the family system. Finally, it can be stated, forming pleasant relationships with family members will contribute significantly in leading to up-gradation of one's overall quality of lives.

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

Chapter2

Socialization:

Meaning of Socialization:

Socialization, according to MacIver, "is the process by which social beings establish wider and profounder relationships with one another, in which they become more bound up with, and more perceptive of the personality of themselves and of others and build up the complex structure of nearer and wider association."

Kimball Young writes, "Socialization will mean the process of inducting the individual into the social and cultural world; of making him a particular member in society and its various groups and inducting him to accept the norms and values of that society.... Socialization is definitely a matter of learning and not of biological inheritance."

It is through the process of socialization that the new born individual is moulded into a social being and men find their fulfillment within society. Man becomes what he is by socialization. Bogardus defines socialization as the “process of working together, of developing group responsibility, of being guided by the welfare needs of others.”

According to Ogburn, “Socialization is the process by which the individual learns to conform to the norms of the group.” Ross defined socialization as “the development of the we feeling in associates and their growth in capacity and will to act together.” Through the process of socialization the individual becomes a social person and attains personality.

Gillin and Gillin write, “By the term ‘socialization’ we mean the process by which individual develops into a functioning member of the group according to its standards, conforming to its modes, observing its traditions and adjusting himself to the social situations.” Socialization is the process whereby the individual acquires the conventional patterns of human behaviour.

According to Lundberg, socialization consists of the “complex processes of interaction through which the individual learns the habits, skills, beliefs and standards of judgment that are necessary for his effective participation in social group and communities.” “Socialization is a learning that enables the learner to perform social roles.”

According to Green, “Socialization is the process by which the child acquires a cultural content, along with selfhood and personality”. According to Horton and Hunt, “Socialization is the process whereby one internalizes the norms of his groups, so that a distinct “self” emerges, unique to this individual.” H. T. Mazumdar defines socialization as “the process whereby original nature is transformed into human nature and the individual into person.”

Every man tries to adjust himself to the condition and environment predominantly determined by the society of which he is a member. If he fails to do so, he becomes a social deviant and is brought back into line by the efforts of the group of which he is a member. This process of adjustment may be termed socialization. It is the opposite of individualization. It is a process of the expansion of the self. It develops in him the community feeling.

Socialization may be differentiated from sociality and socialism. Sociality is a quality; socialization is a process. Sociality may mean the capacity to mix with others, to enter into relations with them easily and comfortably. Man is a socialized

animal, though he may not possess very much sociality in the common sense of the term. In the process of socialization, one comes to acquire the quality of sociality.

Socialism:

Socialism is a theory, not a quality or a process. It is a theory of future structure of society. So much vagueness surrounds this word 'socialism' that it is very difficult to define it in exact terms. Every person and party brand themselves as socialist. Very appropriately Load had compared socialism to a hat which has lost its shape because everyone wears it.

In a stricter sense socialism is the theory that the means of production, exchange and distribution should be owned and, controlled either by the state or by other associations directly responsible to community. Such ownership will result in a more equitable distribution of wealth, security for the people against poverty, disease and ignorance. In any case socialism concerns itself with what ought to be.

Socialization may also be distinguished from 'maturation' Maturation refers primarily to the physical and chemical processes of development over which man has comparatively little control. It is the growing up and gradual changing of the organism. Socialization is a process of learning through which he acquires the habits and patterned behaviour.

It designates all of the social processes and pressures by which the norms and standards of a group or community are inculcated in the beliefs and behaviours of the individual members.



Process of Socialization:

The social order is maintained largely by socialization. Unless the individuals behave in accordance with the norms of the group it is going to disintegrate. But

how does the process of socialization begin to work? It is said that the working of the process starts long before the child is born.

The social circumstances preceding his birth lay down to a great extent the kind of life he is to lead, the parent's courtship, and marital selection, his customs concerning pregnancy and birth and the whole system of cultural practices surrounding the family are important for the child's growth.

The techniques of parental care affect his chances of being born and of being healthy. Pre-natal care forms an integral part of family welfare. Thus the circumstances preceding his birth indirectly influence his growth in society.

But direct socialization begins only after birth. The newly born child as an organism has certain things which limit or help socialization. These things which he has may be categorized into reflexes, instincts, urges and capacities.

Reflexes put the severest limitation upon socialization. Reflexes are the automatic and rigid responses of the organism to a given stimulus. They are unlearned and even unmodifiable. They set limits on what the organism can do. But they are not the bases out of which socialization emerges. The contraction of the pupil of the eye in strong light, the salivation of the glands of the mouth at the taste of sugar is examples of reflexes.

Some psychologists have sought to explain human behaviour in terms of instinct. Adam Smith, in his treatise 'Sympathetic Basis of Human Activities' has accepted sympathy as the basis of all human behaviour. Trotter believes all human behavior to be based on herd instinct. Freud, the founder of the school of psycho analysis, claims the sex instinct to be the source of all human endeavors.

McDougall is strong advocate of the theory of instincts. A behaviour is said to be instinctive if that "originates in an urge or appetite, involves some sort of perception of the external world, is peculiarly fixed and mechanical, is dependent on inherited structure and therefore characteristic of the species and is at the same time highly adaptive or functional".

But to explain human behaviour In terms of instinct is fallacious because the human being at birth probably has no complete instinct but only certain elements of them, such as reflexes and urges.

Urge provides firmer ground for analysis of human behaviour. If human needs are not satisfied, it leads to tension until it encounters a stimulus capable of relieving

the tension. The urge is thus a dynamic force behind behaviour; it provides a starting point for the process of socialization.

Everyone is born with defined capacities. Though there may be some limits to what a man can do, this limitation can be overcome and is being overcome by the development of civilization. Man's capacity to learn may be increased by the development of new techniques of instruction and incentives. At present, no human being learns as much as he could under more favourable circumstances, for his learning capacity is never used to maximum capacity. All societies are guilty of wasting human learning ability.



Factors of the Process of Socialization:

Socialization, as said above, is the process of learning group norms, habits and ideals. There are four factors of this process of learning. These are imitation, suggestion, identification and language.

A brief description of these four factors is necessary:

(i) Imitation:

Imitation is copying by an individual of the actions of another. Mead defines it as “self-conscious assumption of another's acts or roles.” Thus when the child attempts to walk impressively like his father swinging a stick and wearing spectacles, he is imitating. Imitation may be conscious or unconscious, spontaneous or deliberate, perceptual or ideational. In imitation the person imitating performs exactly the same activity as the one being performed before him.

Imitation is the main factor in the process of socialization of the child. Through it he learns many social behaviour patterns. The child as compared to adult possesses the greatest capacity for imitation. Language and pronunciation are acquired by the

child only through imitation. It is because of the tendency to imitate that children are so susceptible to the influence of their parents and friends whose behaviour they imitate indiscriminately.

(ii) Suggestion:

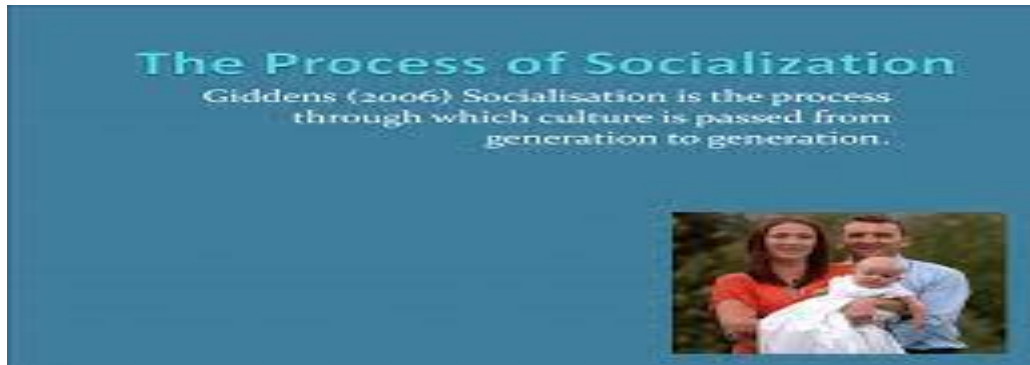
According to McDougall, “suggestion is the process of communication resulting in the acceptance with conviction of the communicated proposition in the absence of logically adequate grounds for its acceptance.”

Suggestion is the process of communicating information which has no logical or self-evident basis. It is devoid of rational persuasion. It may be conveyed through language, pictures or some similar medium.

Suggestion influences not only behaviour with others but also one's own private and individual behaviour. In trade, industry, politics, education and every other field people acquainted with psychological facts make use of suggestion to have their ideas and notions accepted by other people and to make the latter behave according to their wishes. Actually, propaganda and advertising are based on the fundamental psychological principles of suggestion.

The suggestibility of the child is greater than that of the adult because in childhood he is devoid of maturity and reason. The suggestibility of an individual decreases with an increase in his maturity and mental level. It may be however necessary to keep in mind that there be able to be a difference in the suggestibility of children belonging to different societies and also the same society.

There are several external and internal conditions which enhance suggestibility. Thus temperament, intellectual ability, ignorance, inhibition, dissociation, emotional excitement and fatigue are some of the internal conditions of suggestibility. Among the external conditions mention may be made of group situation, prestige of the suggested and public opinion.



(iii) Identification:

In his early age, the child cannot make any distinction between his organism and environment. Most of his actions are random. They are natural reactions of which he is not conscious. As he grows in age, he comes to know of the nature of things which satisfy his needs. Such things become the object of his identification.

Thus the toys with which he plays, the picture-book which he enjoys or looking at the mother who feeds him become the objects of his identification. The speed and area of identification increase with the growth in age. Through identification he becomes sociable.

(iv) Language:

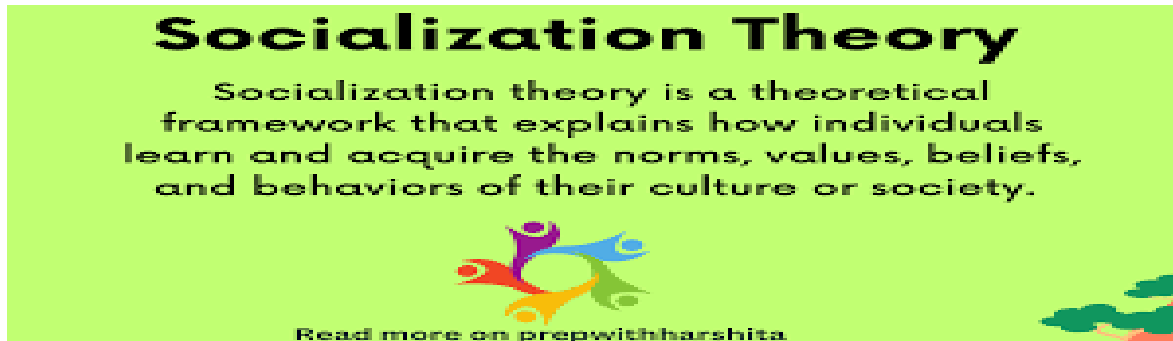
Language is the medium of social intercourse. It is the means of cultural transmission. At first the child utters some random syllables which have no meaning, but gradually he comes to learn his mother-tongue. Therein it has already been told that language moulds the personality of the individual from infancy.

Theories of Socialization:

The heart of socialization is the development of the self. But what is meant by 'self'? According to Cooley, By self is meant that which is designated in common speech by 'I', 'me', and 'myself.' Cooley's definition of self is simple enough but it does not refer to any clear-cut entity such as one's body.

Therefore Gardner Murphy says that the self is "the individual as known to the individual". The self of a person is what he consciously or unconsciously conceives himself to be. It is thus his "self-concept"- the sum total of his perceptions of himself, and especially his attitudes toward himself. When a child is born, he has no self, i.e., he has no consciousness of itself or of others.

He does not possess those behaviour mechanisms which make an individual apart and a member of any group. He has no conception of where the social customs begin and end. In short, the child at birth is not conscious of any of the self and other relationships. These relationships the child learns through the process of socialization.



It is the fulfillment of his potentialities for personal growth and development. It humanizes the biological organism and transforms it into a self having a sense of identity and endowed with ideals, values and ambitions. Self is a social product and socialization is the indispensable condition for individuality and awareness.

There are three important theories to explain the development of self. These theories have been propounded by Cooley, Mead and Freud.

A brief description of these theories is given below:

(1) Cooley's Theory:

Cooley's concept of self development has been termed "looking-glass self" concept. According to him, man develops the concept of self with the help of others. Man does not come to form opinions about him unless and until he comes into contact with other people and knows their opinions about him.

He forms the concept of himself on the basis of opinions held by others about him. Thus when our associates call us intelligent or average, tall or short, fat or thin we react to their opinion and form the same opinion about ourselves as they have formed.

In other words, just as the picture in the mirror gives an image of the physical self, so the perception of others gives an image of the social self. The knowledge about ourselves comes to us from the reaction of other persons. These other comprise our social looking-glass through which we form the image of ourselves.

There are three principal elements of the looking-glass concept:

(1) Our perception of how we look to others; (2) Our perception of their judgment of how we look; and (3) Our feelings about these judgments. Take an example. Suppose that whenever you enter a room and approach a small group of people conversing together, the members promptly leave the room with lame excuses.

This has taken place several times. Would it not affect your feelings about yourself? Or, if whenever you appear, a group quickly forms around you, how would this attention affect your self- feelings? Thus, we discover ourselves through the reactions of others about us. This self knowledge is first gained from parents and is modified later by the reactions of other individuals.

It may also be referred that the reactions of the people about us are not similar or we may misjudge their reactions. An ego-boosting remark may be a mere flattery. Thus, the looking-glass self which the individual perceives may differ from the image others have actually formed. There is often a significant variation between the individual's perception of how others picture him and the views they actually hold.

(2) Mead's Theory:

G. H. Mead has given a sociological analysis of the process of socialization. According to him the self develops out of the child's communicative contact with others. The new-born infant has needs like those for food and clothing that press for satisfaction. The mother satisfies these needs and the child comes to depend upon her and 'identifies himself with her emotionally.

But in course of time the child differentiates himself from his mother and then he has to integrate himself and mother into a new social system, a two-person, two-role system, with the child taking a subordinate role to the superior role of the mother. Then the child repeats the process for his father.

He differentiates his father from his mother and then integrates him into the social system. In this way the number of 'significant others' increases for the child; and the child internalises the role of these others. He puts himself in the role of the others and then responds to his own words and acts in terms of the meaning they would convey to the other person. In this way the self develops and grows.

An essential characteristic of the self is its reflexive character. By this Mead, George H. means that the self can be both subject and object to itself. It can reflect

upon itself, or in other words, it can be self-conscious. Man can do so only through assuming the role of other persons and looking at himself through their eyes.

He learns to imagine how he appears to others and how do they judge this appearance. Then he reacts himself to this judgment as he imagines it. Thus by adopting towards himself the attitude that others take towards him, he comes to treat himself as an object as well as subject.

But acquiring the attitudes of others towards himself is not sufficient for the individual. He explores and finds out others' attitudes toward him. This is very necessary for him; otherwise he could not predict or control what happens to him. The child learns at an early age that one of the most important ways of controlling his destiny is to influence the feelings of others towards himself.

The attitudes can be known only through the mechanism of symbolic communication. He must learn to utilize the symbols by which attitudes are communicated, so that he can conjure up the attitudes of others in his own imagination and in turn communicate his own reaction to others in the light of what he imagines to be their attitudes.

Once he has acquired the attitude of others as part of himself, he can judge how another person will respond or how he himself responds to the words he utters. The individual thus speaks to himself. What he says or thinks, calls out a certain reply in himself. He takes the role of others. "No sharp line can be drawn between our own selves and the selves of others, since our own selves function in our experience only in so far as the selves of others function in our experience also."

The self is not something that exists first and then enters into relationship with others. It is something that develops out of social interaction and is constantly changing, constantly adjusting as new situations and conflicts arise. It assumes the prior existence of a social order and yet is the vessel in which and through which the order continues.

(3) Freud's Theory:

The theories of Cooley and Mead presume a basic harmony between the self and society. According to Cooley, society and individuals are not separate phenomena but are simply collective and distributive aspects of the same thing. Sigmund Freud, the father of psycho-analysis, does not agree with this concept of self and society. According to himself and society are not identical.

He has explained the process of socialization in terms of his concepts of Id, Ego and Super ego which constitute the three systems of mind. The id is the organ of untamed passions and represents instinctive desires. The ego acts with reason while the super ego acts with ideals and norms. There is found a conflict between id and ego.

This id is usually repressed, but at times it breaks through in open defiance of the super ego. Sometimes it finds expression in disguised forms e.g. when a father relieves his aggression by beating the child. The ego in such a case is not aware of the basis of its actions.

Freud has compared the id with the horse and the ego with its rider. He says, ‘The function of the ego is that of the rider guiding the horse, which is the id. But like the rider, the ego sometimes is unable to guide the horse as it wishes and perforce must guide the id in the direction it is determined to go, or in a slightly different direction.’ It is out of this conflict between the ego and the id that psychosis develops.”

Agencies of Socialization:

The process of socialization is operative not only in childhood but throughout life. It is a process which begins at birth and continues unceasingly until the death of the individual. It is an incessant process. Formerly, the term Socialization had not been applied to adult learning experiences but had been restricted to children.

More recently, however, the concept of socialization has been broadened to include aspects of adult behaviour as well. It is now thought of “as an interactional process whereby a person’s behaviour is modified to conform to expectations held by members of the groups to which he belongs.

Thinkers describe this process in reference to children only because therein such complicating factors as are introduced when the person becomes conscious of self and others are absent. When the person begins to read books, listen to stories and is enabled to have an imagination of ideal society, it becomes difficult to separate the subjective factors from the objective ones and assess their respective contribution in the socialization of the child.

Since socialization is an important matter for society it is but desirable that the child’s socialization should not be left to mere accident but should be controlled through institutional channels. What a child is going to be is more important than what he is. It is socialization which turns the child into a useful member of the

society and gives him social maturity. Therefore, it is of paramount importance to know as to who socializes the child.”

There are two sources of child’s socialization. The first includes those who have authority over him; the second are those who are equal in authority to him. The first category may include parents, teachers, elderly persons, and the state. The second one includes the playmates, the friends and the fellows in the club.

His training varies in content and significance according as it is acquired from one or the other source. In one category is the relationship of constraint, in the other it is that of co-operation. The relationship of constraint is based on unilateral respect for persons in authority, while the relationship of co-operation is based on mutual understanding between equals.

The rules of behaviour, under the first category are felt as superior absolute and external, but rules in the second category have no superiority or absoluteness in themselves but simply are the working principles of association. Persons having authority over the child are generally older than he, while persons sharing equality with him are apt to be of similar age.

There are reasons as to why socialization should proceed through authoritarian modes. The patterns of behaviour expected in the culture are not innate; sometimes these are even contrary to biological inclination. It is, therefore, but necessary that persons charged with socializing the child must be given the power to command obedience.

This power can be given only to older persons because when the process of socialization begins, the infant has no juniors and no capacity for associating with equals. The parents, therefore, are the first persons who socialize the child. They are not only closely related to him in the family system but physically also they are nearer to the child than others. The mother is the first of the parents who begins the process of socialization.

It is from her that the earliest social stimuli to which a child is subjected, come. He responds to these stimuli by imitating them. With a wide age and experience gap separating the child from his parents, he cannot understand fully the logic and nature of all that they transmit to him.

In case the child does not follow the rules, he may be coerced, because from the societal point of view the essential thing is not that the child be ‘freed’ from taboo

in order to “express his personality”, but that he may be taught folkways and mores and protected from himself during his period of childishness.

Hence what the child absorbs at the first instance is largely a morality of restraint. The society transmits, taking no chances, the most valued parts of its heritage. Societal morality is thus not a matter of rational understanding but of felt obligation.

The child acquires something from his equals which he cannot acquire from persons in authority. From them he acquires the co-operative morality and some of the informal aspects of culture like small folkways, fads and crazes, secret modes of gratification and forbidden knowledge. The knowledge of such things is necessary from the social point of view. To take an example the knowledge of sex relations is considered in our society something undesirable for a youth until he gets married.

If such knowledge is strictly banned until marriage, the performance of numerous functions of sex life may be difficult after marriage. So, sex knowledge is not excluded completely though formally it is considered undesirable. This knowledge the child acquires from equalitarian group.

Though the child cannot get as much knowledge from another child who is equal in age to him, yet “in so far as the child learns in the equalitarian group to understand the rules as part of a co-operative effort, in so far as he learns to stand up for his rights without the protection of authority or the abjectness of dependence, he acquires something that is very hard if not impossible to get in the authoritarian type of relationship.”

Thus both the authoritarian and equalitarian relationships contribute to the socialization of the child. Things that discipline and responsibility in transmission are handed over to authoritarian relations, other things to equalitarian relations.



Briefly mentioned the chief agencies of socialization are the following:

(i) The Family:

The parents or family are the first to socialize the child. They are not only closely related to the child but physically also they are nearer to him than others. From the parents he learns his speech and languages. He is taught societal morality. He learns respect for persons in authority. In the family he learns a number of civic virtues.

The family is rightly called the cradle of social virtues. The child gets his first lessons in cooperation, tolerance, self sacrifice, love and affection in the family. The environment of a family influences the growth of a child. The psychologists have shown that a person is what he becomes in a family. In a bad family the child learns bad habits whereas in a good family he acquires good habits.

An important cause of juvenile delinquency is bad family environment. At the time of mate choice the parents also try to find out the family history of the boy and girl in order to know their good and bad points. The relationship between the parents and the child is one of constraint.' The parents are older than he and have the power to command obedience.

In case the child does not follow the rules, he may be coerced. Of the parents it is the mother who first begins the process of socialization. The family continues to exercise its influence throughout life. There is a vast literature on family to describe its role in society.

(ii) The School:

The school is the second agency of socialization. In the school the child gets his education which moulds his ideas and attitudes. A good education can make the child a good citizen, while a bad education can turn him into a criminal. Education is of great importance in socialization. A well-planned system of education can produce socialized persons.



(iii) The Playmates or Friends:

The playmates and friends also are an important agency of socialization. The relation between the child and his playmates is one of equality. It is based on cooperation and mutual understanding. They are mostly of similar age. As told above, the child acquires something from his friends and playmates which he cannot acquire from parents.

From them he acquires cooperative morality and some of the informal aspects of culture like fashions, fads, crazes, modes of gratification and forbidden knowledge. The knowledge of such things is necessary from the social point of view.

To take an example, the knowledge of sex relations is considered in our society something undesirable for a youth till he gets married- If such knowledge is banned strictly until marriage, the performance of numerous functions of sex life may be difficult after marriage. This knowledge the child acquires from his friends and playmates.

(iv) The Church:

Religion has been an important factor in society. In the early society religion provided a bond of unity. Though in modern society the importance of religion has diminished, yet it continues to mould our beliefs and ways of life. In every family some or the other religious practices are observed on one or the other occasion. The child sees his parents going to the temple and performing religious ceremonies. He listens to religious sermons which may determine his course of life and shape his ideas.

(v) The State:

The state is an authoritarian agency. It makes laws for the people and lays down the modes of conduct expected of them. The people have compulsorily to obey these laws. If they fail to adjust their behaviour in accordance with the laws of the state, they may be punished for such failure. Thus the state also moulds our behaviour.

One of the reasons for the increasing crime in society is the failure of the socializing agencies to properly and adequately socialize the child. The modern family faces a crisis today and suffers from parental maladjustment which adversely affects the process of socialization. The educational system is full of draw backs.

The school is no longer a temple of education. It is a place where boys and girls learn more of drugs and alcohol and less o cultural heritage. The onslaught of urbanization has abolished the neighborhood system and snatched playmates from the child who now plays with electronic games than with the neighborhood children.’ Similarly religion has a lesser hold in an urban social and state authority is more disobeyed than obeyed.

It need not be said that in order to have socialized being these agencies should function in an efficient manner. The modern society has to solve several problems of socialization and for the purpose it has to make these agencies more active and effective.



IV. Elements of Socialization:

Above we have described the process of socialization as works in society. The earliest social stimuli to which a child subjected come from his mother. But as the child's contact widen other persons like father, brothers and sisters, playmate teachers, and policemen begin to mould his behaviour.

There are three elements which play their part in the socialization process of the individual. They are:

- (i) The physical and psychological heritage of the individual.
- (ii) The environment in which he is born, and
- (iii) Culture in which he is because of the action a interaction between these elements.

This process of action and interaction is a complicated one and determines materially the makeup of the individual and his status in society. Let us study this process in a concrete way.

A child is born with some inborn physical and mental capacities in the environment of his family. According to his capacities he imbibes the culture of the family. If the mental physical capacities are not good, he may not be able to make proper use of his environment. Conversely, if the environment is not proper, even with the best mental and physical equipment he may not be able to be at his best.

Environmental stimuli often determine the growth of human personality. A good school, social equality, political freedom, in short, a proper environment may greatly determine whether the social or the self centered forces will become supreme. Psychoanalysts have proved that a man behaves in society according to whatever he has become in the family. Healy and Bronner have pointed out that juvenile delinquents mostly hail from families which at one time or another have suffered some restriction in the fulfillment of social relations.

The problem of prostitution is said to be the problem of the parent- child relationship. Just as a flower fails to show its sweetness in a desert, and is born to blush unseen, similarly, many a man fail to display his genius because there is no proper environment for it. But as we said above proper environment alone will not develop personality unless the man is possessed of proper mental and physical capacities.

The environment is conditioned by the group for there is a culture peculiar to each group. Man lives in a group and while living so he has to conform to the traditions, beliefs and ideals of the group. Social nature is very much developed in and through group life. W. I. Thomas introduced the term “definition of the situation” by which he meant that the situation in which the child finds himself has already

been defined for him and the rules according to which he must behave are determined by the group into which he is born.

The child has little or no chance of following wishes which are opposed to those of the group. His wishes and activities begin to be inhibited, and gradually, by definition within the family, by playmates in the school, in the Sunday school, through reading, by formal instruction, by informal signs of approval and disapproval, the growing members learn the code of society.

Thus group influences also determine the growth of human personality. It is, therefore, through the interaction of the above three factors that a human being becomes a social being.

Some Sociologists have mentioned a fourth element—the experience of the individual—in describing the process of socialization. Sometimes it is seen that a person fails to make use of his proper environment inspite of his full mental and physical capacities, because his own peculiar experience has kept him away from that environment.

A child, when forced to study, may associate education with physical punishment, and may turn out truant. As a person matures he faces one harsh experience after another, he sometimes loses that which he values highly, and thereby becomes more interested in the welfare of others. Sometimes suffering socializes man.

V. Role of Socialization:

The role of socialization in the development of human mentality and human behaviour may be shown by citing the two cases of Anna and Isabelle. Anna, an illegitimate child, was caused to be kept all alone in an upstairs room. When removed from the room at the age of nearly six years, Anna could not talk, walk or do anything, that showed intelligence.

She was expressionless and indifferent to everything. She could not make any move in her own behalf. This shows that in the absence of socialization the purely biological resources are too poor to contribute to the development of a complete personality. Communicative contact is the core of socialization.

Isabelle was found at the age of six and a half years. Like Anna she was an illegitimate child and had been kept in isolation for that reason. When found she was apparently utterly unaware of relationships of any kind. Her behaviour was

comparable to that of a child of six months. Later attempts were made to teach her to speak.

At first the task seemed hopeless but lately she responded and ultimately reached the normal level of development by the time she was eight and a half years old.

Isabelle's case shows that isolation up to the age of six with failure to acquire any form of speech does not preclude the subsequent acquisition of it. But what would be the maximum age at which a person could remain isolated and still retain the capacity for full cultural acquisition is hard to say. Both these cases, however, show the role of socialization in personality development.

Through them it is possible "to observe concretely separated two factors in the development of human personality which are otherwise only analytically separated, the biogenic and the sociogenic factors." According to La-Piere and Farnsworth, "The term personality has come into scientific usage to designate the product of socialization as of any given moment with any given individual.

It refers to the 'whole' of what the individual has acquired through socialization." In short, socialization is the most important factor in personality development.

VI. Socialization of Adults:

So far we were considering the socialization of children. But as remarked earlier, socialization is a continuous process. It does not stop at a certain age, but instead continues throughout life.

The socialization of adults is easier than the socialization of children; firstly, because the adult ordinarily is motivated to work towards a goal that he already envisions; secondly, because the new role that he is trying to internalize has many similar ideas to roles already existing in his personality, and thirdly, because the socializing agent can communicate with him easily through speech.

However, the socialization of adults can be a prolonged and difficult process. This is especially so when the roles to be learnt are difficult and the responsibilities of the role are heavy. Further, the norms and attitudes have already become deeply internalised in adults and so when the norms and attitudes to be learnt run counter to norms already established in the personality, socialization of adults becomes a difficult process.

The importance of socialized attitudes cannot be minimised in a society. A person with socialized attitudes would not do any work which is socially harmful. He would not engage in any business which is socially non-productive or which depends for its maintenance upon unhealthy competition. A socialized citizen would place human welfare above his individual gain. He would put human values above all else.

Socialization reduces social distance and produces nearness. Modern society has still to solve some basic problems of socialization at all stages of childhood and youth. It can hardly be said that any society makes full use of the individual's capacities. The improvement of socialization offers one of the greatest possibilities for the future alteration of human nature and human society.

VII. Individualization:

The term 'individualisation' and how it works may be explained. Individualisation is that social process which tends to make the individual more or less independent of his group and to create in him a self-consciousness of his own.

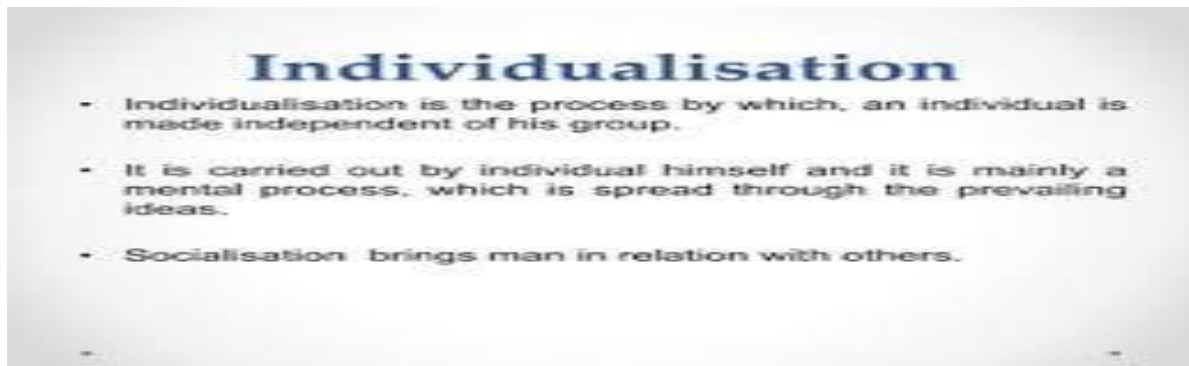
According to MacIver individualization is "the process in which men become more autonomous or self-determining in which they advance beyond mere imitativeness or acceptance of standards which come to them with only an outer sanction, in which they become less bound by tradition and custom in the regulation of their lives, less submissive to authority and dictation in matters of thought and opinion recognising that each is a unique focus of being and can achieve the ends of his life only as these grow clear in his own consciousness and become the objects of his own will.

Individualization is the process in which man comes to know himself, and acquire the sense of inner responsibility. It is simply the process of attaining to one's own self, when a man does things not simply because others do the same things but because his own self approves it, he is carried by his own individuality which is a quality to him. Socialization brings man into relation with others; individualization makes him autonomous or self-determining.

In understanding how the process of individualization works, two misconceptions should be removed. Firstly, the individualization is a process carried through solely by the individual himself; secondly, that individualization is primarily a mental process which is being spread through the prevailing ideas. When a man attains his own self, it does not mean that the individual frees himself completely from the influence of his group.

Not only the individual himself but the society as well helps him in acquiring the inner sense of responsibility and in knowing himself. So the process of individualization is carried not only by the individual himself but also by the society.

Secondly, the task of the sociologist is not merely to ascertain the ideas that exist at a certain time but also to investigate how these ideas came into existence. Ideas by themselves do not create individualization. They are merely the mental expressions of the process of individualization.



Aspects of Individualization:

Mannheim has distinguished four main aspects of individualization.

These are:

(i) individualisation as a process of learning different from other people, (ii) individualization on the level of new forms of self regarding attitudes, (iii) individualization through objects, and (v) individualization as a kind of deepening into ourselves which implies receiving into our experience of ourselves and sublimating the individualising forces around and within us. All these processes are entirely different phenomena.

The first aspect of individualisation consists in the process of becoming different from other people. The external differentiation of individuals leads to the formation of new groups. The division of labour characteristic of modern industrial society accelerates the emergence of such groups. These groups permit more or less individuality in their members according to the intensity and volume of internal organisation and regulations.

Besides these two factors, i.e., external differentiations and division of labour there is still a third factor which leads to external differentiation of types. This is lack of contacts. The people isolated from other people develop different types of personality. Democratisation, free competition and social mobility also further individualization as a process of becoming different.

Individualization also consists in becoming aware of one's specific character and in the rise of a new kind of self evaluation. The individual comes to feel himself as superior and separate from others and evaluates himself in high terms. He begins to regard his life and character as unique.

The preconditions of this process of individualization are: "a strict differentiation and distance of the leading elites; the organisation of the group in such a way as to provide for certain circles a chance to become despotic; the existence of the isolated milieu of a court where the despot can have the illusion of being powerful if not almighty."

These preconditions make the person a tyrant whose power rests upon physical power and spiritual coercion. History abounds in examples of tyrants who regarded themselves as superior to all and felt that their life and character are unique. It is a feeling of self-glorification. The following passage from the annals of Assurbanipal (885-860 B.C.) vividly illustrates this attitude of self-glorification.

"I am the king. I am the Lord. I am the sublime. I am the Great, the strong; I am the famous, I am the Prince; the Noble, the War Lord, I am a lion. I am God's own appointed. I am the unconquerable weapon, which lays the land of enemies in ruin. I captured them alive and stuck them on poles; I coloured the mountain like wool with their blood. From many of them I tore off the skin and covered the walls with it.

I built a pillar of still living bodies and another pillar of heads. But in the middle I hung their heads on vines. I prepared a colossal picture of my royal personage, and inscribed my might and sublimity on it. My face radiates on the ruins. In the service of my fury I find my satisfaction."

The third aspect of individualization is in the individualisation of the wishes through objects. Some people come to have a fixed feeling towards certain people and objects. The psycho-analysts have given it the name of 'libido fixations.' The peasant and the landed aristocrat are more settled in their wishes than the rich mobile types of the city.

Many factors influence the individual choice such as wealth or the process of modern production and distribution. Social mobility also may bind the individual to specific wishes. Family conditions also shape the wishes of the individual.

The feeling of estrangement of becoming solitary may lead an individual to introspection and inwardness. In big cities where there is an atmosphere of unfriendliness, indifference and confusion and the community does not exercise any deep influence upon its members this feeling of estrangement is more peculiar. Under such conditions there develops in the individual a feeling of privacy, partial isolation. It leads to introspection, which is another form of individualization.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Abuse

Access to

Health

Services

Access to

Information

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 physical well-being of children.
2. A stable, loving family may be a social and cultural need as the family is important in providing a sense of belonging. Families may also share their language, food and values, which are part of their culture. Families may also provide support and resources to help children respond to problems children experience outside the family home.
3. Protection from abuse, exploitation or violence is a physical need to prevent physical harm to children.
4. Access to health services and education are social, economic and cultural needs as the ability to access these services enables children to contribute to society and become economically independent adults. Access to health services is also a physical need depending on the illness or health condition.
5. Access to age appropriate information is a psychological need, enabling children to make informed decisions.

6. Time to relax and play is a psychological need and a spiritual need, allowing children time a physical need because if children are not able to get enough relaxation and free time, the 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 needs?
4. Do these needs extend to all children in all societies, irrespective of a country's wealth or culture?

Discussion on Activity

1. Shelter is a physical need, but it does not fulfill intellectual or emotional needs, whereas the satisfaction of intellectual, psychological and emotional needs is essential for the satisfaction of physical needs.
2. A child's need for health care will be influenced by whether or not s/he has access to an adequate diet and poor opportunities for cultural and intellectual stimulation are likely to affect a child's physical health. Similarly, a child's mental health and well-being will be influenced by access to a secure family environment and experience with being listened to and taken seriously, as well as by access to appropriate educational opportunities.
3. Privacy and respect for confidentiality, for example, are issues that are of increasing concern as children grow older and become more involved in decision-making. However, physical needs endure throughout childhood, as do needs for protection and security.
4. These needs for health and well-being are universal, whether or not children live in high-, middle- 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 equally important to children and adults. However, very young children are more vulnerable.
2. The right to health is equally important for everyone, but children are vulnerable to child health. To achieve optimum physical and psychological development. The right to health is therefore crucial. If children cannot reverse stunting as a consequence of poverty and malnutrition, they may not recover. This right is therefore essential for the achievement 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 country and they need to seek safety. It may become more important when children reach adulthood and seek authorities.
4. The right to vote is usually restricted to adults in any society. Some countries have introduced universal suffrage. In most countries voting is a right that comes into being at the age of majority, which is usually 18 years old.
5. Harmful social or cultural practices include all traditional, customary or religious practices that are harmful to children, including, for example, forced marriages and female genital mutilation. Children are often subjected to 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. This right to communicate as they get older, so this right will become increasingly important. This right is essential for children with 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 balance the rights of younger children to have less privacy and more supervision, and for older children to have more privacy.

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=iwxkN64C14E>

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.

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.

ADVERTISEMENTS:

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 type's .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.

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