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The effect of cultural socialization on the development of prosocial behavior and academic performance in young adults

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ABSTRACT

Socialization is a lifelong process of learning that influences an individual's attitude, behavior, and values. The term "cultural socialization" specifically refers to the learning mechanism by which young adults attain cultural maturity by acquiring awareness of their cultural group values, resulting in the development of a sense of belonging toward that particular cultural group. Family as an agent of socialization plays a crucial role in imparting cultural traits and values to its members, which varies from one family to another due to cultural diversity and social change. The significant influence of peer groups, in addition to family, as a socializing entity adds complexity to this learning system and makes it a potential source for creating distinctions and fostering the development of superiority and inferiority complexes among the members. Young adults who experience socialization from both entities encounter a chaotic state of mind that impacts their behavior and academic performance. Hence, this study seeks to comprehend the significance of cultural socialization in the development of prosocial behavior and academic achievement within diverse cultural contexts, such as educational institutions. The study adopted a quantitative methodology with simple random sampling administered through a questionnaire. The findings show that cultural socialization has a potential influence on academic performance and prosocial behavior. Thus, cultural socialization serves as a catalyst for enhancing prosocial behavior, subsequently leading to better academic performance.

Contribution/Originality: This study is a unique attempt to understand and discuss the relationship between cultural socialization, prosocial behavior, and academic performance in a diverse cultural setup. The study quantitatively evaluates the indigenized version of cultural socialization and prosocial behavior, as previous studies perceive it to be ethical/racial socialization.

1. INTRODUCTION

India, as a developing nation, has the fifth largest youth population in the world, whose contribution is essential for the development of the nation. It is essential for these young people, who are in the developmental stage, to be guided both economically and culturally to bring out their own full potential and drive the development of the nation. This study aims to explore how cultural values and ethics contribute to youth development facilitated through the process of socialization.

1.1. Youth and Socialization

In sociology, the concept of socialization is a significant process guiding individuals throughout their lifetime. Socialization as a learning mechanism is defined as the process of social learning enabling the gradual development of the infant's self, knowledge, and skills in accordance with his own cultural group (Giddens, 2006). This learning process enables an individual to become a full member of society by understanding its norms, values, and sanctions. Therefore, the process of socialization is diverse and occupies a crucial role during the adolescent phase, subsequently supporting the process of social reproduction, i.e., adaptation and adjustment (Chen, Benner, & Wang, 2020; Grills et al., 2016).

The various stages of socialization are oral, anal, oedipal, adolescence, adulthood, and old age. A child identifies and establishes relationships in the oral stage, then interacts with the environment in the anal and oedipal stages to understand the societal functioning at the adolescence stage. During the adulthood stage, the incorporation of circumstance-influenced social activity takes place. Finally, in the old age he/she unlearns inappropriate behavior and socializes new members (Eisenberg, Damon, & Lerner, 2006; Giddens, 2006; Rodriguez, Umana-Taylor, Smith, & Johnson, 2009).

The socialization of an individual is done through various agents, such as family, neighbors, peers, teachers, school, media, religion, and government (Eisenberg et al., 2006; Giddens, 2006). The parents and older members of the family at home, teachers, students (i.e., peers) at school, and colleagues at the workplace play various roles in the virtuous cycle of learning and teaching as a continuous process of transmission. In fact, socialization in the workplace is crucial, as fully developed individuals learn other new values because of their participation in the environment. Therefore, conditioned by their surroundings, individuals can learn more about themselves and their identity, resulting in membership of the group. At this stage, the organizational rules and regulations help to speed up the process of socialization (Harris, Cooper-Thomas, Smith, & Smollan, 2020) and help in the understanding of the social side of socialization.

Despite its benefits, socialization can pose risks to individuals and their environment. Society inculcates children with individual and culturally shared social, emotional, and cognitive competencies, along with the training to navigate life's challenges. However, the lack of information about socializing agents and the inability to help the young for the general good threatens these aims (Eisenberg et al., 2006).

Therefore, people learn how to behave, execute daily tasks, and manage life to their fullest potential within their environment in order to promote social cohesion and create a harmonious society. This interaction between individuals and their environment allows for the development of strong social bonds, empathy, and a sense of belonging, ultimately leading to a more inclusive and supportive community. Additionally, by understanding the impact of their actions on others and the environment, individuals can make informed decisions that contribute to sustainable development and the well-being of future generations (Alsahli, 2023).

1.2. Cultural Socialization

Cultural socialization refers to the developmental process in which a child learns about the histories and traditions of a culture, acquires cultural values and beliefs, and develops a positive attitude toward the culture. It involves exposure to cultural practices, celebrations, and stories that instill pride and understanding of one's heritage, which helps to develop a strong sense of identity and belonging within their cultural community (Bornstein, 2018; Hernández, Conger, Robins, Bacher, & Widaman, 2014; Perez-Siguas, Matta-Solis, & Matta-Solis, 2023; Rosnati & Ferrari, 2014). Teaching these to the children fosters the attributes of pride and bias within them (i.e., preparing children for bias involves teaching them about discrimination and how to cope). It informs youth about their cultural group's traditions and history, leading to cultural identification and commitment (Else-Quest & Morse, 2015) and helping children to develop a positive sense of self and navigate their social environment with confidence and resilience.

Cultural socialization usually occurs in the family and is impacted by peers, social media, and neighbors. Parents teach children about their cultural heritage, values, and customs, fostering respect for their background (Chen et al., 2020; Else-Quest & Morse, 2015; Juang & Syed, 2010; Rodriguez et al., 2009; Rosnati & Ferrari, 2014; Umaña-Taylor, Zeiders, & Updegraff, 2013). They explicitly involve young adults in daily cultural activities and celebrating cultural events, encouraging them to use their native language and read culturally relevant books and stories and learn about artifacts and music, discuss culturally popular figures, and prepare heritage food and associate it with ethnic and cultural practices (Wang & Benner, 2016). Thus, family participation in cultural socialization helps to create a favorable identity towards one's cultural heritage, but acculturation, cultural values, and ethnic identity (familism, etc.), though related, constitute different constructs of cultural socialization (Juang & Syed, 2010; Neville, Heppner, & Wang, 1997; Priest et al., 2014; Yasui, Dishion, Stormshak, & Ball, 2015).

Culturally distinct socialization procedures build personal identity and self-esteem through the establishment of kinship networks and belonging competencies. According to the social identity theory, self-concepts are shaped through social group membership, which is influenced by individuals' experiences (Stets & Burke, 2000). These experiences add to the cognitive aspect of cultural socialization, helping individuals to interpret the new context based on one's actions, such as surprises, contrasts, conflicts of interest, and disruptions, which are the basis of socialization's sense-making process, in which production, interpretation, and refinement of sense-making continue until environmental comprehension is achieved (Harris et al., 2020; Isbell, 2008).

2. LITERATURE REVIEW

2.1. Socialization Through Development

Socialization is a mechanism by which people learn the skills, values, and other suggested behaviors to become competent citizens. Recent studies on socialization view it as an interactional and bidirectional mechanism, opposing the traditional paradigm of private norm internalization (Montiegel, 2023). Internalization of norms is a lifelong process shaped by parents, teachers, peers, media, and religious ideals, customs, and penalties. Parents, as socializers, impart values and cultural standards through personality development events. As a result, individuals become active elicitors of parental behavior regardless of social and environmental consequences (Doan, MacDonald, & Swaminathan, 2023).

In addition to parenting, friends and peers are important socializers throughout adolescence, where the type and positioning of friendships grow alongside parents as a source of emotional support and persuasive socializers. This socializer helps a suffering adolescent adjust to social changes, such as increased responsibility, steering friendships, entering romantic relationships, and active participation in extracurricular activities (Miller-Slough & Dunsmore, 2020).

Some researchers argue that socializers' influences are dependent on the relationship type and socialization methods that encourage their development to fit the surrounding culture (Clark & Altarriba, 2023), which is the key transmitting element of socialization, because culture is a complex collection of behaviors, values, and lessons learned by a community. Therefore, schools, colleges, and other educational institutions mainstream cultural norms that individuals have not historically internalized from their groups, which is both a cultural advantage and a disadvantage, creating cultural expansion and mismatch in the classroom at both interpersonal and institutional levels (Ginsberg, 2023).

2.2. Prosocial Behavior and Socialization

Prosocial behavior is the tendency to care, help, and share with others, benefiting others and promoting social ties (Flouri & Sarmadi, 2016). Prosocial behavior is an umbrella word for empathy and altruism, which are linked to engagement and the urge to help others (Oliveira, Arriaga, Santos, Mascarenhas, & Paiva, 2021). Therefore, prosocial behavior is the voluntary purpose of benefiting others without expectation or reward. Scholars also

believe that prosocial activities promote social integration by buffering stress for societies. It boosts self-esteem by encouraging positive self-evaluations, trust, happiness, and fulfillment in relationships. This prosocial urge shows a readiness to sacrifice one's own resources to help members of one's social group for reputational gain, subsequently creating discriminatory behavior followed by the preference for the development of their own social group driven by a dislike for outgroup members (Over, 2018).

According to previous studies, young adults' prosocial reactions foster positive social connections, social understanding, and helpful conduct in individuals and organizations. Many scholars have found that empathy and prosocial responses provide quality peer relationships with social competency and less prejudice, supporting less aggressiveness and better academic accomplishment, creating a socially healthy individual (Oliveira et al., 2021; Silke, Brady, Boylan, & Dolan, 2018).

Previous literature also shows well-established links between prosocial behavior and several adaptive dimensions of development, such as academic success, psychosocial development and social acceptance, by emphasizing the importance of social environments, such as family, schools, and colleges (Ferreira et al., 2016). In some studies, cultural values, along with socio-environmental factors such as parental socialization and peer influences, also predict prosocial conduct. In addition to the physical environment, aspects such as schools and colleges enable social interactions and organized learning (Putra et al., 2020).

2.3. Statement of the Problem

The adolescent social environment becomes increasingly complex with the elevation of other socializing agents, making the investigation of cultural contexts in multiple settings crucial, especially in behavioral science research. In this fast-moving globalized world, with increasing conflicts, natural disasters, urbanization, poverty, and migration resulting in the suffering of refugees, cultural diversity coupled with rigid social structure sees the youth caught between the two worlds. During the transition, young adults experience potentially stressful cognitive, biological, and peer-related social changes attached to contextual changes within the family and schools, such as increasing parent–child conflict, academic pressure and demands that pose various challenges to the sense of cultural identity (Perez-Siguas et al., 2023). Additionally, the youth being exposed to big educational institutions with high cultural diversity attracts individuals from various geographical locations, which may lead to failure in social interactions initially by triggering a satisfactory academic performance.

Culture and young adult research shows that well-adjusted school and peer environments reduce loneliness and depression among youth with stronger familial cultural socialization (Cooper & Smalls, 2010; Romero, Cuéllar, & Roberts, 2000). This study seeks to explain cultural socialization as a deliberate and implicit attempt to teach children about the positive aspects of cultural identity and its background in order to foster strong cultural group membership. Studies also show that elevated cultural pride protects people from superiority and inferiority complexes.

This study examines cultural socialization under diverse proximal developmental environments. Young adults exposed to varied familial and peer socialization (Duong, Nguyen, Bach, Ly, & Le, 2023) suffer a chaotic state of mind that affects their behavior and performance. Thus, the study seeks to investigate how cultural socialization influences prosocial behavior and academic achievement in varied cultural settings, such as educational institutions.

3. METHODS AND MEASURES

The study uses a descriptive research design to describe youth cultural socialization in a diverse and culturally rich setting such as an educational institution. College is an important social institution as it provides young people with everyday opportunities for sociability and personal growth. The study cohort included 18–24-year-olds studying undergraduate and postgraduate degrees at top academic institutions with diverse cultures in Vellore district, Tamil Nadu. This empirical study adopts quantitative methods with a simple random sampling design. The

data was collected by the survey method, with a questionnaire as the tool of data collection, and informed consent was obtained from the respondents to ensure voluntary participation. Using the Krejcie and Morgan (1970) sample size estimator for the given population, it was determined that 52 students would be an adequate sample size, taking into account the maximum number of students that could be accommodated in each classroom (60). As a result, 53 students were chosen as the sample size for the study, ensuring that students' educational levels and ethnic/cultural backgrounds varied equally. Everyone belongs to a cultural group, so the entire community cannot be studied. Most of the ethnicity-related research utilizes qualitative methods as they focus on people's sentiments and emotions, but this study's quantitative approach makes it more significant.

For the purpose of this study, the term cultural ethnicity has been indigenized, referring to the culture and customs that have been followed by a particular Indian family for generations, influencing and regulating the family members, while other studies on ethnicity refer to racial socialization and its resulting discrimination, which complements the significance of the study. The hypotheses of the study are as follows:

H1: There is no significant relationship between the structure of a family and cultural socialization.

H2: There is no significance between cultural socialization and the academic performance of the respondents in a diverse educational setup.

3.1. Measures

The study has adopted the following measurement scales: the multigroup ethnic identity measure, which consists of 12 items, to recognize the ethnic identity, affirmation, belongingness, and commitment of individuals to their ethnic group; the Caprara, Steca, Zelli, and Capanna (2005) adult prosocial behavior scale, which consists of 15 items, was adopted to understand the prosocial behavior exhibited by the study population; and the adolescent discrimination distress index, consisting of nine items, was used to measure the educational setup, cultural diversity, and influence of peers over individuals. The scales were adopted after careful scrutiny to ensure their reliability and validity with a Cronbach's alpha value. To understand the impact on academic performance, their gross percentage (cumulative grade point average [CGPA]) was considered.

The scales were arranged accordingly to form a well-structured questionnaire, which was later converted into Google Forms for the convenience of data collection. The study has thus adopted convenient sampling by circulating the questionnaire to the study population and encouraging them to participate on a voluntary basis with assured data confidentiality. Later, the collected forms were exported to MS Excel and SPSS (Statistical Package for the Social Sciences) to test the relationship between the variables.

4. RESULTS & DISCUSSION

The study focuses on cultural socialization, family, peer, and educational institution roles, and the combined effect on academic performance. The techniques of correlation and simple cross-tabulation were adopted in the study to arrive at the results detailed below.

4.1. Socio-Demographic Profile of the Respondents

The study population consists of young people aged 18–24 who are pursuing their under-graduation and post-graduation at educational institutions with high cultural diversity and a high quality of education. The mean age group of the study population is 20 years. Two-thirds (75.5%) of the respondents were male, 22.6% of the respondents were female, and the remaining 1.9% were of a third gender. Eight out of ten respondents were Hindus, and one out of ten respondents were Christians, while the remaining were from other religions, including Jainism and Islam.

4.2. Categories of Cultural Socialization

The study tries to understand the indigenized cultural socialization among college-going students who are exposed to the outer social world, functioning with various externally influential factors. Some of the indigenized cultural practices and identities possessed by the respondents were celebrating festivals wearing a new dress and performing their own ethnic rituals, observing fasting and consuming vegetarian food on auspicious days, going to the temple, listening to religious discourse, praying daily at home, following certain customs and rituals for occasions such as birth, puberty, marriage, and death, following some habits on a daily basis such as religious worshiping of the Sun God every morning and smearing tilak, intra-caste marriages, respecting elders, and speaking their own language both in common places and at home.

Table 1. Cultural socialization of the respondents.

Categories of cultural socialization	N = 53	%
Low cultural socialization	3	5.7
Below average cultural socialization	13	24.5
Above average cultural socialization	31	58.5
High cultural socialization	6	11.3

Further, the study categorizes the respondents' cultural socialization into low, below average, above average, and high after attaining the assumed mean (33.9) and standard deviation (4.9). From Table 1, it is evident that cultural socialization is witnessed within the sample population. If these ethnic norms and practices were violated, the respondents recorded no serious punishments received by them from their parents/elders, but they were advised to obey and adhere to those values, while very few respondents claimed that they received punishments such as scolding and denial of pocket money.

Also, the respondents said that they have observed some significant changes in their lives due to cultural socialization. More than half (54.7%) of the respondents admitted that they have observed these changes occasionally, while 24.5% of the respondents have never witnessed any changes, and the remaining 20.8% of the respondents agreed that cultural socialization has always brought about significant changes in their lives.

4.3. Cultural Socialization and the Family Structure

The study classifies the family structure of the respondents into joint family, nuclear family, extended family, and single-parent family. The majority (62.3%) of the respondents were from a nuclear family, followed by 32.1% from a joint family, 3.8% from an extended family, and the remaining 1.9% from a single-parent family. Later, the structure of the family was analyzed with the elements of cultural socialization consisting of ethnic identity, affirmation, and belongingness toward the ethnic group. Of the respondents, 16.7% who were brought up by single parents exhibited high cultural socialization, while 6.5% of the respondents from an extended family possessed above average cultural socialization. At the same time, 38.5% of the respondents with below average cultural socialization were from a joint family, and all the respondents with low cultural socialization were from a nuclear family.

Karl Pearson's correlation test (two-tailed) was performed to test the significance between family structure and cultural socialization, and the results proved that there is a weak significant correlation between family structure and cultural socialization ($r = 0.271$, $p < 0.05$). Therefore, hypothesis H1 is rejected, signifying that family structure has a positive relationship with cultural socialization, since family as the primary socializing agent cultivates cultural values in children from birth. Also, family is the only space for individuals to explore their potential and abilities and learn appropriate sanctions for the respective behavior exhibited. Hence, this relationship between family and cultural socialization is lifelong and vital in an individual's life for molding and shaping their behavior.

Table 2. Cross-tabulation between cultural socialization and prosocial behavior, academic score, educational institution, and peer-related distress.

Attributes	Cultural socialization				Total (%) N = 53
	Low	Below average	Above average	High	
Prosocial behavior					
Low	0 (0)	0 (0)	4 (12.9%)	0 (0)	4 (7.5%)
Moderate	1 (33.3%)	4 (30.8%)	10 (32.3%)	1 (16.7%)	16 (30.2%)
Average	1 (33.3%)	5 (38.5%)	11 (35.5%)	3 (50.0%)	20 (37.7%)
High	1 (33.3%)	4 (30.8%)	6 (19.4%)	2 (33.3%)	13 (24.5%)
Academic score (CGPA)					
Below average	2 (66.7%)	5 (38.5%)	7 (22.6%)	1 (16.7%)	15 (28.3%)
Above average	1 (33.3%)	8 (61.5%)	24 (77.4%)	5 (83.3%)	38 (71.7%)
Institutional distress					
Low	0 (0)	1 (7.7%)	7 (22.6%)	1 (16.7%)	9 (17.0%)
Moderate	2 (66.7%)	6 (46.2%)	13 (41.9%)	3 (50.0%)	24 (45.3%)
Average	1 (33.3%)	3 (23.1%)	7 (22.6%)	2 (33.3%)	13 (24.5%)
High	0 (0)	3 (23.1%)	4 (12.9%)	0 (0)	7 (13.2%)
Peer distress					
Low	0 (0)	2 (15.4%)	12 (38.7%)	4 (66.7%)	18 (34%)
Moderate	2 (66.7%)	6 (46.2%)	5 (16.1%)	1 (16.7%)	14 (26.4%)
Average	1 (33.3%)	1 (7.7%)	6 (19.4%)	0 (0)	8 (15.1%)
High	0 (0)	4 (30.8%)	8 (25.8%)	1 (16.7%)	13 (24.5%)

4.4. Cultural Socialization and Academic Performance

The study focuses on the relationship between cultural socialization and the academic performance of the respondents. For this purpose, the academic performance of the respondents was categorized as above average and below average based on the responses (CGPA) of the students, with a mean value of 7.0. The majority (83.3%) of the respondents with high cultural socialization were above average in their academic performance, while 66.7% of the respondents with low cultural socialization were below average. Table 2 shows that the respondents with high cultural socialization excel due to their meticulous working, learning, and practice patterns influenced by cultural factors that have been incorporated into their behavior since childhood. Thus, a Karl Pearson correlation test was performed to analyze the significant relationship between academic performance and cultural socialization and to understand the pressure of cultural socialization on the academic scores of the respondents. Statistical testing rejected the H2 ($r = 0.250$, $p < 0.05$), proving that cultural socialization is weakly associated but has a positive relationship with the academic score of the respondents in a culturally diverse educational setup wherein the diversity in culture acts as a double-edged sword, both promoting and distressing cultural values. Also, students' failure to shift to a new educational setup can also result in a low CGPA, sometimes leading to them leaving/dropping out of university (Elobaid, Elobaid, Romdhani, & Yehya, 2023). Therefore, cultural socialization and academic performance must be handled with the utmost care and concern since it deals with the students' future.

4.5. Stress of Cultural Socialization

The stress that cultural socialization creates is another focus of this study. A young, independent adult who is exposed to the outer world for the first time is likely to experience some stressful situations due to differences in cultural socialization. The influences of peers and media can create stressful conditions for young people. It was found that 24.5% of the respondents were stressed due to cultural socialization, and 18.9% of them were helped by their parents and 7.5% by their peers to overcome it. A large proportion (80.6%) of the respondents who were above average in cultural socialization were not stressed due to cultural socialization. On the other hand, one-third (33.3%) of the respondents with high and low cultural socialization were stressed due to the expectations and effects of cultural socialization, such as attachment and accountability to the group, strict regulations to adhere to group standards, fear of neglect and isolation (Yu & Bikar Singh, 2023) and the prejudice of being alienated from both

family and peer groups. This leads to varied behavior at home and college, and this changed behavior forgoes the individual self, which emphasizes G.H. Mead's theory of self, where he explains the two phases of self as 'I & ME', which are the individual self and the social self, respectively. Even in a study context, the social self is expressed more than the individual self due to fear of rejection (Dong, Hu, & Shen, 2023; Yu & Bikar Singh, 2023). Therefore, the role of significant others is witnessed in the social self, wherein they provide assistance through encouragement, inspiration, and instructions that they formulate for the smooth conduct of the group (Chiang, Thurston, & Lin, 2020).

Furthermore, the study has also analyzed the stress created by cultural socialization on academic performance, where the majority (28.9%) of the above average respondents were stressed due to cultural socialization, while 86.7% of the respondents who were below average were not stressed due to the effects of cultural socialization. Factors such as stressed culture-oriented behavior and its related sanctions, expectations, cultural values and beliefs, festive occasions and customs push an individual to follow them without any opposition. Among these factors, the prejudice of individuals toward being excluded from a group pushes them to assimilate new values and beliefs (Volet, 1999) which results in a change of behavior (Duong et al., 2023). This change of behavior is practiced only within an educational setting, creating an artificial environment that is different from the culturally learned family environment. Consequently, individuals in a diverse educational setup suffer from a chaotic state as they are exposed to the cultural customs of various groups and are pressured by the fear of being ousted from the group, which leads to individuals learning and unlearning new values and beliefs, resulting in deviance or poor focus on academic performance. Thus, cultural socialization creates stress even among respondents with good academic performance. Further, the study has analyzed cultural socialization with regard to peer distress and educational institution distress in creating the expected positive behavioral outcomes termed prosocial behavior.

4.6. Cultural Socialization and the Peer-Related Distress

The study also focused on the effect of cultural socialization and peer-created stress on youth. The peer group of the respondents constitutes the crucial aspect affecting the individuals, especially in a diverse educational setting wherein peer diversity not only increases academic achievement but also promotes academic motivation among its members (Mariyam & Kurniawati, 2022; Stienstra & Karlson, 2023). At times, the overdependence on peer groups and the urge to retain group membership create distress known as peer distress. For the purpose of the study, peer distress was categorized into low, moderate, average, and high after calculating an assumed mean of 2.3. From Table 2, it is evident that the higher the cultural socialization, the lower the distress due to peer influence. On the contrary, two-thirds of the respondents experienced moderate and high levels of peer distress, which implies that peer distress and cultural socialization are not merely disproportionate to each other but can potentially influence each other. Peer groups are the second most influential agent of socialization after the family among youth; peers become the dominant agent of socialization wherein individuals also feel more comfortable with same-age cohorts than elderly members. Thus, generational gaps and peer attraction act as the major stimulus factors with regard to the construction of peer-influenced cultural socialization.

4.7. Cultural Socialization and the Institutional (Educational Institution) Related Distress

It is crucial to comprehend the distress that the educational institution caused the study population's cultural socialization because the study took place in a culturally diverse setting. Table 2 shows that more than half (50%) of the highly socialized respondents experience a moderate influence from the educational institution where they study, while 66.7% of the respondents with low cultural socialization experience moderate to average (33.3%) distress due to the educational institution setup. Therefore, the diversified nature of the institution, varied norms and regulations, cultural clubs and events, and its student-friendly environment have moderating effects on the cultural socialization of the study population (Duong et al., 2023; Roy & El Marsafawy, 2023). The organization of

cultural events also enhances cultural socialization among the students, i.e., students organize/divide themselves into various teams and plan shows/events on campus during which sharing and socialization take place. This socialization involves sharing cultural traits and elements of one's own cultural group with another. Also, some respondents recorded that their stay in the college hostel provided them with a chance to mingle with other cultural groups and understand them. But factors such as willingness to learn, tolerance and accepting other ethnic values and practices play an important role in creating a conducive and harmonious environment on campus. Thus, the educational institution has a moderate to average effect on the cultural socialization of the students, despite its role in socialization (Misiaszek, 2022). Moreover, it acts as a platform for its members to interact, learn, and behave rather than influence others, but it is the individuals' decision to accept/decline the influence. The educational institution's moderating effect on cultural socialization is on par with other socializing agents shaping the behavior of individuals.

4.8. Cultural Socialization and the Prosocial Behavior

Prosocial behavior is defined as 'behavior through which people benefit others, including helping, cooperating, comforting, sharing, and donating'. Previous studies have explored the relationship between gender and prosocial behavior, where females tend to volunteer and help others more than males (Ding et al., 2018; Eisenberg & Spinard, 2014). This difference between the genders is witnessed due to gender-based socialization, which inculcates girls from their birth as gentle, delicate, helpful, and care for others, while boys are taught to be hard, dominating, rule-making, and rigid within their roles, resulting in poor understanding toward other genders and people. For the purpose of this study, the term prosocial behavior refers to the socially accepted qualities that an individual possesses as a result of cultural socialization from the agents (family, peers, educational institutions, or social media) that they encounter on a day-to-day basis. Some of the prosocial behaviors assessed in the study are sharing with and helping others, understanding people under stress, volunteering to help others, sensing the discomfort of others, empathy, and the ability to express these behaviors. These attributes of prosocial behavior considered for the study were tested among the respondents using G.V. Caprara's adult prosocial behavior scale, which was further categorized into low, moderate, average, and high prosocial behavior after assuming a mean value of 57.2 and a standard deviation of 9.1. From the results in Table 2, it can be assumed that all the respondents possess some attributes of prosocial behavior, wherein the respondents with low prosocial behavior possess above-average cultural socialization, while high prosocial behavior is seen among the respondents with high cultural socialization. Therefore, the higher the prosocial behavior, the higher the cultural socialization. Consequently, the majority of the respondents expressed average prosocial behavior with respect to their degree/levels of cultural socialization. As a lifelong learning process, socialization focuses on imparting conscience, preparing people to learn and perform their roles and inculcating shared sources of meaning and value in an individual. During this process of imbibition, individuals come across many new things and learn them; as a result, they exhibit certain behavioral values pertinent to that specific group. The rationality of the exhibited behavior lies within the standards and members of the group. When this culturally learned behavior is used to help, understand, and cooperate with others, it is termed prosocial behavior, wherein the role of cultural values becomes inevitable for a socialized individual. Through the process of cultural socialization, prosocial behavior is cultivated in individuals through cultural values (e.g., respecting elders and showing care and concern for fellow human beings), which play a vital role in developing empathy, a major aspect of social behavior. Therefore, the relationship between cultural socialization and prosocial behavior is intertwined, and it is the individual and the situation that decide the prosocialness.

4.9. Suggestions

The study suggests understanding prosocial responses in different sociocultural contexts and social targets. The study also suggests improving knowledge by providing more tangible and empirical evidence of prosocial

cultural development in children, adolescents, and adults. The roles of family and other social structures in prosocial behavior development and enhancement should be examined in the future to develop effective policies and programs.

4.10. Future Implication

This study examines the correlation between cultural socialization and prosocial behavior, which leads to academic achievement as a favorable outcome within a heterogeneous educational environment. In addition to achieving academic success, prosocial behavior yields several other positive outcomes. At the individual level, it enhances social competence and problem-solving skills. At the societal level, it promotes improved resource allocation through knowledge sharing, and it fosters a shift in attitudes toward stigmatized individuals. Moreover, cultivating a positive teacher–student relationship has the potential to enhance prosocial behavior, thereby leading to increased academic achievement. Therefore, academicians should primarily focus on fostering the development of prosocial behavior through the use of cultural norms and sanctions to create socially responsible people with a greater sense of citizenship, which, in turn, fosters social well-being and contributes to the overall development of society.

5. CONCLUSION

Indian youth, who make up a sizable proportion of the country's population, require cultural literacy that is typically acquired through socialization into the country's many cultures. Growing up in a rapidly changing society, they often find themselves torn between the traditional values instilled by their families and external societal pressures. This struggle can be challenging as they navigate between societal expectations and personal aspirations. However, the process of cultural socialization provides them with a unique perspective and a deep understanding of their heritage, enabling them to bridge the gap between generations and contribute to the rich diversity of India's cultural fabric. Therefore, this study tries to understand the role of cultural socialization in the development of prosocial behavior and the academic performance of young adults in a culturally rich and diverse setup such as an educational institution. The results show that cultural socialization has a positive impact on the academic performance of youth, with the higher the prosocial behavior, the higher the individual's cultural socialization. These findings highlight the importance of promoting and valuing cultural diversity within educational institutions to enhance students' overall development. Thus, the study establishes a tangled relationship between cultural socialization and prosocial behavior, mediated by the moderating effect of educational institution socialization. At the same time, it is important to acknowledge that cultural socialization extends beyond educational institutions and encompasses various aspects of an individual's life, such as family, community, and media influences. Examining these aspects may yield an improved understanding of the challenges encountered in cultural socialization and contribute to the formulation of solutions to effectively tackle them. Moreover, it would be advantageous for subsequent investigations in this domain to consider the ramifications of globalization and the growing prevalence of cultural diversity in the process of socialization. Despite the geographical constraint, this study did not analyze the underlying reasons or factors of cultural socialization issues, which could be included in future studies.

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