



## **Impact of socialization process on the child's personality development and freedom of choice: A study on Multan district, Pakistan**

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### **Abstract**

Socialization is the way where both family and peer group play a vital role to develop personality of child around the world. The prime objective of the study is to explore the socialization process of family and peer group and this study also investigates which agents are more influential on personality development and providing freedom. Total 200 male respondents from Bahauddin Zakariya University, Multan, Pakistan were selected from 10 departments out of 34 departments through stratified sampling and simple random sampling. Numerical and mathematical proceeding digits have been used to collect data and analyzed data through using the program of SPSS. The findings revealed that peer group is more influential than the family regarding personality development, providing freedom, sharing interest, media experience, thought, gender socialization and daily life experience. Parents should be more conscious about the social circle and activities their children. And peer should condemn the antisocial activities if any found among their fellows.

**Keywords:** family, peer group, socialization, personality, freedom and decision making

### **Introduction**

In the life of every person there are a number of people and institutions (e.g., family, peer, school) directly concerned that have great influence because of their frequency of contact, primacy, and control over rewards and punishments given to the individual. Socialization occurs (Giddens, 2006) [4]. Child brain development relied on both genetic factors and environmental factors (Belsky & de Haan, 2011; Richards *et al.*, 2016) [2, 12]. Subsequently, studies have explained that even normal variation in early care giving quality, such as the variation in parental sensitivity, warmth, and support (Kok *et al.*, 2015; Luby *et al.*, 2012; Whittle *et al.*, 2014) [8, 10, 15], may be related to differences in brain volume and growth in childhood and adolescence. Although experience-dependent brain progress seems a replicable finding, there are inconsistencies in the direction of the effect (Richards *et al.*, 2016; Whittle *et al.*, 2014) [12, 15]. Moreover, high heritability estimates for brain growth (Jansen, Mous, White, Posthuma, & Polderman, 2015) [6]. have also emerged and studies have illustrated the large degree of variability in brain volume and brain development trajectories in healthy children (Brain Development Cooperative Group, 2012; Lenroot & Giedd, 2006) [3, 9].

In the current study, we include a more comprehensive measure of positive parenting, i.e., repeated measures of sensitive parenting of both mothers and fathers in early childhood; and we focus on child pro social behavior, as there is robust evidence for its association with parental positive socialization strategies (Hastings, Miller, & Troxel, 2015) [5]. The objective of the present research is to explore the impact of socialization pattern on child personality development and freedom of choice in family and peer group. It also indentifies which agent is more influential for child mental development.

### **Research Methodology**

Quantitative approach is the main mechanism for the methodology of this research. This research is trying to illustrate the impact of impact of socialization process on the child's personality development and freedom of choice. This exploratory research utilized survey method of quantitative methodology through interview schedule to collect data. Therefore, a survey method is used for the collection of data.

### **Sampling Procedure**

For this cross-sectional study, 200 students as a sampling frame were selected. For this research, at first 10 departments from the 34 departments at Bahauddin Zakariya University, Multan, Pakistan was randomly selected. So, 200 students from each hall were interviewed.

### **Tools for Collecting Data**

For the data collection, self-completion questionnaire was constructed. The pattern of the questionnaire is semi-structured. It contained mostly open-ended questions. It was prepared in both English for the proper understanding of all the respondents.

### **Procedure for Analyzing Data**

The collected data were entered and analyzed using SPSS statistics 20.0 software. The open ended questions are coded according to their variables in the Variable View sheet of the SPSS. Descriptive analysis has been done to interpret the results

### **Result and discussion**

This section illustrates the major information of the respondents

spending time with parents, parents and peer attitude towards child and parent influence in decision making. It also focuses the parent and peer influence on child personality

during socialization process. The following table-01 has been prepared on the basis of field study as well as primary sources of data collection.

Table 1

Main categories	Variable categories		Number	Percentage
Respondents spending time with parent and peer	Family			
	Number	Percentage		
	3-5hrs.	46	23.0	
	6-9 hrs.	118	59.0	
	10-12 hrs.	33	16.5	
	13 and above	3	1.5	
Total	200	100.0		
Parents' attitude	Aggressive		23	11.5
	Strict		110	55.0
	Friendly		48	24.0
	Neutral		19	9.5
Parents influence in decision making process	to great extent		110	55.0
	to some extent		90	45.0
	Not at all		0	0
Peer influence children's attitude	to great extent		154	77.0
	to some extent		44	22.0
	not at all		2	1.0
Peer effect on future goal	to great extent		128	64.0
	to some extent		71	35.5
	not at all		1	.5
Parental and peer's attitude effect on personality development	Parents		Peer	
	Number	Percentage	Number	Percentage
	102	51.0	180	90.0
	95	47.5	20	10.0
	3	1.5	0	0
to great extent	102	51.0	180	90.0

Table no- 01 depicts that 23 percent respondents spent 3-5 hours, 59 percent respondents spent 6-9 hours, 16.5 percent respondents spent 10- 12 hours and 1.5 percent respondents spent 13 hours and above with their parent. This table also shows that 13.5 percent respondents spent 3-5 hours, 23 percent respondents spent 6-9 hours, 51 percent respondents spent 10-12 hours and 12.5 percent respondents spent 13 hours and above with their peer group. Most of the respondents (59%) answered that they spend 6-9 hours with their parent. On the other hand, most of respondents (51%) answered that they spend 10-12 hours with peer group. So it concluded that majority of respondents spend their maximum time with peer group. They also met with their friend for study purpose, entertainment, spending free time etc. Table shows that majority (55%) of respondents' parents attitude was strict. Hence children perform secretive attitude and formulate distance from their parents. It also can be misleading to the children. On the other hand, majority (50%) of respondents' parent had dominant tendency to great extent. Parents who are too authoritarian and inflexible in their thinking produce children full of fright, less social, and have low confidence. This table also shows that according to 55 percent respondents, parents influenced in decision making process to great extant. Socialization by parents, by other relatives, and by friends is important to adoption of caregiver roles. Parents transmit culture to their children through socialization.

Above table shows that majority (77%) of respondents answer that peers influenced their attitude to great extent. Peer group is more influential agent in socialization. This agent make own social world, value pattern, different type of view etc. a person share his own interest, thought, experience and also adopt peer's thought, view, behavior pattern. Peer influenced their attitude. Table shows that majority (64%) of respondents said that peer affected on their future goal to great extent. Peer is more connected than family. This table shows that the ratio of respondents which were in favor of that parent's attitude affected on personality development to great extent was 51 percent. On the other hand, the ratio of respondents which were in favor of that peer's attitude affected on personality development, to great extent was 90 percent. So majority of respondents answered that peer's attitude affected on personality development to great extent than parent's attitude. Peers are more linked with children than the parent. They are influenced by peer's thinking pattern and behavior.

### Conclusion and Suggestion

Socialization is the continual process of human life. In this process, family and peer group are more influential agent of socialization. In present study was explored which agent was more influential in socialization between family and peer group. Family plays a vital role in childhood age. Parents are first

teachers of human life. They shape children behavior, personality and so forth. Then, peer group is powerful agent in socialization. Peer relationship has significant effects on mental and physical health on child. These have strong impact on character, personality shaping and interpersonal relationships of the child. A peer group is a small group of similarly age, education, status or social class. Adolescence spends more time with peer than parents. Peer plays important role in the psychological, behavior and emotional development. On the basis of discussion the result indicate that peer is more influential agent of socialization than family. Peer group is the great space of freedom. Children are spending more time with peer. Peer helps to gender socialization. Result also reveals that peer's attitudes effects on children personality development.

Keeping the view of the trends and empirical analysis, following suggestions would be helpful for socialization and new research.

1. Comparative analysis of family and peer group as more influential agent of socialization is a broad term. More work should be done on it to explore more deeply. New research can explore their concept in more depth with new variation.
2. Friendly attitude of parents should minimize the gap between family and children's peer group.
3. Parents should be more conscious about the social circle and activities their children
4. Through proper socialization parents should develop the sense of morality among their children so they can differentiate between right and wrong.
5. Peer should condemn the antisocial activities if any found among their fellows.

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