Stages of Socialization
Introduction

As we know that the process of socialization is never ending one. The content and the process of socialization differs at different age groups, some social scientists have divided the individual life into certain stages of development that a younger generation learns the adult role which it has to play subsequently.

So the following slides shall focus on the stages of socialization, quoted by various scholars.
Piaget’s Theory

Piaget’s theory of cognitive development states that children go through a series of stages in which they acquire new skills that define the limits of what they can learn.

- **Sensorimotor stage:** Birth – 2 years
- **Pre-occupational stage:** 2-7 years
- **Concrete Operations stage:** 7 – 11 years
- **Formal operations stage:** 12-15 years
<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Stage One</td>
<td>When the child has not formed the sense of right and wrong.</td>
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<td>Stage Two</td>
<td>The concept of reward and punishment starts developing.</td>
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<td>Stage three</td>
<td>People become highly aware of the opinions of others and act in ways that will gain their approval</td>
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<td>Stage four</td>
<td>People become aware of the larger community and of the social rules. Moral consciousness is the hallmark of this stage.</td>
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<td>Stage five</td>
<td>People recognize potential conflict between different moral beliefs. They are able to make independent judgments about right and wrong.</td>
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<td>Stage Six</td>
<td>People who operate at the sixth stage have developed their own sense of ethics, principles that are universal and consistent.</td>
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Kohlberg bases his theory of personality development on moral development, consisting of six stages.
Eric Erickson in his approach, mentions eight stages. In each stage, the individual faces a specific crisis and challenge and the movement from one stage to another occurs when the crisis is resolved.

**Stage One: Trust Versus Mistrust**

1. During the first year of life, the infant is completely dependent upon other members of the family, especially the mother.
2. The infant builds up fairly definite expectations about feeding time and he learns to signal his pressing needs for care.
3. The mother’s warm and consistent response to the infant’s need creates a basic sense of trust in the infant.
4. On the other hand, if the mother is neglectful towards the child, the child is not able to develop a feeling of security, trust and well-being which could help him in his subsequent life to adjust to other people.
Stage Two: Autonomy Versus Shame

1. During the first two years, the child learns to control and coordinate his muscles.
2. They not only learn to walk, talk, appreciate and understand different gestures but by this period they also learn to control their natural processes.
3. The children feel ashamed, if they are condemned by their parents for doing something wrong.
4. At this stage, the parents must allow the child to act independently so that the child can develop his self-consciousness.
5. To develop self-confidence, it is important that parents encourage the children but also intervene where ever required and must protect them from experiences which can cause shame and doubt.
Stage Three : Initiative Versus Guilt

1. In the third stage, the child becomes a member of a family as a whole and enters school and has already been socialized in the primary relationship of the family setting.
2. He learns to obey more adults than his parents, develops a sense of equality with peers, play games, handle equipments and fits in the new routine of a school day.
3. Children learn to relate to others in formal and in friendly association and express themselves reasonably well.
4. If at this stage, the children are ignored and humiliated, they develop doubts in regard to their ability to do things.
5. It therefore, results in development of guilt feelings in the child and they get discouraged in taking initiatives.
1. In the third stage, children step out of personal relationships and enter into a new environment which is marked by formal control. This stage is marked by a conversion from a dependent, subordinate status to full autonomous status.

2. The children begin to acquire skills through education that will prepare them for adult roles.

3. Achievement values develop as a result of parental emphasis on competence plus parents giving their children sufficient autonomy to solve problems and succeed on their own.

4. If a child may not perform well compared to other students and thus develop a feeling of inferiority. At this stage, children compare their, dresses, race, material possessions of the family with each other and these situations may create an inferiority complex in the child which would adversely affect his real capabilities.
Stage Five: Identity Versus Role

1. This stage marks the transition from childhood to adulthood. The person experiences many biological changes in the body.
2. Peer groups have an enormous influence on the socialization at this stage. Peer group is the major source of motivation for children and they develop conventional values of society through their peers because they have full access to them than they have to their parents.
3. At this stage, individuals must have a clear idea about their beliefs and values. They must be clear about what is expected from them and what directions they need to follow, else, they are bound to develop a confused personality.
1. This is the stage of young adulthood. The individual develops sexual maturity and self-control appropriate to his vocational and marital plans because at this stage, he is expected to choose both career and mate.

2. Young people at this stage need companions to live a life of intimacy and closeness. The adaptability of the prospective spouses depends in part on childhood adjustment and in part on their parent’s marital relations.

3. Much adult socialization is concerned with the work situation. After the probationary period, the employee becomes fully adjusted to the job and fellow workers. This adjustment results in increasing of a feeling of security in him and is able to give maximum service to the organisation. At this point he is able to assist in socialization of others.
Stage Seven: Generatively Versus Stagnation

1. By this stage, individual has a settled life in regard to his marriage, partner, occupation and social network.

2. There is no adventurous activity of youth but there is a feeling of stagnation. This is the stage of security and an individual takes on the role of parents which provides them with some newness. It’s the stage where people stick to certain way of life and develop a fixed routine.

3. Those who fail to have a settled life by this age cannot have successful future. During this period, the major achievements of life are expected; the person’s ultimate occupational, social and economic status depends entirely upon the activities demonstrated during this period.
1. This is the transitional stage from adulthood to old age.
2. Among women it occurs with menopause. The physical and psychological problems associated with menopause get coupled with the sad feeling of departure of children from home, resulting in discontinuity of roles.
3. Among men, the transition from active adult status to retirement is often more traumatic, especially if the transition entails a drastic loss in economic status. When this retirement is accompanied by relative poverty and deprivation, older people experience loss of identity and personal worth.
4. This can be overcomed only by attention of young family members.
5. Older people’s achievements and failures become the guidelines for the younger generations.
The mentioned stages of socialization bring us to a conclusion that socialization is a never ending process. It starts with the birth of the child and continuous till death. Society demands different types of behaviour patterns from individuals occupying different stages of life cycle and most of the people do come upto such expectations.
THANK YOU ...

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