

## Perceived Impact of Socialization among Secondary Level Students in Pokhara

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### Abstract

Social studies courses have been one of the key courses in the school-level curriculum in Nepal. Among the major objectives of such courses is to promote socialization among the students. This descriptive study examines the students' perception towards social studies courses and identifies the perceived impact of such courses on the level of socialization of the students in the Lekhnath area of Pokhara. By using a five-point Likert-scale questionnaire, data were collected from two hundred and two students of grade ten of two secondary schools in Lekhnath, one being public and another private one. The level of socialization was measured across multiple areas, including school, friendship, family, and sporting and cultural activities. These areas of activities were considered to measure the level of socialization of the students. Result indicate that more than half of the students (53.5%) have shown high-level of socialization. Friendship and family activities were considered highly positive by the students, whereas perception towards school clubs, formal meetings, digital engagement and cultural activities were reported comparatively weaker. Logistic regression results have shown that there is no statistically significant effect of age, caste, religion, and parental education on the level of socialization. However, father's occupation, particularly in job and business category, tend to reduce the likelihood of higher level of socialization. The findings suggest the need of various practices and policy interventions to enhance the socialization role of social studies education in Nepal.

**Key words:** Secondary level education, socialization, social studies education, student perception

### Introduction

Other than the primary function of transfer of knowledge and skills, education aims to promote holistic development of a person, including making individuals an active and responsible members of society. Socialization is the process through which people learn and internalize the social norms, values and standard behaviour of the society. According to Enfield and Levinson (2006), a person's capacity to live a normal life largely depends on his/her level of socialization. Likewise, Fronese (2016) defined socialization as the process of internalization of particular society's values, beliefs, attitudes and behaviour. Similarly, Bayaram and Pala (2024) reported that socialization consists of individual's interpersonal relationships people around him or her as well as other cultural, artistic, and athletic, political and economic endeavors, including online interactions. Family is the primary unit of socialization. After it comes school. School play vital role in the process of socialization by providing students an environment to interact with schools members, thereby fostering social skills, developing civic responsibility and cultivating the sense of

belonging. In this connection, Wentzel (2007) mentioned that socialization of the school-aged children occurs both through the activities in their daily life and through various activities in the schools. Within school education, social studies courses comprising history, geography, economics, culture as well as civic education and rights and duties of a person, provide unique platform for students to understand complexities of human interaction, diverse perspectives, and social and civic skills to become an effective member of a democratic society.

The teaching field of social studies restructures the information gathered from the various disciplines of social sciences according to the readiness level of elementary and secondary school pupils. It then imparts this knowledge to students, equips them with practical skills, values, and knowledge, and suggests ways to socialize them within this framework (Bayram & Pala, 2024).

The discipline of social studies emerged in England and was developed in the United States of America (Evans, 2004). The main purpose of a social studies course taught in countries such as the USA, Finland,

South Korea, Greece, and Turkey is to socialize students (Bayram & Pala, 2024). As like other countries, Nepal has included social studies curriculum in its school level education as a key course from the basic level education to higher secondary education (Curriculum Development Center, 2025).

Social Studies education in Nepal is designed not only to impart knowledge about history, geography, civics, and economics, but also to cultivate moral values, democratic ideals, and respect for diversity. It functions as a deliberate means of helping students navigate their social environment, understand their rights and responsibilities, and develop skills for peaceful coexistence in a multicultural society. In Nepal, formal education is separated into two stages under the School Sector Development Plan: primary (grades 1–8) and secondary (grades 9–12). In Nepalese schools, social studies is currently considered as a required curriculum. The social studies and creative arts curriculum for grades 1–5 was created using the Primary Education Curriculum Framework (CDC, 2008). In the social studies curriculum for grades 6–8, the units from the lower grades have been improved, and population studies have been given more attention (Dhakal, 2022). Together with the updated curriculum, the CDC has implemented the secondary level curriculum, which includes social studies as one of the required subjects. The secondary level (Grades 11 and 12) curriculum now includes social studies and life skills education as required subjects (CDC, 2020). Among the various school subjects, social studies education is uniquely positioned to shape students' understanding of social dynamics, cultural diversity, and civic responsibility (Johnson, 2010). Through its multidisciplinary nature, encompassing history, geography, civics, economics, and ethics; social studies provides a structured platform for inculcating democratic values and moral reasoning (Bayram & Pala, 2024). However, despite these theoretical promises, little is known about how effectively social studies education contributes to students' social development in the Nepalese context, particularly from the perspective of students themselves.

In Nepalese context, school serves as an important platform for socialization of students. The school level curriculum of

Nepal also emphasizes the importance of social studies education in promoting civil awareness and social responsibility (CDC, 2016). However, much of the existing studies on school-level socialization have been concentrated on teacher's perspective or on the content of the curriculum itself (Dhakal, 2022; Shrestha et al., 2025). There has been a gap on the real-world impacts social studies education is imparting to students based on their own perception. So, this kind of localized research assume to facilitate educators and policymakers to evaluate the effectiveness of social studies courses in fostering responsible and engaged citizen. Furthermore, debates persist regarding the appropriate language of instruction: English or Nepali.

Given this context, the present study seeks to fill the research gap by systematically assessing the perceived impact of social studies courses on socialization among secondary level students in Pokhara. This study has been influenced from Emile Durkheim and Talcott Parsons's idea of functionalism. It has used a research tool developed by Bayram & Pala (2024), which has considered seven areas of socialization at school level, namely, school activities, friendship activities, family activities, sporting and cultural activities, digital activities, political activities and financial activities.

#### **Data and Methods**

Two schools in Lekhnath area of Pokhara, one public and one private, were purposively selected as the study sites. The students studying in class ten at two selected schools, i.e. Laxmi Aadarsha Secondary School and Diamond Boarding Schools, were the total population of the study. According to the school administration of both schools, the total number of students at class ten of those schools was 127 and 103 respectively. So, the total population became 230 for this study. Out of which, only 107 and 95 students respectively from those schools were present at the time of data collection. So, total number of respondents was 202.

A likert-scale based structured questionnaire was developed and face-to-face interview technique of data collection was applied in the month of June, 2025. The questionnaires were pre-tested among 23 ten class students at New Light English Boarding Secondary School, Pokhara-30,

Kaski. After pretesting, required changes to the questionnaire were made. Binary logistic regression analysis was carried out to find the determinants of Social Studies courses' impact on socialization at secondary level schools in Lekhanth, Kaski. The level of socialization has been determined using low and high score, for which, the total score was computed from all likert scale variables and then individual mean score was ascertained. After it, mean of individual mean score was found. Values higher than or equal to that mean of individual mean score was considered as high and values lower than that was considered as low.

## Results and Discussions

### Basic Features of the Respondents

Basic demographic profile of the students and their parents' educational and occupational status has been shown in Table 1. The sample for this study comprised a total of 202 secondary-level students drawn from two schools: Laxmi Adarsha Secondary School (53%) and Diamond Boarding School (47%). The gender distribution shows a slight predominance of female students, accounting for 54.5 percent of the sample, while male students constituted 45.5 percent. This relatively balanced gender representation enhances the generalizability

of findings related to gender-based socialization patterns. In terms of religious affiliation, the vast majority of respondents identified as Hindu (85.1%), followed by smaller proportions of Buddhist (8.4%), Christian (5.4%), Muslim (0.5%) and Kirat (0.5%). This distribution reflects the religious demographics typical of many urban and semi-urban regions in Nepal, where Hinduism is dominant but religious minorities are present.

Regarding religion, most of the respondents are Hindu (85.1%) followed by Buddhist (8.4%), Christian (5.4%), Muslim (0.5%) and Kirat (0.5%). This distribution is largely consistent with the national religious population, where Hinduism is dominant with existence of minorities, most notably Buddhism. For parental education, both fathers and mothers education was assessed. Among fathers, lesser proportion had completed master's degrees or higher (5.9%) as well as bachelor degree (9.9%), whereas highest proportion had completed secondary education (31.2%). For primary level and intermediate level, there is relatively similar proportion, 25.2% and 23.3% respectively. Among mothers, most of the respondents' mothers have educational qualification of either primary level (31.7%) or secondary level (31.2%). A notable 17.8% mothers had intermediate qualification, at the same time 10.9% had bachelor-level education, and 4% had master's or above level education.

**Table 1**  
*Selected Background Characteristics of Respondents*

Variable	Category	Frequency	Percent
Type of the School	Public	107	53
	Private	95	47
Gender	Female	110	54.5
	Male	92	45.5
Religion	Hindu	172	85.1
	Buddhist	17	8.4
	Christian	11	5.4
	Muslim	1	0.5
	Other (Kirat)	1	0.5
Father's Education	Illiterate	9	4.5
	Primary level	51	25.2
	Secondary level	63	31.2
	Intermediate	47	23.3
	Bachelor	20	9.9
	Masters and above	12	5.9
Mother's Education	Illiterate	9	4.5
	Primary level	64	31.7
	Secondary level	63	31.2

	Intermediate	36	17.8
	Bachelor	22	10.9
	Masters and above	8	4.0
Father's Profession	Agriculture	16	7.9
	Government	10	5
	Private	17	8.4
	Business	37	18.3
	Foreign country	78	38.6
	Other	39	19.3
	Invalid (Death)	5	2.5
Mother's Profession	Agriculture	25	12.4
	Government	12	5.9
	Private	16	7.9
	Business	22	10.9
	Foreign country	14	6.9
	Homemaking and Other	113	55.9

Source: Field Survey, 2025

Regarding occupation, the majority of fathers were working in foreign countries (38.6%), showing an ongoing trend of labour migration in Nepal, whereas mother's proportion in the same category is only 6.9%. For fathers, other notable occupation includes business (18.3%), other unspecified jobs (19.3%), private sector job (8.4%), agriculture (7.9%), and government job (5%). In case of mothers, majority of them were engaged in homemaking and others category (55.6%), signifying traditional gender role. After it comes agriculture (12.4%), business (10%), private job (7.9%), and government job (5.9%), in addition to the foreign employed mentioned earlier.

#### **Students' Perception on Different Aspects of Socialization**

The Table 2 consists some of the major forms of socialization related activities in a secondary school setting, including perception of students towards school activities, friendship activities, family activities, and sporting and cultural activities. Those aspects were assessed based on five-point likert scale questionnaire. Regarding students' perception on school activities, nearly two third students (65.9%) reported enjoyment in participating in classroom activities with high mean score of 3.821, signifying that classroom based engagements contribute positively to socialization. However, participation in school clubs and school meetings have lower mean scores (2.386 and 2.599 respectively),

indicating low student interest or engagements in these formal extracurricular activities. It suggests that the classroom activities effectively support social interaction, but school clubs and meetings are not properly entertained by the students, might be due to their formal type settings.

Similarly, perception towards friendship activities were overwhelmingly positive, underscoring peer relationship as a central platform of student socialization. The majority of students strongly agreed (66.3%) that they enjoy spending time with friends at school and actively engage in mutual support, as shown by very high mean score (4.436). Likewise, interaction with friends outside school also showed positive perceptions (63.3%), although with slightly greater standard deviation of (1.255), suggesting that school remains the primary unit for peer-based socialization. Similarly, asking help from friends also showed very positive response (89.9%), with high mean score (4.490).

In case of perception towards family activities, students demonstrated highly positive perception reflecting the importance of family as a primary institution of socialization. Most of the students (90.1%) reported that they enjoy spending time with family when they are at home, and they help in household activities (93.6%), indicating strong family cohesion and shared responsibility. In case of sharing personal problems with family members, more than two third students (70.8%) reported they share such problems, but is low in

comparison with the previous two categories. At last, students' perception towards sporting and cultural activities showed strong positive attitudes toward participation in sports (68.8%), highlighting its role in encouraging teamwork, discipline, and social interaction. Conversely, cultural and recreational activities such as attending movies, concerts, or sightseeing were viewed less favorably, with low mean score (2.208) indicating limited engagement or interest.

Similarly, enjoyment of social media use was also not favorable with low mean score (2.653), suggesting that digital platforms may not be a dominant avenue for meaningful socialization among these students. Overall, the findings indicate that physical and face-to-face activities play a more substantial role in students' socialization than cultural or digital forms of interaction.

**Table 2**  
*Students' Perception on Different Aspects of Socialization*

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean(S.D.)
<b>Perception towards school activities</b>						
I enjoy participating in activities organized in the classroom.	2.5	3.0	28.7	42.6	23.3	3.812 (0.911)
I enjoy participating in school clubs.	20.8	33.2	36.1	6.5	3.5	2.386 (0.997)
I enjoy participating in school meeting.	13.4	31.7	39.1	13.4	2.5	2.599 (0.963)
<b>Perception towards friendship activities</b>						
I enjoy spending time with my friends at school.	3.0	2.0	9.9	18.8	66.3	4.436 (0.961)
I enjoy spending time with friends outside school.	8.9	5.9	21.8	26.7	36.6	3.762 (1.255)
I ask for help from my friends when I am doing something, and I help my friends when they need help.	1.0	1.5	7.9	26.7	62.9	4.490 (0.787)
<b>Perception towards family activities</b>						
I enjoy spending time with my family when I am at home.	2.0	1.5	6.4	27.7	62.4	4.470 (0.841)
When I have a problem, I share it with my family and ask for their support to solve it.	2.0	6.9	20.3	39.1	31.7	3.916 (0.986)
I help my family with housework.	0.5	1.0	5.0	34.7	58.9	4.505 (0.686)
<b>Perception towards sporting and cultural activities</b>						
I enjoy participating in sports activities.	4.0	5.0	22.3	26.2	42.6	3.985 (1.099)
I enjoy participating in activities such as movies, concerts and sightseeing.	28.7	38.6	20.8	6.9	5.0	2.208 (1.068)
I enjoy using social media.	13.9	30.2	39.1	10.4	6.4	2.653 (1.050)

Source: Field Survey, 2025

### Level of Socialization

The table 3 presents the distribution of socialization levels among 202 secondary school students in Pokhara, Nepal, as part of the study on the impacts of social studies education on socialization. According to the data, 108 students (53.5%) were categorized as having a high level of socialization, while 94 students (46.5%) were found to have a low level of socialization. It shows that a slight majority of the students have stronger social behaviour, which could be linked to influence of social studies education.

**Table 3**

*Level of Socialization among Students*

Level of Socialization	Frequency	Percent
Low	94	46.5
High	108	53.5
Total	202	100.0

Source: Field Survey, 2025

The table above shows that more than half of the students are effectively socialized, which depict the positive role of social studies education in enhancing interpersonal relationships and social responsibilities. However, with nearly half still reflecting lower levels of socialization, the data also highlights a need for strategies to improve socialization outcomes for all students. Such strategies may be related to curriculum design, teaching methodology, or extracurricular support, etc. Furthermore, the gap underlines the importance of continuous evaluation and revising social studies courses to ensure its full potential in shaping socially competent individuals.

### Determinants of Perceived Impact of Social Studies Courses on Socialization

To examine the determinants of socialization among secondary school students, binary logistic regression model has been used. The Hosmer and Lemeshow test ( $p=0.117$ ) suggested a good fit of the model as it is above the conventional alpha level of 0.05. So, it can be said that there was no significance difference between observed and predicted classification, making it a good fit. Furthermore, the Nagelkerke  $R^2$  (0.212) indicated that nearly 21.2% of the variance in socialization is explained by the predictors in the model, which is acceptable in case of a social science research. Likewise, the Cox and

Snell  $R^2$  was 0.125 and the -2 log likelihood value of 244.156 shows the overall performance of the model.

In case of individual predictors, sex was not found significant determinant ( $p=0.511$ ), though male students were more likely to be socialized than female students. It may be inferred that gender-based socialization do not affect differently to male and female students. Likewise, age also did not significantly predict socialization ( $p=0.220$ ), though older students showed slightly higher odd ratio. This higher odd ration might be due to higher peer interactions and social exposure when people age. Similarly, religion was also not a significant predictor. In case of caste of the respondents, there seem reduced caste-based disparities in school-level peer relationship, as shown by low-level of difference with Brahmin Chhetri group to ethnic group ( $p=0.871$ ,  $OR=1.070$ ) and Dalit and other group ( $p=0.448$ ,  $OR=0.679$ ). Regarding fathers' education, high odds ratio was there especially at the secondary level ( $OR=2.055$ ) and intermediate level ( $OR=1.409$ ), but none of them were statistically significant ( $p>0.05$ ). Moreover, wide confidence interval, for example 0.346-12.206, show considerable variability in the data. Regarding mothers' education also, similar pattern was found, where students of comparatively higher educated mothers (for example, intermediate and above,  $OR=2.347$ ) had higher odds of socialization. In this later case also, associations were not statistically significant.

However, there appeared an important finding regarding father's occupation and children's level of socialization. The students whose fathers were engaged in jobs ( $p=0.012$ ,  $OR=0.124$ ) or business ( $p=0.028$ ,  $OR=0.195$ ) were significantly less likely to be socialized compared to whose fathers were worked in the agriculture sector. It suggests that students whose fathers are engaged in agriculture might have greater community connections and social interaction due to collective nature of agricultural practice. In contrast, children of job holders and businessmen might have less exposure to community connections, thereby limiting socialization opportunities. At the same time, fathers who were in foreign employment, showed no significant effect

( $p=0.414$ ) though the direction remained negative ( $OR=0.536$ ). Regarding mothers' occupation, no statistically significant connection was seen, however, a positive

trend was found regarding the group of mothers who were in jobs ( $OR=2.247$ ,  $p=0.112$ ), hinting potential positive effects and social exposures for their children.

**Table 4**

*Binary Logistic Regression Analysis for Socialization among Secondary-level Students*

Variables	Sig.	OR=Exp(B)	95% C.I. for EXP(B)	
			Lower	Upper
<b>Sex</b>				
Female(R)				
Male	.511	1.263	.630	2.530
<b>Age</b>	.220	1.312	.850	2.026
<b>Religion</b>				
Hindu (R)				
Other	.864	.921	.358	2.368
<b>Caste</b>				
Brahmin Chhetri (R)				
Ethnic	.871	1.070	.474	2.416
Dalit and others	.448	.679	.250	1.846
<b>Fathers' Education</b>				
Illiterate (R)				
Primary Level	.715	1.370	.253	7.411
Secondary Level	.428	2.055	.346	12.206
Intermediate & above	.715	1.409	.224	8.876
<b>Father's Profession</b>				
Agriculture (R)				
Job	.012	.124	.024	.635
Business	.028	.195	.045	.839
Foreign country	.414	.536	.120	2.395
<b>Mothers' Education</b>				
Illiterate (R)				
Primary level	.649	1.477	.275	7.930
Secondary level (SLC)	.918	1.101	.175	6.922
Intermediate and above	.394	2.347	.331	16.651
<b>Mothers' Profession</b>				
Agriculture and				
Homemaking (R)	.112	2.247	.827	6.102
Job	.212	.502	.170	1.482
Business	.117	.377	.111	1.275
Foreign country				
Constant	.356	.039		

OR = Odds Ratio, R = Reference, C.I. = Confidence interval

Hosmer and Lemeshow:  $P = 0.117$ , chi-square value =12.851

Nagelkerke  $R^2 = 0.212$

Cox & Snell  $R^2 = 0.152$

Final -2loglikelihood =244.156

Source: Field Survey (2025)

### Discussion

This study aims to assess the perceived impacts of social studies courses on socialization of secondary-level students and also to identify the socio-demographic and familial factors influencing this process. The findings suggest that the level of socialization among secondary school level students is moderately strong. Among the different factors, peer and family environment serve a more important role for socialization than the formal school and digital activities. The effect of gender on socialization remains non-significant, which aligns with earlier research concluding that the school environments increasingly provide similar socialization opportunities for boys and girls (Wentzel, 2007).

The most remarkable findings of this study is related to fathers' occupation and children's level of socialization. Students whose fathers were engaged in salaried jobs or business were significantly less tend to show higher level of socialization than those students coming from agricultural background. This finding aligns with studies emphasizing the communal nature of agricultural lifestyles, where shared labour and close community bonding and interaction provide opportunities for social learning (Bennett et al., 2012). In contrast, fathers with business profession may limit parents' availability and reduce children's exposure to community interactions. This result deviates from some international studies that associate professional parental occupations with higher social capital (Bourdieu, 1984), suggesting that relation between profession and level of socialization is highly context-specific in Nepal.

Based on students' perception, friendship and family activities remain the strongest agents of socialization. This is consistent with Bandura's (1977) social learning theory, which suggests high levels of mutual support among peers. It also emphasizes learning through interaction among peers. Likewise, the strong role of family on socialization aligns with finding from Curran et al. (2018), who maintains that family environments are foundational in shaping values, responsibility and interpersonal skills. On the contrary, limited engagement in school clubs, cultural activities and digital activities remain different with studies from other contexts

where extracurricular and digital participation found to promote social skills (Lamsal, 2024). These differences may reflect low level of institutional support and resource constraints.

### Conclusion

This study assessed the students' perception of social studies courses on socialization and identified key determinants of socialization among secondary-level students in Pokhara, Kaski district of Nepal. The findings show that majority of the students demonstrate a relatively high level of socialization, but this process is affected more strongly by peer interactions and family engagements than by formal school activities or digital platforms. The social studies education appears to contribute positively to students' socialization, though it is a matter of broader socio-economic environment. The analysis further shows that demographic factors such as gender, caste, religion, and parental education do not significantly differentiate students' socialization level. This suggests a gradual move toward inclusivity within the school environments. However, it also underscores the importance of family livelihood patterns in shaping student's social experiences, as fathers' occupation emerged as the significant determinant.

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