

## THE ROLE OF SOCIALIZATION IN CHILD'S PERSONALITY DEVELOPMENT

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### Abstract

*The current study aims to highlight the basic ingredients of socialization to impact the children's personality development as it socializes children with the diverse traits to make them capable to adjust with the society and lead a successful life. The concept of socialization encircles the wide range process through which children learn the culture and becomes an integrating part of society. Moreover, Socialization is a continuing process of learning thus it cannot be achieved abruptly and influenced by the diverse determinants as it relies on the social experience and enlightenment which differs from society to society. Henceforth, a healthy society can provide effective socialization as compared to a deviant society. Primary socialization starts with the early learning that inculcates the moral support, the accomplishment of the basic needs, social awareness, and degree of enlightenment and the maturity of a child within the close associates as family and peer groups. It allows the recognition of a sound personality to emerge via a healthy growth of children in the sphere of biological, psychological, emotional and economic aspects and it socializes a generation to cultivate through education, ethical values, positive attitude, confidence, good health, and material welfare. It suggests how to socialize a child and draw attention to the factors which impact Children's overall development. This study*

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*encircles the descriptive qualitative based methodology and it gives an empirical study to investigate the socializing agents in the way of development of children's personality. Moreover, 238 questionnaires were distributed in which 200 feedback achieved and response rate maintained 84.03%. This study encompasses the methodological limitations in which data has been collected from the different segment of society such as family members, educationist, religious clerics, and medical doctors from the district Dadu and Qumbarshahdaskot in order to inquire the development of children via different factors of socialization. The chief objective of the prevailing study is to investigate socializing factors (primary and secondary socialization) to impact the children in a positive and negative means.*

**Key words:** *Socialization, Family, Formal Socialization, Informal Socialization, Personality Development.*

## **1. Introduction**

Socialization implies an individual's inducting that charts out a process of training to a child in order to make adjustments with society. The concept of socialization implies a process that makes an individual capable to grow to be a member of society (Anastasiu, 2011). Socialization is the reflection of the personality that relies on the culture of a nation. Parents, peer groups and other socializing agents assist to socialize a child in order to adopt the particular language, literature, and moral values of a society. The chief driving force of socialization is peer group, family, blood relatives, social institutions, mass media and community that impact the adult to become a perfect individual of the society.

Primary socialization transmits through the family which provides the early guidance and teaches children how to deal the affairs of life (to bond relationships, protect him, to comprehend the things of reasoning, solve the difficult problems, and understand the concepts of importance including love, trust, and togetherness). Likely, researchers argue that parents, and Peer group engagement changes in children's motivation level deeply (Anastasiu, 2011; Kindermann, 2007). Hence, primary socializing factors are the chief sources of development for the pre-school child to nourish oneself in every walk of life and

it inculcates education, social ethics, discipline, and standards of society in the child. During adolescence, learning of social behaviors is commonly dominated by interactions with peer clusters that influence the growing personality structure of an individual hence social deviance prevails in the primary socialization from peer group rather family associates (Loeb, Fuller, Kagan, and Carrol, 2004). Moreover, the pro-social and deviant norms can transmit via peer clusters, but the chief basis of social deviant norms is usually peer clusters (Moss, et al., 2008; Oetting, et al., 1998). The researchers argue that the impacts of the peer group are one of the most worrisome in the way adults shift from parents to the peer group (Oetting, et al., 1998). Additionally, the researchers support that peer deviant is one of the powerful predictors' of adolescent deviant activity and increasing peer pressure decline the parent's advice and opinions (Roweton, 1990).

The norms transmission in children is the chief productivity of the primary socialization that is based on the degree of bonds relationship between youth and social adjustment in society. The parental role is an undeniable fact that develops the personality of a child via social, moral, economic, psychological and health-related support. The most powerful agent of socialization is the family that allows developing a sound personality and healthy growth of the child in the sphere of physical, metaphysical, psychological, emotional and economic institutions. Likely, the researchers argue that the living standard of a child had a significant role in the health of the family (Ali, M et al., 2018). Moreover, the parental influence of a child brings a massive impact on religion and education (Ultee, 2009). Peer clusters appear like a source of primary socialization afterward, with their utmost impact occurring throughout adolescence whereas family members come in the primitive stage to develop the child personality. Adults possess the diverse primary socialization patterns as Chao Parenting argues that behavior is a dominating agent to hold control of the training of the children in religion and other ethical values.

In the Islamic society, the basic socialization is pertaining to know the reason of man's existence in this material world and assuring the provision of ethical values and make child capable to adjust with self-esteem, relationship with harmony, respect others and recognition of the fundamental rights and basic tenets of Islam. Besides this, Islam charts out the faith to inculcate the sense in a child to maintain rights to others, and it ensures the provision of healthy living, kindred, name, property and inheritance, acquisition of skills, and physical security which relies on the Islamic sociology to indoctrinate the Islamic values to mankind. Likely, researchers argue that Islamic sociology encircles the systematic growth of man to

socialization (Malik, et al., 2014). In Islamic society, social deviance of a child is because of the adoption of foreign culture and western cross culture impacts that allow a Muslim child to design the western mode of living, exploitation, and competition in material gain and immodest living which emerges at the adulthood stage. The care of parent is the central pillar for a child to secure the protection and enjoy the due rights as Islam bestows them (UNICEF, 2005). The emotion regulation in a child is derived by the close association of family like family members in which children learn via participatory observational learning.

Socialization process possesses deep proximity with the faculty of observation of a child to interpret society as well it can assist children to observe in the schooling (Denham, et al, 2003). Family socialization, learning institutions, and peer group also play an important service in the way of the development of primary socialization that is directly connected with one of the indispensable roles of the family is to raise and educate the children. The deviant peer cluster is always a repercussion of the weak family institution that stimulates the chances of youth to engage the members with deviant behaviors. Similarly, the dilemmas related to the peer group can enhance the deviant attitude to lead poor living standard and turns down the child into social, biological and ethical backwardness in the society. Hence, for a child, effective Primary socialization is extremely important to set the foundation stone of the coming socialization as it encircles whole life. The researchers (Shin, 2015; Handel, 2011) support the primary socialization as a key role to design a child's personality in multidimensional aspects and a newborn child is unknown and empty of any idea regarding the cultural and elements. It is the cultural traits and norms that make a child aware to contact the society that can be nourished with effective socialization at one's primary stage at home. In this way, there is the deep influence of family on the children's overall development and such socializing practice of individual convert from childhood to adolescent. Similarly, researchers support the argument that children and parents' emotionality go side by side and family impact the overall emotional development of the child (Morris, et al, 2007).

## **2. Review of Literature**

The social factors had a massive significance in the personality development especially children via socializing agents. The quality socialization impacts the child accordingly that can not only ensure the provision of an appropriate the health but it can also materialize the emotional and social development (Ali, et al., 2018; Jamro, et al., 2012; Morris, et al, 2007). The provision of an effective and appropriate primary socialization to a child can allow the rise of succeeding secondary socialization in order to adjust and interpret the surrounding in Pakistan

possibly. The access of good peer group and stable family can mobilize a social blessing to child towards a productive individuality in the society (Anastasiu, 2011; Oetting, et al., 1998). Rising misuse of globalization harms the children and vitalizes the wastage of time that can hinder and slow down the growth of childhood.

There are various numbers of determinants towards the children socialization which can play either a negative or positive role that emerges in the form of deviant behavior of the child and impact the overall development of the child. In this way, negative determinants can leave an unexpected impact on the child such deviant manner of parents, poor physical, biological and psychological maintenance are also hunting factors to the child (Walker, 1995; Roweton, 1990). Biological, personal and social factors reveal as to deviant the early socializing stage of the child which can be summated as below;

- Harmonic disorder and Chronic illness of a child leads to poor development
- Mental disorder and such as anxiety and depression
- Trauma leads to damage to the mind
- Self-esteem issues and communication and social skill difficulties
- Child's listening issues and development of poor listening.
- Poor learning motivation and disliking the learning culture and subjects
- Rise of antisocial attitude in the learning institution
- Inadequate academic support relating to workload
- The satisfactory dilemma with teachers and other class fellows
- Bad impacts of the peer group
- Weak family Institution and repercussions on the child
- Transmission of foreign culture and misinterpretation cultural values
- Misuse of media and globalization.

Personal and biological factors lead to poor development of children that unable them for learning new social and environmental positive traits. Chronic illness and harmonic disorder create the inappropriate repercussions in the life of a child with the rise of deviant acts and these factors allow flourishing many mental health issues within a child such as anxiety and depression. Effective Primary socialization of a child is tremendously significant to sets the foundation stone secondary socialization in which a child can easily absorb the cultural values and learning essential ingredients of society. There is a number of obstacles in the way of provision of effective socialization to children as halting factors of

socialization which are related to family, peer group, and media, etc. Mother plays a more reliable role in the way of children's learning and personality development as compared to father thus the mother's job effects on the children deeply. Likely, it is argued by the researchers that Parental occupation affects the children's school behaviors and overall their personality management (Anastasiu, 2011; UNICEF, 2005). The failure of the family institution impacts the children's development as researcher Bartlett, (1997) argues that the home setting provides a meaningful cultural environment as parents create opportunities for children and communicate norms and expectations.

- Peer Group Mentoring of junior fellows through their experience that can encourage the abilities and confidence of new fellows.
- Guidance-oriented fellowship
- Polite and virtue attitude of the peer group can motivate the child toward high traits of personality.
- Social support and Development can assist in the development of the new generation.
- Ethically and politically stable society can assist the child to develop a personality to lead the success of living.
- Child care in the poor community affects the quality and stability of the child's early learning.
- Social adjustment and personality development in children.
- Sociability or effective social feedback can assist the child to generate a significant response in the society.
- Early child education and proper training
- Provision of effective socialization via online means of transmission to children in order to inculcate the ethical values and cultural values.
- Managing and preventing chronic health problems in children.
- Early precaution of a child through immunization

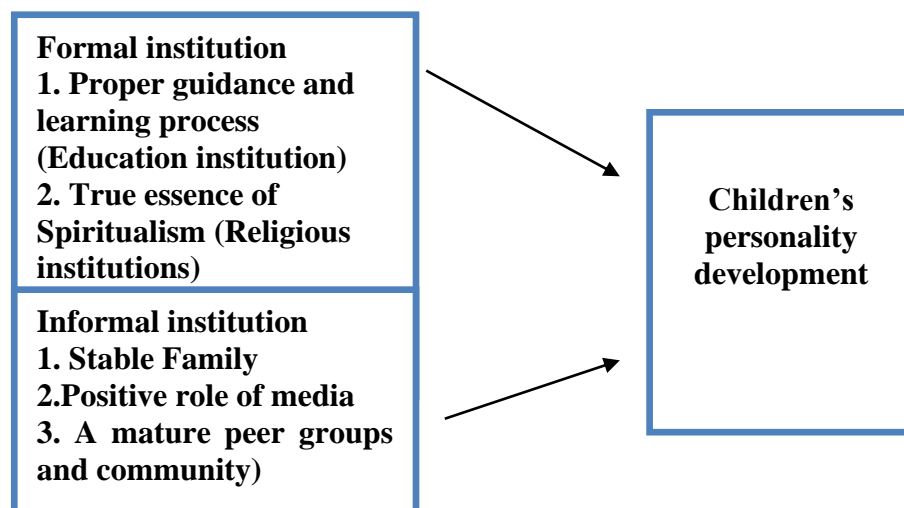
The development of a child is directly influenced by father and it appears to be most important, social instructor and tower of defense and to be an early scholar to the child. Father leaves their deep influence on the child via their behavior, attitudes, and messages as they convey to them. An effective guide creates more confidence, consistency and effective parenting in the way of a child's personality development. Early socialization is the dire need of children growth and personalization in the future whereas the latter managing difficulty of the deviant behavior of the child is the biggest challenge for parents. Academically, the

child advances his personal development via acquiring knowledge and materialize a positive social construction.

### 3. The Conceptual Framework Model

The proposed conceptual framework model of the extant study is based on the major factors to investigate the children's personality development. The impact of these factors such as formal, informal, primary and secondary children by means of merit and demerit as it relies on the nature of socialization.

**Figure 1. Proposed conceptual model**



The prevailing study proposed a set of antecedents to be hypothesized to impact the children's personality development and hypothetical relationship of these factors can be summated as below

### 4. Objectives

This study encircles certain aims and objects as summated below:

- i. To investigate the Formal socialization determinants (Educational and religious institutions) and children's personality development.
- ii. To investigate the Informal socialization factors (family, personal traits, social community and peer groups) and children's personality development.

## **5. Hypothesis**

**H1:** Formal socialization determinants (Educational and religious institutions) signify the positive impacts over the child's personality development.

**H2:** Informal socialization factors (family, personal traits, social community and peer groups) signify the positive impacts over the child's personality development.

## **6. Materials and Methods**

The present study focuses on qualitative research that relies on to use the interviews method and to analyze the social factors towards children's personality development. While, 200 different family members and educated class of society in which 60 parents participated to produce their opinions, 40 graduates, 38 religious clerics, medical doctors 20 and 42 teachers at Dadu and Kumber districts, Sindh, Pakistan. The sampling selection was based on the male and female as the unit to analyze who were at the age of 28 to 60. The universe of the study was district Dadu and Kumber-Shahdadkot, Sindh, Pakistan. The field study was conducted through structured and semi-structured in-depth interviews. The study was carried out in two districts in 2018 within the duration of 3 to 6 months. After conduct, the research; the data were analyzed by thematic and descriptive form to check the relationship between social aspects of socializing agent and children development while focusing on its negative and positive aspects. Moreover, the current study examined to find out socializing factors to evaluate impacts on the children personality growth. The study was carried out in Districts Dadu and Kumber focusing on the social aspects toward assessing the children personality development via diverse social factors. A descriptive analysis was conducted of the various categories of the respondents as primary data and recommendations can be urged to redesign the research in a longitudinal manner in order to test the dynamic nature of society periodically. The data collection in this study was derived from the 38 male and 12 female respondents. The information about the positive and negative aspect of the social factors was investigated and brought into deep discussion with respondents. The nature of the study was based on a qualitative method in order to authenticate research objectives on a review of the literature.

## **7. Children's Personality Development and Antecedents of Socialization**

Socialization is a process of human culturing in order to integrate an individual to be a member of society. Children socialization refers to the growth of a child personality via learning, acquiring of knowledge and training by diverse



socializing agents. There are varied agents of socialization relating to children such as family, peer group, schools, and media that assist a child to become part of a society by means of incorporating its cultural values. Primary socialization is the relation bonding of a child through which a child learns close associations. Moreover, it relies on the earliest year of children's life that he/she learns and understands society and culture. In this way, agents of primary socialization help children to inculcate the cultural ingredients and learn social norms and values.

### **7.1 Informal Socialization and Personality Development**

The family is the set of the closest members to one's life, and these members have a deep impact in the way of the socialization process in the early stage of life. Primary socialization is learning that comes at our youngest stage while interacting and observing around us. In this perspective, family members like parents (mother, father and other blood relatives) maintain the proximity and assure the provision of an interactive atmosphere for a child to learn, understand and observe the society. Through the family, the child becomes socialized to bond, generate social interaction, and comprehend significant concepts concerning trust, togetherness, and love (Whitbeck, 1999). Early socialization begins at home that encircles the social norms, and cultural practices. The majority people in the world especially in the developing and under developing countries largely depend on the family from birth to adulthood in order to accomplish their basic needs like social and psychological support, food, shelter, nurturing and moral guidance. In this way, the massive influence of family members becomes an integrating part of one's development and growing personality. A healthy family can ensure the provision of an effective impact on the child's personality development (Denham et al., 2003).

Presence of parent can increase the child's confidence and avoid the children frustration and deprivation. The direct and indirect impacts emerge of the father on child development ((Malik, et al., 2014; Saarni, et al., 2006). Islamic family can materialize the true essence of a child personality in which he learns the sense of equality, accountability, ethics, social justice, rights of neighbors and perfect obedience and adaptation of standard rules and regulations in life that can give birth to a sound personality (Halberstadt, et al., 2001; Rashid 1988). It promotes children's linguistic and pragmatic abilities hence unique communication style of child's father directly impacts the children's concerning demand and supply in the social exchanges. An effective family institution can grow a mature personality and emotional responses can be regulated and interrelated behaviors in a social atmosphere and adaptive ways can assist to manage problem behavior at home (Malik, et al., 2014; Eisenberg, et al., 2002). The financial stability of the family

can result in the surplus outcome of the child whereas poor family is the poor outcome.

The higher child-related stress and parental maladjustment in families externalize child's personality weak and miserable. The quarrelsome attitude of among children usually prevails from the family members. Internal conflicts among children emerge because of the bad relations and influence of parental behavior that impact to encourage the psychic pathological issues throughout the children life (Kernberg, 2001). The repercussions of family abusing impact the child to decline his morality, faculty of obedience and allow committing a violent offense (Donenberg, and Baker, 1993). Failures of family institution cease the child growth and development mentally and biological abnormally. Illiterate family members cannot socialize the child in any institution of life successfully. Ill-mannered family members allow the social deviant behavior in a child in the form of abusing, violence, thieving, and ignorance, etc. Parents play the role model guidance to child and their absences allow the emergence of deprivation, social frustration, poverty and sense of orphanage (Donenberg, and Baker, 1993).

The family inculcates diverse characteristics in a child as cultural values, language and another attitude of life that results to make child capable to contribute to the growth self-individuality in the society (David, 1999; Whitbeck, 1999). The family is the most powerful vehicle to play succeeding role in the rise of a society that gives birth to civilization. The downfall of the family can lead the eruption of the volcano of deviant behaviors of a child's life in all times to come which can turn down the stability of a society. A number of theories concerning the primary socialization states the degree of bonding also leads the deviant behavior of the child and drug addiction among children. Moreover, egotism also overcomes the adults because of the defects of the primary socialization and attitude of an individual affects the culturing process of the others as well (David, 1999). The vitality of outside or outdoor social experience as the school makes capable the child to meet the diverse nature of confrontations with new situations that cannot be achieved in family life (Parke, and Ladd, 2016). According to Brown et al (1993), peer group and family can be said to be quite separate domains for teenagers, and at such a stage of life, parents ceased the authority to affect peer associations. The family is the most powerful agents of socialization to practice and have a direct impact on children rather than media, educational institution and peer group.

The community has much influence in the personal life of its members. It is a community that plays an important role in the socialization of child development.

It enriches positive as well as negative traits among a child. The community role in the socialization keeps a great place in the maturity and personality traits. Aggressive and violence traits are increased by communalunsocialization due to inequality and other oppressions. Lack of communal socialization much other physical abuses and deviant street behavior emerge among child's attitude. The community does not properly play its role to enhance positive social traits, therefore, many physical, sexual and another child related violence develop that degrades the child personality. The depressing way of collective life grips the child with frustration and deprivation. Social violence dethrones the tranquility and peace. Social injustice makes a child grow as a revengeful. Moreover, the community has positive as well as a negative role in the development of a child's personality and socialization (Osofsky, 1999; Donenberg, and Baker, 1993).

Mass media and social sphere are the most important agents that leave an impact on the way of social process learning. In this way, easy accessibility of the television, magazines, internet, newspaper, radios, and films all of them assure the provision of the entertainment, conveying a message and keeping oneself updated with the current issues and innovative and dynamic trend of alien cultural values. As a consequence, all these sources of social and mass media for sending messages are the influential agents to affect the children psyche and attitude as see and analyze the world around him (*Kathleen, 1999*). The prevailing explosion of the westernization via median encouraged the immodest values, the materialistic design of life, and deviant attitude of the child which overcome abnormal traits in the form of disobedience, backbiting, use of abusing language, homosexuality, disrespecting elders and desire isolation from the parents in an Islamic society. Moreover, the influence of mass media inculcates the unrealistic, racialism, sexual stereotypes and imaging the children with violence sentiment. These messages as media spreads that can impact the overall personality development of the child and it makes him an individual to react in society accordingly. Media mobilizes the westernization that turns down the modesty and moral or ethical values of a child. It is media that results to disown the inherent culture. It is the misuse of media that develops sexual, psychological and physical behavior and ethical violation. Misuse of media can become the cause of moral panics and deviant social construction behavior in a child creates disorder. Watching violent television programs and movies increase violent behavior in children. It prevails both negative and positive traits that transfer to the child personality and values.

Socialization promotes healthy child development well-being. At the early days, sociological research stresses on nurture that focuses on the manmade

environment. In later ages, the subjected promotes the biological factors in the socialization of a child. It also digs out the various new methods in the process of socialization hence various age factors keep vital role from childhood to adult one. Genetic and molecular studies reshaped the process of socialization and it also creates a link with social and biological factors of socialization in child development. Moreover, parents' biological traits towards the child and his body structure play a neutral role in the personality and learning traits. In this way, David (1999) argues that the degree of egotism and deviant behavior of adults preoccupy child during primary socialization. Genetic shape relies on genetic similarities and dissimilarities within family members. Biological factors are directly related to socialization learning traits. The highly healthy mind and body can easily help out for learning new norms and traits of nurture and nature in a child's life.

The interaction of a child with a peer group in the early stage leaves impacts in the development of the child. This group consists of the same age and social status of an individual in the society that is generally known as a peer group. This group has much importance in the socialization of a child after the family. The family peer group is another close associate to children and it detaches from the family authority by joining a peer group that begins the choices of the own well (Roweton, 1990). There are a number of normal standard values and deviant behavior which child adopt by this group. According to David (1999) that the negative side of peer grouping influence leads to the deviant course of conduct because of peer pressure. It possesses a significant effect in one's life in the process of primary socialization that influences the child to think and act in society differently. Peer is an influencing source which affects the whole personality development of children.

Peer group functions in the process of learning new norms and traits. Personality and egotism development is also the major product of this group. It is the peer group that develops positive as well as negative norms in the child attitude. Disobedience and indifferent acts of the child have expanded due to new traits hence the ways of indifferent reactions create restless among a child life at later age. The use of drug habit is also impacting a child's life by this group. In this case, the role of poor peer relationships looks in the development of the disorder but generally, this group is the major source of learning new values and customs.

## **7.2 Formal Source of Learning and Personality Development**

The true essence of socialization is an influential means through which man acquires information about society and culture. Educational institution inculcates

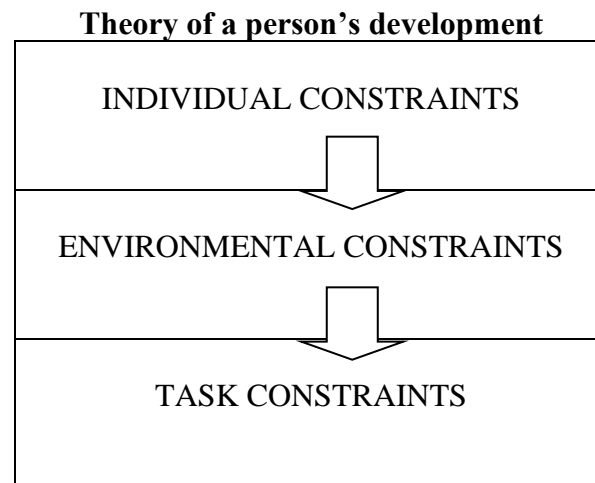
the innovative knowledge and awareness among children that makes easy to adjust to society (Collins, and Russell, 1991). The cultural values of the society are transformed into a child at schools and it also inculcates the essential ingredients of ethics, religion and other social aspects. School performance and disciplinary problems also impact the children massively (Roweton, 1990). In the learning, institution child acquires an easy and free culturing from the atmosphere and close peer association. Likely, it is argued that at the young age children learn in schools to act in a particular course of conduct-based gender and the close association of peer group (Collins, and Russell, 1991). The socialization process is a continuous process which is affected by the school, media, and family and peer groups. Parent socialization deeply impacts adolescent behaviors and school achievements.

The disliking to school culture or atmosphere and subjects also leave deep impacts on children to face difficulty to acquire the culture (Walker, 1995). Anti-social behavior in school and Poor schooling and educational support, particularly relating to intense workloads and poor satisfactory with teachers and other classmates at school and skipping from schools also produce the stress to children socially and psychologically. Managing the schooling of children urges to adjust the demands of the setting relating to the classroom in order to maintain the well-built link between academic performance and physical health that can assist to improve the child's academic performance (Walker, 1995). School also means to develop the characters and values that rely on the child's school experiences facilitate with developing certain traits for instance respect, compassion, determination, empathy, and integrity. School provides the child with enormous opportunities to broaden his mind and experience and overcoming on the anti-social behaviors in schools and they can also stimulate the children's development. School-related problems emerge in the form of as a fragile academic performance, lack of motivation for school, interest failure of a child in the school activities, or deprived relationships with teacher or peers that hamper a child to learn from the institution in order to develop his/her personality.

### **8. Theoretical Perspective**

According to Talcott Parson's theoretical perspective family is most significant institutions throughout the primary socialization that assures the provision of the basic essentials for instance food, shelter, and security (safety), and it also guides a child in cultural values and social aspects in order to be a tower of guidance for a child in the course of whole life process with maturity. In this way, it is most crucial to inculcate these norms and standard rather than merely gaining knowledge regarding them; otherwise, it cannot be succeeded to participate the

children in their social and culture afterward. Primary socialization in the light of Parsons' theory organizes children in the diverse perspectives to play the roles as they become adults and ensure the massive influence on the personality of the child and their social and psychological aspects (Kenkel, 1960). Moreover, Sigmund Freud designs the theory of a person's development to become an adult on the basis of social influence and biological instincts (*Freudian Theory of Personality*). According to Freud mind has been composed on the basis of three components the id, the superego, and the ego, and these components perform the work collectively in proportionally in order to make an individual capable to interact with society successfully. Furthermore, any part of these components exceeds another one that can create a problem in an individual life to face personal and social problems (*Freudian Theory of Personality*).



The figure indicates various factors of the theory that consists of three major constraints. The first constraints are associated with the hurdles of biological factor that prevents a child in the process of socialization which seizes the power of learning and new personality traits become weak among a child. Further, the second factor is linked with environmental Constraints that make a child deviant from the societal norms and values hence this factor has negative impacts in the development of positive traits among children. Moreover, the third factor is task constraints, it means lack of positive socialization outcomes and the role of above constraints, do not achieve personality development. It is the result of individual constraints and environmental constraints in the process of socialization of a child that allows the hurdles to achieving personality development in a child life.

Furthermore, the theory of social behaviorism has been given by Herbert Spencer (2016) which highlights that social experience creates the selfness. Selfness is envisaged by self-consciousness and self-image in one's life by interacting with others. Unlike Freud, Mead argues that biological instincts do not become the cause of the emergence of self, although it is only societal influences to develop self in a person via socialization in the society (Herbert 2016). Moreover, he argued that exchange of symbols and use of language come through the social experience which makes an individual's personality in order to take the due role to understand others' role assist to achieve the can self-awareness (Herbert 2016). The theory of looking-glass self, keep deep proximity with the Mead's theory to state about societal interactions design the self-image of man (Cooley, 2016). He argued about how important others whose opinions are of meaning to us and hence people have massive influences on the think concerning things and ourselves. In this scenario, a noteworthy can be our friend, family member, and spouse. Jean Piaget was a psychologist gave the cognitive development theory to measure the development of a child's mentality and becomes mature as a child traveling the aging to go older to be a more interactive society (Fischer, 1980).

## **8. Conclusion**

The prevailing research designed aim to improve comprehensiveness the proposed constructs towards socialization to assist as to be an ultimate need for children personality development. Socialization impacts the children either negative or positive dimension that create the social deviance and development in a child respectively. In the existing study 200 respondents present their view point regarding the children personality development in which an effective formal and informal institution can be fruitful towards the children's personality development.

It makes capable of a child to adjust with society and leads a successful life that allows the child to learn at a wide range from parent lap, culture, media, and peer group. Socialization is an ongoing process of learning of a child which incorporate the social experience and enlightenment to make him perfect individual in the society. In this way, failure of a family by its social and economic stability decline the child development in future and peer groups bad repercussions also leave worsening impacts the child to treat likely as his friends behave. Effective primary socialization encompasses the avoidance of antisocial activities, preserving goal-oriented schooling, misuse of media, flourishing of ethical values and preventing of biological dilemmas to a child can ensure a sound personality of a child.

The proposed framework model contained formal and informal social institutions major factors concerning the domain of the children personality development. Positive and a stable role of the formal and informal social institutions can play significant function to stimulate the children's personality development in this way conducted interview supports the positive significance relationship with children personality development of a stable formal and informal institutions. The hypotheses were designed on the basis of independent and dependent variables relationships. The findings revealed significant positive relationships between independent and the dependent variable. The prevailing study pertains to conceptual framework model tested in empirical means where current conditions of children's development rely on the stable social institutions.

### **9. Limitations**

During the infancy, childhood and premature adolescence primary socialization take place that inculcates the personality traits and another alternative basic core identity. In this way, primary socialization process designs a self-awareness, self-image, and enlightenment reveals in a child via social experience. In primary socialization, the family possesses a deep impressive influence on the individual's life and afterward, it peers groups of a child, learning institutions, mass media, and social atmosphere. These impacts of primary socialization also reveal in the secondary socialization which takes place in childhood via adulthood in which a person meets new groups that give birth to new roles in society via fruitful participation (Solodnikova, 2007). Nevertheless, such process occupies less important changes rather than primary socialization which are deeply associated with teenagers, children, and adults. The designed behavior during the agents of primary socialization is put into practice at the stage of secondary socialization.

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