

A Study of Development of Language Socialization in Children of Working and Non-working Mothers

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Abstract- The present study is aimed at examining language socialization in the early childhood development for working and non-working mothers. Socialization is a learning process that begins shortly after birth. Early childhood is the period of the most intense and the most crucial socialization. It is then that we acquire language and learn the fundamentals of our culture. Language socialization research shows that language plays a crucial role in the process of novice becoming a member of any cultural community. In order to become active and competent members of their community, novices must learn to understand and use these linguistic structures in appropriate ways. The sample of the study consisted of 20 mothers (10 working and 10 non-working) hailing from Delhi region on the basis of Random Sampling technique. The measures taken for collecting data is extensive interview, both formal and informal interviews were taken. The data was further qualitatively analyzed by thematic analysis and result was found. The hypothesis were:- a) Language socialization in children of working mothers was more than in the children of non-working mothers b) Socialization in children of working mothers is more than in the children of non-working mothers and lastly c) Overall development of children of non-working mothers will be better than children of working mothers.

Index Terms- Language development, Language socialization, Social development, Socialization

I. INTRODUCTION

Socialization is the life-long process of the learning of expectations, habits, skills, beliefs, values and other requirements necessary for participation within society (Winston, 1995). One of the major tools used in socialization is language. Through such tools as language and how it is used in different contexts, caregivers play a key role in introducing a child to a complex social world.

For a bilingual child, language socialization is particularly important. Schefflin & Ochs (1986) define language socialization as an interactional display (covert or overt) to a novice [child] of expected ways of thinking, feeling, and acting. In order to understand, interact, and negotiate the child socio cultural context successfully, the child must learn not only how but also when a language is used in the community, and the social meanings behind such linguistic practices.

Schecter & Bayley (2002) define language socialization as the process by which children become socialized into the interpretive frameworks of their culture. Researchers working within this framework see both the context of interaction and the

culturally sanctioned roles of the participants [in an activity] as major determinants of the language forms and strategies used. One way parents socialize a child on the importance of a language is through linguistic attitudes and practices that they convey on a daily basis through interaction. Both beliefs and practices are central explanatory constructs to understanding how parents socialize their children to interpret their particular socio cultural context. Researchers recognize that the social environment that a child is exposed to on a daily basis is in fact a rich context for learning.

Various linguistic resources are available to children in bilingual communities (i.e. peers, parents, and other family or community members). The study focuses on the parents' (both the mother and the father) roles in language socialization because many researchers agree that parents play a critical role in their child's language development. Some researchers see the process as a negotiated activity where children and their parents are key players in each other's language socialization (Vásquez, 1989; 1992; Vásquez, Pease-Alvarez, & Shannon, 1994). Many language studies focus on the mother's role because she is often the primary caregiver who has the responsibility of socializing children.

Objective

- To study the process & development of language socialization in children
- To understand the dynamics of the socialization process
- To analyze the overall growth of the child in context to working & non working mothers

Hypothesis

- Language socialization in children of working mothers will be more than in the children of non-working mothers
- Socialization in children of working mothers will be more than in the children of non-working mothers and lastly
- Overall development of children of non-working mothers will be better than children of working mothers.

II. METHODOLOGY

Sample: The sample of the study consisted of 20 mothers (10 working and 10 non-working) hailing from Delhi region on the basis of Random Sampling technique.

Procedure: The measures taken for collecting data was extensive interview, both formal and informal interviews were

taken. The data was further qualitatively analyzed by thematic analysis and result was interpreted accordingly

III. RESULTS & DISCUSSIONS

Table 1: Thematic analysis of the Interview

SUBTHEMES	CONCEPTS	THEMES
<ul style="list-style-type: none"> Sources of Language development whether its better learnt at home or day care centers/ crèche Multiple sources of learning language as contributor to social growth Language centralization is predominant with non working mothers due to the effect of only the use of mother tongue 	<p>We acquire language in early childhood and learn the fundamentals of our culture. Language as a medium of social connectivity and expression to the outside world.</p>	<p>Language forms the core of the socialization process. Children of working mothers are culturally more advance in language usage</p>
<ul style="list-style-type: none"> Pattern of growth in socialization of the child in reference to the amount of time spend with working & non working mother Observable differences in approaching towards the socialization process of the child with working & non working mothers Social adjustment in children of working mothers as an important feature of growth 	<p>Socialization is a learning process that begins shortly after birth. Early childhood is the period of the most intense and the most critical socialization. Social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills.</p>	<p>Children of working mothers have better social adjustment than children of non working mothers</p>
<ul style="list-style-type: none"> Amount of emotional, cognitive and behavioral support provided 	<p>Multiple factors affect the growth of the</p>	<p>Overall development of</p>

<ul style="list-style-type: none"> by non working mothers is more than working mothers Time given by non working mothers as contributors to holistic development in the child Complete attention provided by non working mothers is an asset in the growth of the child 	<p>child. The holistic development of the child is dependent on both the nature and nurture provided to the child.</p>	<p>children of non-working mothers will be better than children of working mothers</p>
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Hypothesis 1: Language socialization in children of working mothers will be more than in the children of non-working mothers

As per the results of the thematic analysis, it was observed that Language forms the core of the socialization process. Working mothers stated that their children represented more patterns of symbolic communication & explicit use of language due to their proximity to their social surroundings.

Children of working mothers are culturally more advance in language usage because of the gradual effect of the environmental stimulus. Working mothers stated children developing multilingual effect due to their early reception of various stimuli from the social environment. Non working mothers reported restricted multilingual effect in early childhood due to limited contact of the children with the outside world & close contact with the mother.

Therefore, the present findings support the hypothesis that language socialization in children of working mothers will be more than the children of non working mothers.

Hypothesis 2: Socialization in children of working mothers will be more than in the children of non- working mothers.

As per the results of the thematic analysis, Children of working mothers have better social adjustment than children of non working mothers. Most working mothers reported that their children are usually comfortable in the presence of other people in the social surrounding and also stated that they do not exhibit adjustment issues and are playful in the company of other people. Non working mothers stated that their children are usually glued to them and their play activities are usually distracted in the presence of others. Children of non working mothers exhibit social adjustment concerns which are relatively higher as reported by working mothers

Therefore, the present findings support the hypothesis that Socialization in children of working mothers will be more than in the children of non- working mothers.

Hypothesis 3: Overall development of children of non-working mothers will be better than children of working mothers.

Non working mothers reported more emotional and behavioral responsiveness of the child towards the family in comparison to the working mothers. Non working mothers due to their unbiased attention given to the child, reported of better holistic development in their children. The present findings are being supported by the findings of previous hypothesis where children of non working mothers exhibit social adjustment concerns. Working mothers complained that due to scarcity of time spend & attention given to the child, their children are comparatively not very emotionally, behaviorally and cognitively responsive and such factors contribute to the hampered overall development of the child.

Therefore, the present findings support the hypothesis that overall development of children of non- working mothers will be better than children of working mothers.

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