

## History

**Sociology** is the systematic and scientific study of human social life. Sociologists study people as they form groups and interact with one another. The groups they study may be small, such as married couples, or large, such as a subculture of suburban teenagers. Sociology places special emphasis on studying societies, both as individual entities and as elements of a global perspective.

**Auguste Comte** (1798-1857), widely considered the "father of sociology," became interested in studying society because of the changes that took place as a result of the French Revolution and the Industrial Revolution. During the French Revolution, which began in 1789, France's class system changed dramatically. Aristocrats suddenly lost their money and status, while peasants, who had been at the bottom of the social ladder, rose to more powerful and influential positions. The Industrial Revolution followed on the heels of the French Revolution, unfolding in Western Europe throughout the 1800s. During the Industrial Revolution, people abandoned a life of agriculture and moved to cities to find factory jobs. They worked long hours in dangerous conditions for low pay. New social problems emerged and, for many decades, little was done to address the plight of the urban poor.

Comte looked at the extensive changes brought about by the French Revolution and the Industrial Revolution and tried to make sense of them. He felt that the social sciences that existed at the time, including political science and history, couldn't adequately explain the chaos and upheaval he saw around him. He decided an entirely new science was needed. He called this new science sociology, which comes from the root word socius, a Latin word that means "companion" or "being with others."

Comte decided that to understand society, one had to follow certain procedures, which we know now as the **scientific method**. The scientific method is the use of systematic and specific procedures to test theories in psychology, the natural sciences, and other fields. Comte also believed in **positivism**, which is the application of the scientific method to the analysis of society. Comte felt that sociology could be used to inspire social reforms and generally make a society a better place for its members. Comte's standards of "research" were not nearly as exacting as today's, and most of his conclusions have been disregarded, as they were based mostly on observation rather than serious investigation.

In the United States, sociology was first taught as an academic discipline at the University of Kansas in 1890, at the University of Chicago in 1892, and at Atlanta University in 1897. Over time, it spread to other universities in North America. The first department of sociology opened at McGill University in Montreal, Canada, in 1922, followed by sociology departments at Harvard University in 1930 and at the University of California at Berkeley in the 1950s.

Not all universities approach sociology the same way, and the new science evolved differently depending on where it was taught and who was teaching it. The two major types of sociology that emerged were **qualitative sociology** and **quantitative sociology**. Today, most universities

use both qualitative and quantitative methods of inquiry, and one method is not necessarily better than the other.

Sociology, in studying society, including economic, political and cultural systems, has origins in the [common stock](#) of human [knowledge](#) and [philosophy](#). [Social analysis](#) has been carried out by scholars and [philosophers](#) at least as early as the time of [Plato](#).

Sociology later emerged as a scientific discipline in the early [19th century](#) as an academic response to the challenges of [modernity](#) and [modernization](#), such as [industrialization](#) and [urbanization](#). Sociologists hope not only to understand what holds social groups together, but also to develop responses to [social disintegration](#) and [exploitation](#).

The word sociology was coined by French thinker [Auguste Comte](#) <sup>[9]</sup> in 1838 (from the Latin: *socius*, "companion"; and the suffix *-ology*, "the study of" <sup>[11]</sup>). Comte hoped to unify all studies of humankind - including history, psychology and economics. His own sociological scheme was typical of the 19th century; he believed all human life had passed through the same distinct historical stages (theology, metaphysics, [positive science](#)) and that, if one could grasp this progress, one could prescribe the remedies for social ills. Sociology was to be the 'queen of positive sciences'. <sup>[10]</sup> Thus, Comte has come to be viewed as the "Father of Sociology". <sup>[10]</sup>

## Twentieth century developments

In the early 20th century, sociology expanded in the [United States](#), including developments in both [macrosociology](#) interested in [evolution of societies](#) and [microsociology](#). Based on the [pragmatic](#) social psychology of [George Herbert Mead](#), [Herbert Blumer](#) and other later [Chicago school](#) inspired sociologists developed [symbolic interactionism](#).

In Europe, in the [Interwar period](#), sociology generally was both attacked by increasingly totalitarian governments and rejected by conservative universities. At the same time, originally in Austria and later in the U.S., [Alfred Schütz](#) developed social [phenomenology](#) (which would later inform [social constructionism](#)). Also, members of [the Frankfurt school](#) (some of whom moved to the U.S. to escape Nazi persecution) developed [critical theory](#), integrating critical, idealistic and historical materialistic elements of the [dialectical](#) philosophies of [Hegel](#) and [Marx](#) with the insights of [Freud](#), [Max Weber](#) (in theory, if not always in name) and others. In the 1930s in the U.S., [Talcott Parsons](#) developed [structural-functional theory](#) which integrated the study of [social order](#) and "objective" aspects of macro and micro structural factors.

Since [World War II](#), sociology has been revived in Europe, although during the [Stalin](#) and [Mao](#) eras it was suppressed in the [communist](#) countries. In the mid-20th century, there was a general (but not universal) trend for American sociology to be more scientific in nature, due partly to the prominent influence at that time of [structural functionalism](#). Sociologists developed new types of [quantitative research](#) and [qualitative research](#) methods. In the second half of the [20th century](#), sociological research has been increasingly employed as a tool by governments and businesses. Parallel with the rise of various [social movements](#) in the 1960s, theories emphasizing social struggle, including [conflict theory](#) (which sought to counter [structural functionalism](#)) and [neomarxist](#) theories, began to receive more attention.

In the [late 20th century](#), some sociologists embraced [postmodern](#) and [poststructuralist](#) philosophies. Increasingly, many sociologists have used [qualitative](#) and [ethnographic](#) methods and become critical of the positivism in some social scientific approaches.<sup>[[citation needed](#)]</sup> Much like [cultural studies](#), some contemporary sociological studies have been influenced by the cultural changes of the [1960s](#), 20th century [Continental philosophy](#), [literary](#) studies, and [interpretivism](#). Others have maintained more objective empirical perspectives, such as by articulating [neofunctionalism](#), [social psychology](#), and [rational choice theory](#). Others began to debate the nature of [globalization](#) and the changing nature of social institutions. These developments have led some to reconceptualize basic sociological categories and theories. For instance, inspired by the thought of [Michel Foucault](#), power may be studied as dispersed throughout society in a wide variety of disciplinary cultural practices. In [political sociology](#), the power of the nation state may be seen as transforming due to the globalization of trade (and cultural exchanges) and the expanding influence of [international organizations](#) (Nash 2000:1-4).

### **The development of sociology**

Before the mid- 1800s the study of society was the domain of social philosophers, thinkers, who were often less concerned about what society actually **is** like that what society **ought** to be like. To pick a starting point for the history of sociology is an arbitrary decision. The reason being that, only since 1900 has the science clearly disintegrated itself from religion, philosophy and ideology as well as from other social sciences.

The history of sociology, in a loose sense began centuries before Auguste Comte but like all history, has no clear cut beginning. Historians of sociology have variously begun their accounts with ancient civilizations, with the Greeks, or with 19<sup>th</sup> century thought.

If the genesis of sociology is traced to folk, philosophical, political and legal thought about man and society, then sociology had its beginnings in the earliest civilizations of Egypt, Babylonia, Assyria, Persia, India and China. If sociology is rigidly defined as a specialized empirical social science, then it may be said that it certainly did not begin before the 20<sup>th</sup> century.

Modern sociology stems mainly from certain English, French and Germany traditions of thought.

### **Factors that led to the development of sociology**

Several factors contributed to the development of sociology as a distinct discipline or field of study. These include the following:

§ Of primary importance were the rapid **social** and **political changes** that took place in Europe during the seventeenth and eighteenth centuries. Sociology had its origins in period of rapid social change in Europe. As the situation worsened, it became more difficult to ignore the impact of society on individual. Individual liberty and individual rights became the focus of a wide variety of political movements. A rising middle class, clamoured for democracy and aristocracies and monarchies crumbled and fell.

§ At the root of these changes was the **Industrial Revolution**. The emergence of sociology coincided with the rise of the industrial revolution in Europe during the eighteenth and nineteenth centuries. Sociology emerged as a separate discipline during the early stages of the industrial revolution when traditional societies were suddenly thrust into an era of rapid social change and unprecedented social problems. During the industrial revolution, the rural economy of the traditional society, with its farms and cottage industries, gave way to an economy based on large-scale production. Factories replaced the home as the main site for manufacturing. With the growth of factories came the growth of cities. As people left their homes in the countryside in search of rapid employment.

The rapid explosion of the urban population produced a multitude of social problems. The number of people seeking work outpaced available jobs; leading to unemployment. Housing shortages developed, crime increased and pollution became a major problem. People who had been raised in small rural communities where interactions were based on close personal relationships found themselves faced with impersonal surroundings of cities and factories.

The new discipline of sociology began to emerge in the middle of the nineteenth century, in the context of the sweeping changes the industrial revolution brought in Europe. No social changes in history had been as widespread or as far reaching and this transformation- which is still taking place in the less developed nations of the world- cried out for an analysis.

Industrialization threw into turmoil societies that had been relatively stable for centuries. New industries and technologies changed the face of the social and physical environment. Peasants left rural areas and flocked to the towns, where they worked as industrial labourers under appalling conditions. Cities grew at an unprecedented rate, providing an anonymous environment in which the customs and values of the small, tight-knit traditional community could scarcely survive. The social balance was disturbed by this change. Social problems that did not exist became rampant in the teeming cities. These problems include: unemployment, crime, poor health, poverty, increased population, migration to the industrial centres, poor sanitation and reduced agricultural production. Sociology was born out of the attempt to study the social problems that were threatening the European society.

Generally, the society that was held together by beliefs seemed to disappear. The ancient view that the social order was preordained by God began to collapse. Religion began to lose its force as an unquestioned source of moral authority. Religion began to lose its force as an unquestioned source of moral authority.

Sociology was greatly influenced by the increasing attention during the nineteenth century to the social, economic and political problems arising from the accelerated pace of industrial revolution and urbanization. These problems were dramatised by extreme poverty, high mortality rates, urban slums, abuses of labour, political unrest and political corruption.

Just as we are today, the people of Comte's time were again and again confronted by vast changes that they could not understand. The industrial revolution was gathering momentum. An agricultural way of life was giving way to the routines of factory work, and people were

separated from their families during most of the day. Cities grew rapidly, as did problems like poor housing, overcrowding, poverty and inadequate sanitation.

Comte dreamt of achieving a society based on human reason. The problems accompanying industrialization had been produced by human beings and therefore it seemed to him (Comte) that the human mind could somehow learn to overcome those problems.

**§ Application of the methods of natural sciences in social world.** Comte conceived of a new discipline employing some of the methods of the physical sciences to explain events in society. That discipline, sociology, would apply the scientific method to the study of human behaviour. For Comte, the tools of science were ideally suited for examining the complexities of industrial society. Sociology relies primarily upon the scientific method which assumes physical, biological and social phenomena occur in an orderly fashion/manner and that by using systematic methods of observation, one can uncover/establish the general laws underlying this order. The middle ages had produced methods for studying the physical world in a systematic manner. Early sociologists applied many of these methods to the study of **society**. That is, in its origins, sociology represented an attempt to replace traditional, often religious derived conceptions of the world with a scientific account of the world.

The subject matter of scientific sociological inquiry is patterned social regularities. Specifically, the systematic study of social interaction.

**§ Interaction with new cultures.** This occurred in the European empires. Early sociologists attempted to explain why societies people are different from their own.

## **Summary**

Sociology as a field of study grew out of the desire to understand society.

Sociology emerged when people started to think about social problems and social classes in society.

## **SCOPE**

### **Subject Areas of Sociology.**

As often stated, and as we have already explained elsewhere, the business of sociology is to study the human society. The main thrust of sociology lies on understanding that:

1. Human behavior in relation to a group setting. This means that for the benefit of sociology to accrue, it is essential that human beings interact with each other, and, above all, their behavior must have some influence or effect on each other. In other words, sociology embraces the human activities of individuals with regard to the kinds of social group relationships that are formed among the members.

2. Sociology is also involved in studying social institutions such as family, education, religion, economy, and politics in order to determine the value, roles,

or functions of such institutions in the society. The society is dependent on these social institutions for the fulfillment of its needs, for example the rearing and socialization or education of the children. The failure or success of any of these social institutions in their work often ends up weakening or strengthening the society in many ways.

3. Another important area of study addressed by sociology is the culture of a society. As you will learn later in these lectures, culture is defined as the way of life of a society. This means that a society's knowledge, technology, beliefs, patterns, of education or socialization, their customs, ideas, material,

Accordingly,, sociology studies different cultures as they exist in different societies in order to draw up differences between societies or groups , to determine what values societies hold differently and how, to establish how culture contributes to or influence certain social functions such as burials, marriages, child rearing, work performance, problem solutions, responsibility sharing, inter-actions and many others. Sociology therefore examines culture as the basis of the life of a society.

Social class formation or social stratification is another subject area that sociology studies. In this concern, sociology looks particularly at certain forces such as educational level, occupation, which may influence the division of a society into specific layers, low, middle and upper-which different individuals are fitted. In these concerns, sociology has the task of examining the movement of individuals or their change from one str4atum to another. This is normally called social mobility. Social power formation, the political process, economic structure, human and industrial production, professions, and several other social phenomena are studied in this lecture of sociology in order to assess why and how they affect the life of a society

Another area of great interest to the sociology student is the aspect of social pathology. Social pathology entails all the observable activities in a society that negatively affects the wellbeing of a society. It includes various forms of deviant behaviour, or non-conformity to the norms of a group. We shall define deviant behaviour or 'deviant' simply as that behavior which represents a departure from the socially agreed and accepted norms in a group of society. In this sense. Sociology examines the kinds of deviant behavior exhibited by individuals in a society rite regard to why, how and to what extent such behaviour contributes to crime of various kinds, for example, juvenile delinquency, drugs abuse, social disobedience, greed and fraud, sex offences, school truancy dishonesty, robberies and assaults, suicides, prostitution, gangsterism and many others

Sociology, as the science of society, studies various more specific human structures and situations with a view to understanding how such structures and situations affect the individual and the society as a whole. Manufacturing organizations concerned with social welfare, community activity, health education and many more are of much interest to sociology. In particular, sociology examines how the formal and informal nature of such organization could

affect their services or functions, the workers or people they group and serve the extent of associations or interactions together with the power or authority within the organizations.

Thus as you can see, the scope concern of sociology is vast. We might correctly say that all human activities involving all levels and kinds of social relationships are included in the field of consideration and research explored by sociology and sociologists

### **Branches of Sociology**

Given the wide variety of subject-matter that sociology endeavors to deal with sociologists have shown continued interest in general sociology through specializing in one or two specific areas once the general groundwork has been completed. The result of this is that sociology has inevitably been subdivided into several branches commensurate with the specializations. To-day sociologists recognize subdivisions of sociology into distinct branches such as examples, how and why did classes come to be formed in societies? Why do people in a society behave as they do? In other words, sociological theory attempts to organize facts, ideas, concepts and principles so that we are able to explain the various ways society.

### 3. Relationship between sociology and other social sciences

#### **Sociology and other social sciences**

Sociology shares deep ties with a wide array of other disciplines that also deal with the study of society. The fields of [economics](#), [psychology](#), and [anthropology](#) have influenced and have been influenced by sociology and these fields share a great amount of history and common research interests.

Today sociology and the other sciences are better contrasted according to methodology rather than objects of study. The social sciences do not differ in what they study, but, rather, in their approach to human behaviour, since all of the social sciences are studying human behaviour, there tends to be overlapping among them.

#### **Psychology**

The central focus of the psychologist is on processes which are going on within the organism, such as anxiety, emotion, reflexes or thinking. The psychologist studies things such as maturation, learning, motivation and perception. The sociologist, on the other hand, focuses largely on things going on between people, their mutual impact on, or relations and transactions with, one another. Thus, the psychologist studies the individual and the studies the way in which people interact.

The sociologist is aware that there are processes going on within individuals that may affect group life, and the psychologist is aware of the influence of group life on the individual. The connection between these two areas, between interaction, on the one hand, and internal individual processes, on the other, is examined in bridging discipline known as social psychology.

Psychology takes the individual out of his or her social circumstances and examines the mental processes that occur within that person. Psychologists study the human brain and how it functions, considering issues such as memory, dreams, learning, and perception.

## **Economics**

Economics differs in part from both sociology and psychology in that it directs its major attention neither to individual organisms nor to their interaction. Most academic economists are primarily interested in certain of the results of human interaction, and especially results that are registered in prices, such as wages or the cost of goods. The economist is concerned also with the distribution of goods and services, and how they happen to become distributed in certain ways.

The sociologist is also interested in the results of human interaction, but his/her focus is on different things. The sociologist studies the effects of different kinds of interaction on group characteristics, for example those of hostile communication on the integration, cohesiveness, or morale of a group. The sociologist also studies the effects of different kinds of interaction on the development of a wide variety of values and beliefs; thus the sociologist might investigate the effects of pleasant and frequent contact with minority groups on the reduction of stereotypes and prejudices.

In contrast with economics, then, the sociologist studies many forms of human interaction, regardless of their specific content, together with the results of this interaction on the characteristics of groups and on people's values and beliefs. The economist pays particular attention to the results of human interaction on the allocation of resources- land, labour, machinery, money, and other valued objects- and in their organization or efficient combination.

Economics focuses on the production and distribution of society's goods and services. Economists study why a society chooses to produce what it does, how money is exchanged, and how people interact and cooperate to produce goods.

## **Political science -the study of government.**

Power is one key focus in political science; the political scientist specializes in the study of the acquisition, distribution, and maintenance of power.

In focusing on power, political scientists of course dwell on an aspect of social interaction. As one of them, Harold D. Lasswell, . . .put it, "Power is an interpersonal situation; those who hold power are empowered. They depend upon and continue only so long as there is a continuing stream of empowering responses...power is not a brick that can be lugged from place to place".

Political science concerns the governments of various societies. It considers what kind of government a society has, how it formed, and how individuals attain positions of power within a particular government. Political science also concerns the relation of people in a society to whatever form of government they have.

## **Anthropology**

Anthropology concerns individual cultures in a society, rather than the society as a whole. Traditionally, it focuses on what might be termed "primitive" cultures, such as the Yanomamo people of the South American jungle, who live much the same way they did hundreds of years ago. Anthropologists place special emphasis on language, kinship patterns, and cultural artifacts.

Three main sociological theories are used to view a society. They are,

(1) The structural-functional theory

(2) The conflict theory

(3) The symbolic interaction theory

We shall discuss these theories at a later lecture

## **Historical Sociology:**

This is a specialized branch of sociology which tries to understand a contemporary society through studying its past (with regard to its past events and activities). For example, historical sociology may systematically study the past events and activities of a society in order to discover the genesis and the development of a particular way of life being practiced in a contemporary society

## **Sociology of the Family**

This is a major branch of sociology which studies the family as a basic social institution in any society. This branch examines the family in terms of its evolution as institutions, its structure, functions, problems, ways of rearing children, education approaches, significance within the society, and relationship with the wider society, and various other concerns.

## **Sociology of education:**

This is a highly developed branch of sociology which examines an important social activity and institution in many societies - education. The sociology of education systematically observes, analyzes and describes or explains education with regard to its social use and significance in a society; - its relationship with the other social institutions of a society; - its impact or influence on a society its inherent social problems the social relationships and organization in schools; - teachers and their relations to parents and the teaching profession in general. We shall have a lot more to discuss about the sociology of education in subsequent lectures.

## **Sociology of Religion.**

This branch of sociology examines the institution of religion or church in relation to their social institutions in a society. In particular, sociology or religion studies the context of religion not only as a source of beliefs, morality and ritual practices, but also in terms of how it influences the society and is influenced by it.

In addition to the branches discussed above, other smaller but highly specialized sub-sections of sociology continue to take roots. There are now branches like industrial sociology, medical sociology, military sociology, human ecology and demography, sociology of music, sociology of language, sociology of art and literature, political sociology and even mathematical sociology

## SUMMARY

In this lecture, the term sociology was defined as the science of society which attempts to study and helps us understand social relationships between people. The term sociology was coined by Auguste Comte/ and grew out of man's desire to understand the society. In 19<sup>th</sup> Century Europe there arose conditions both intellectual and social which further necessitated encouraged and strengthened the growth of sociology as a distinct discipline.

### 4. Sociology of Education

The **sociology of education** is the study of how social [institutions](#) and individual experiences affect educational processes and outcomes. In practice, it is most concerned with the mass schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education.<sup>[1]</sup>

[Education](#) has always been seen as a fundamentally [optimistic](#) human endeavour characterised by [aspirations](#) for [progress](#) and betterment.<sup>[2]</sup> By many in society, it is understood to be a means of overcoming handicaps, achieving greater [equality](#) and acquiring wealth and [status](#) for all.<sup>[3]</sup> Education is perceived as a place where children can develop according to their unique needs and potentialities.<sup>[2]</sup> Ideally, it is also perceived as one of the best means of achieving greater equality in society.<sup>[3]</sup> The purpose of education then, must be to develop every individual to their full potential and grant them a chance to achieve as much in life as their natural abilities allow.

### **The origins and development of Sociology of Education**

The origin and development of sociology of education is associated with a number of scholars such as Emile Durkheim, Kari Mannheim, Sir Fred Clarke and John Dewey. Each of these personalities contributed significantly to the discipline.

Educational sociology and sociology of education. Educational sociology now known as sociology of education is a fairly recent field of inquiry Shimbori (1979) has noted that its development has undergone several stages. The first stage in study of educational sociology

which was referred to a sociology of teachers began at the beginning of the twentieth century and it lasted until 1910. During this phase the discipline was not research based; it simply borrowed the findings of sociology and applied there to the institution of education for the purpose of training teachers. Thus sociological literature and findings from the field of sociology deemed relevant to education were collected, edited and then termed as educational sociology. The stage came in 1923 during the American scholars established national society for the study of educational sociology. This organization began to sponsor educational researchers. The establishment of the society was followed by the founding of journal of educational sociology by sociology had become a recognized field of study. It was in the late 1920's that the name sociology of education was introduced to replace educational sociology (Angoll, 1928). Although educational sociology and sociology of education concern themselves with the institution of education they have several distinct differences. According to Jensen (1965) educational sociology has the task of developing knowledge with relevancy to the problems of educational practice. Some of these may concern organization of learning situation for the attainment of educational objectives, formulation of learning objectives and identification of the most effective and efficient educational methods and technology for the accomplishment of the educational objectives. The teacher for example looks at educational sociology from the point of viewing of solving her/his practical problems in relation to educational practice.

On the other hand, sociology of education is viewed as a discipline that is concerned with investigating the sociological aspects of educational phenomenon and institutions. Jensen (1965) asserts that the needs of educational practice are only incidental to the purposes of such sociological investigation. This kind of analysis strongly suggests that sociology of education in the realm of sociologists.

### **Scope of Sociology of Education**

- Studies aims, content and functions of education and its influence on society.
- Studies relationships in schools and classrooms in terms of pupils, teachers, parents and community relationships.
- Studies schools and classroom as organizations.
- Examines problems associated with schooling such as indiscipline in schools, school dropouts, unemployment and so on.
- Explores relationships between education and other social institutions e.g. the family, government, economy and religion.
- Studies the child's social environment and culture and their effects on learning.
- Explores socialization and its impact on education. Studies the teacher, the teaching profession, the status of the teaching profession and the role for the teacher in the educative process.

## **Relevance of Sociology of Education to the training of teachers**

Education is an institution of society. In fact it has been observed that the school is a miniature society in the sense that it reflects the wider society in every aspect. Thus, it is imperative that a trainee

teacher be exposed to sociology of education because sociology of education observes, and analyses education with regard to its social use and significance to any given society.

The influence of sociology of education on society cannot be over emphasized. sociology of education helps teachers to understand the social relationships and organization in schools and classrooms, teachers and their relationship to pupils, parents and community at large; problems associated with the institution of education; relationships between various institutions of the society viz the family, political institutions, religious organizations, economic institutions, and children's social environment and culture, and their effects on learning. All these relationships affect learning either positively or negatively.

The discipline further examines the role of the teacher in the educative process and also the teaching profession and its status in the society. Thus the discipline helps teachers to understand the goals of education and variables that influence the educational process and outcomes.

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Sociology of Education explores the relationships between various institutions of the society and education e.g. the effects of the church, family, government, industries and various other organizations on education. Through these organizations the society is able to deliver its services, exercise its control, show its interest in and support for schools. For instance, instability in any sector of the society is likely to cause chaos in education. Family breakdowns produce stressed children, who are often badly behaved. Poor economy leads to inadequate learning resources and physical facilities. It may also lead to dissatisfaction of teachers because a poor economy may have no resources to pay them good salaries.

Sociology of education also studies the child's environment and its effects on learning, for instance parents' socio-economic status, community and their economic activities, beliefs and customs. Knowledge of these areas would help the teacher to foster links between home and school in order to promote the child's education.

In the study of Sociology of Education the teacher would also acquire knowledge needed to give students appropriate social guidance.

Sociology of education can also help a teacher in classroom management. It can help the teacher to identify students with problems in the classroom. As a result she-he can provide appropriate help.

Sociology of education promotes understanding of social factors/influences/variables, which affect educational systems and interdependence among other major institutions.

Study of sociology of education acquaints student teachers with the role of education in society

**Other points that need to be highlighted include the following:**

1. The relations between education and society in terms of culture, community inputs, social environment, socialization etc.
2. Effects of the economy and the type of education provided by the state.
3. Social forces and determinants that affect educational process, such as the family, the school and the church.
4. Understanding of the organization of the educational structure.
5. Learning and discipline approaches that are conducive to academic learning and social learning.
6. Evidence that students are familiar with sociologists that have contributed to the development of sociology of education, their theories and their contributions e.g. Emile Durkheim, John Dewey etc.

Appreciation of teacher trainees about the desirability of creating links between home and school to promote the child's education.

As future tax payers and parents sociology of education acquaints teacher trainees with educational issues and problems and the role of education in his society.

Sociology of Education acquaints student teacher trainees with theories of social change and the role of education in social change.

## Reading Activity

1. In what ways is the focus of Sociology similar to or different from the focus of other social sciences?
2. What are the social and political factors that led to the emergence of sociology?
3. Why do sociologists focus on groups rather than individuals ?

## CHAPTER TWO: SOCIOLOGICAL THEORIES OF EDUCATION

1. Meaning of sociological theories
2. Sociological theories:
  - Conflict theory
  - Consensus theory/ structural functionalism
  - Symbolic interaction theory: labeling theory and exchange theory.

### **Meaning of Sociological theory**

Sociological theory is a branch of Sociology which attempts to provide generalizations concerning social phenomena. For example, how and why do people in a society behave the way they do? How and why did social classes come to be formed?

A Sociological theory is a set of ideas which provides an explanation for human society.

Sociological theory attempts to organize facts, ideas, concepts and principles so that we are able to explain the various ways in which the society is structured and patterns of behaviour in society.

A theory is a systematic explanation of the relationships among phenomena. Sociologists develop theories to guide their work and help interpret their findings. Sociologists not only develop theories to explain specific phenomena, they also adopt broad theoretical perspectives to provide a foundation for their inquiries.

### **Theoretical Perspectives**

A theoretical perspective is a general set of assumptions about the nature of phenomena. In the case of Sociology, a theoretical perspective outlines certain assumptions about the nature of social life. Three broad theoretical perspectives form the basis of modern Sociology. These

perspectives are the functionalist perspective, the conflict perspective, and the interactionist perspective. Each perspective presents a slightly different image of society or focuses on different aspects of social life.

A number of theoretical perspectives participate in the Sociology of Education. The work of each theoretical perspective is presented below.

## **Conflict Theory**

The perspective of [conflict theory](#), contrary to the structural functionalist perspective, believes that society is full of vying social groups who have different aspirations, different access to life chances and gain different social rewards <sup>[10]</sup>. Relations in society, in this view, are mainly based on [exploitation](#), [oppression](#), [domination](#) and [subordination](#).<sup>[3]</sup> This is a considerably more cynical picture of society than the previous idea that most people accept continuing inequality. Some conflict theorists believe education is controlled by the [state](#) which is controlled by those with the power, and its purpose is to reproduce the inequalities already existing in society as well as legitimise 'acceptable' ideas which actually work to reinforce the privileged positions of the dominant group. <sup>[10]</sup> Connell and White state that the education system is as much an arbiter of social [privilege](#) as a transmitter of [knowledge](#). <sup>[11]</sup>

Education achieves its purpose by maintaining the status quo, where [lower class](#) children become lower class adults, and middle and upper class children become middle and upper class adults. This cycle occurs because the dominant group has, over time, closely aligned education with middle class values and aspirations, thus alienating people of other classes.<sup>[11]</sup> Many teachers assume that students will have particular middle class experiences at home, and for some children this assumption isn't necessarily true.<sup>[8]</sup> Some children are expected to help their parents after school and carry considerable domestic responsibilities in their often single-parent home.<sup>[12]</sup> The demands of this domestic labour often make it difficult for them to find time to do all their homework and thus affects their performance at school.

Where teachers have reduced the formality of regular study and integrated student's preferred way of working into the curriculum, they noted that particular students displayed strengths they had not been aware of before.<sup>[12]</sup> However few teacher deviate from the traditional [curriculum](#), and the curriculum conveys what constitutes knowledge as determined by the state - and those in power [Young in <sup>[3]</sup>]. This knowledge isn't very meaningful to many of the students, who do not see it serving any purpose.<sup>[8]</sup> Wilson & Wyn state that the students realise there is little or no direct link between the subjects they are doing and their perceived future in the labour market.<sup>[12]</sup> Anti-school values displayed by these children are often derived from their consciousness of their real interests. Sargent believes that for working class students, striving to succeed and absorbing the middle class values of school, is accepting their inferior social position in society as much as if they determined to fail.<sup>[3]</sup> Fitzgerald states that "irrespective of their academic ability or desire to learn, students from poor families have relatively little chance of securing success".<sup>[13]</sup> On the other hand, for middle and especially upper class children, maintaining their superior position in society requires little effort. The federal government subsidises 'independent'

private schools enabling the rich to obtain 'good education' by paying for it.<sup>[3]</sup> With this 'good education', rich children perform better, achieve higher and obtain greater rewards. In this way, the continuation of privilege and wealth for the [elite](#) is made possible.

Conflict theorists believe this [social reproduction](#) continues to occur because the whole education system is overlain with [ideology](#) provided by the dominant group. In effect, they perpetuate the myth that education is available to all to provide a means of achieving wealth and status. Anyone who fails to achieve this goal, continues the myth, has only themselves to blame.<sup>[3]</sup> Wright agrees, stating that "the effect of the myth is to...stop them from seeing that their personal troubles are part of major social issues".<sup>[3]</sup> The duplicity is so successful that many parents endure appalling jobs for many years, believing that this sacrifice will enable their children to have opportunities in life that they did not have themselves.<sup>[12]</sup> These people who are poor and disadvantaged are victims of a societal confidence trick. They have been encouraged to believe that a major goal of schooling is to increase equality while, in reality, schools reflect society's intention to maintain the previous unequal distribution of status and power [Fitzgerald, cited in <sup>[3]</sup>].

This perspective has been criticised for being deterministic, pessimistic and allowing no room for the agency of individuals to improve their situation. People who employ the Conflict perspective focus on those forces in society that promote competition and change. Following in the tradition of Karl Marx, Conflict theorists are interested in how those who possess more power in society exercise control over those with less power. Conflict theorists do not limit their attention to acts of violent conflict. They also are interested in non-violent competition between various groups in society, such as men and women or people of different ages, racial or national backgrounds. Some of the research topics that Conflict sociologists pursue include decision making in the family, relationships among racial groups in a society, and labour disputes between workers and employers.

According to Conflict theorists, competition over scarce resources is at the basis of social conflict. Because resources such as power and wealth are in limited supply, people must compete with one another for them. Once particular groups gain control of society's resources, they tend to establish rules and procedures that protect their interests at the expense of other groups. This inequality between groups leads to social conflict as those with less power attempt to gain access to desired resources and those with power attempt to keep it. Conflict, in turn, leads to social change. Thus Conflict theorists see social change as an inevitable feature of society.

## **Symbolic Interaction**

Functionalists and Conflict theorists tend to focus on society in general or on groups within society. Sociologists who adopt the Interactionist perspective, on the other hand, focus on how individuals interact with one another in society. Such sociologists are interested in the ways in which individuals respond to one another in everyday situations. They also are interested in the meanings that individuals attach to their own actions and to the actions of others. Many sociologists who adopt an interactionist perspective label themselves as social psychologists. Interactionist theorists are heavily indebted to the work of Marx Weber.

Of particular interest to Interactionist theorists is the role that symbols play in our daily lives. A symbol is anything that stands for something else. In order for something to be a symbol, however, members of society must agree on the meaning that is attached to it. Such things as physical objects, gestures, words, and events can serve as symbols. The United States flag, the bald eagle, fourth of July celebrations, and Uncle Sam, for instance, are examples of symbols used to represent the United States. In the case of a gesture, a salute is a sign of respect for authority.

Interactionists focus on the interaction between people that takes place through the use of symbols. This process is referred to as Symbolic Interaction. The Interactionist perspective is used to study topics such as child development, relationships within groups, and mate selection. This theoretical perspective has been particularly influential in the United States.

Conflict theorists see society as an arena of groups and classes in conflict, each seeking dominance. They look at society from the bottom up. Exponents include Karl Marx, Max Weber and George Simmel. The sociological theory of conflict would do well to confine itself to an explanation of the frictions between the rulers and the ruled in given social structural organizations. Whenever men live together and lay foundations of forms social organizations, there are positions whose occupants have powers of command in certain contexts and over certain positions, and there are other positions whose occupants are subjected to such commands. It appears that this distinction is intimately connected with unequal distributions of power.

The conflict theory assumes a tension in society and its parts created by the competing interests of individuals and groups. The theory suggests that some parts of a society are more important and more powerful than others.

The competing groups of a society, i.e. the "haves" and the "have nots" are seen as being in a constant state of tension leading to the possibility of struggle. The "haves" control power, wealth material goods, privilege and influence; the "have nots" constantly present a challenge as they seek a large share of the society's wealth.

The struggle for power helps determine the structure and functioning of organizations and the hierarchy, which evolves as a result of power relations. The "haves" often use coercive power and manipulation to hold society together, but change is seen as inevitable and sometimes rapid, as the conflict of interest leads to the overthrow of existing power structures.

The dominant social process in conflict theory is endless struggle between those without advantages (privileges) who wish either to get more or to prevent others from taking what is available. Conflict perspectives on education are based upon the view that groups within existing societies have fundamentally different interests. Research from conflict theorists' perspective tends to focus on those tensions created by power and conflict, which ultimately cause change in the system. In political terms conflict theorists are basically socialists and socialists seek change.

The approach can be very useful in attempting to explain situations where conflicts exist; it does not offer useful explanations concerning the balance or equilibrium, which does exist between segments of a system or the interactions between members of the system.

#### IMPLICATION OF CONFLICT THEORY TO EDUCATION

- Reforms in education should be preceded by changes in the economy and other social structures.
- Education should be reviewed constantly to accommodate all the interested groups
- Performance in different schools is different due to unequal allocation of resources and not necessarily due to intellectual endowment and hard work.
- Significant improvements in education can only be achieved if they are accompanied by wider social changes.
- Everybody should be given a chance to continue with education
- Conflicts modify education systems but not necessarily destroy it
- As education is organized in contemporary societies, some people will benefit from it more than others.
- The conflict theorists see education as tool used by the ruling classes to perpetuate social inequality; both by controlling access to education and by training docile disciplined workers.

### 3. Structural Functionalism/ Consensus Theory

#### **Structural Functionalism/ Consensus Theory**

[Structural functionalists](#) believe that society tends towards [equilibrium](#) and social order. They see society like a human body, where key institutions work like the body's organs to keep the society/body healthy and well<sup>[4]</sup>. Social health means the same as social order, and is guaranteed when nearly everyone accepts the general moral [values](#) of their society. Hence structural functionalists believe the purpose of key institutions, such as education, is to socialise young members of society. [Socialisation](#) is the process by which the new generation learns the knowledge, attitudes and values that they will need as productive [citizens](#). Although this purpose is stated in the formal curriculum<sup>[5]</sup>, it is mainly achieved through "*the hidden curriculum*"<sup>[6]</sup>, a subtler, but nonetheless powerful, [indoctrination](#) of the [norms](#) and values of the wider society. Students learn these values because their behaviour at school is regulated [Durkheim in <sup>[3]</sup>] until they gradually internalise them and so accept them. Education must, however perform another function to keep society running smoothly. As various jobs in society become vacant, they must be filled with the appropriate people. Therefore the other purpose of education is to sort and rank individuals for placement in the labour market [Munro, 1997]. Those with the greatest achievement will be trained for the most important jobs in society and in reward, be given the highest incomes. Those who achieve the least, will be given the least demanding jobs, and hence the least income.

According to Sennet and Cobb however, "to believe that ability alone decides who is rewarded is to be deceived".<sup>[3]</sup> Meighan agrees, stating that large numbers of capable students from working class backgrounds fail to achieve satisfactory standards in school and therefore fail to obtain the status they deserve<sup>[7]</sup>. Jacob believes this is because the middle class cultural experiences that are provided at school may be contrary to the experiences they've had at home <sup>[8]</sup>. In other words [working class](#) children are not adequately prepared to cope at school. They are therefore "cooled out"<sup>[9]</sup> from school with the least qualifications, hence they get the least desirable jobs, and so remain working class. Sargent agrees with this cycle, stating that schooling supports continuity, which in turn support [social order](#).<sup>[3]</sup> [Talcott Parsons](#) believed that this process, whereby some students were identified and [labelled](#) educational failures, "was a necessary activity which one part of the social system, education, performed for the whole"<sup>[7]</sup>. Yet the structural functionalist perspective maintains that this social order, this [continuity](#), is what most people desire<sup>[4]</sup>. The weakness of this perspective here becomes evident. Why would the working class wish to stay the working class? Such an inconsistency demonstrates that another perspective may be more useful in examining the issue further.

Functionalist perspective. People who employ the functionalist perspective view society as a set of interrelated parts that work together to produce a stable social system. According to functionalists, society is held together through consensus. In other words, most people agree on what is best for society and work together to ensure that the social system runs smoothly. Sociologists who adopt this perspective follow in the tradition of Herbert Spencer and Emile Durkheim. Some of the topics of interest to functional sociologists include the division of work in the family and the functions served by education in society.

Like Durkheim, functionalists view the various elements in society in terms of their functions and their positive consequences for society. Recognizing that not everything in society operates smoothly, functionalists also label certain elements as dysfunctional. A dysfunction is the negative consequence an element has for the stability of the social system. Dysfunctional elements, such as crime, disrupt society rather than stabilize it.

In addition to being either positive or negative, functions can be either manifest or latent. A manifest function is the intended and recognized consequence of some element of society. A manifest function of the automobile, for example, is to provide speedy transportation from one location to another. A latent function, on the other hand, is the unintended and unrecognized consequence of an element of society. A latent function of the automobile is to gain social standing through the display of wealth.

### **How Consensus Theory could be applied to education.**

Consensus theorists see society as an integrated system maintaining an equilibrium with interrelated institutions. These institutions provide the rules governing behaviours that serve to maintain a kind of equilibrium and set of common values that bind people together.

### **Implications to educational practice**

Consensus theory has the following implications to educational practice:

According to Consensus Theory, education will aim to produce experts in all professions for the benefit of all members of the society for example teachers, doctors, engineers, etc

Secondly, Consensus theorists suggest that selection to higher levels of education should be based on merit, that is, it should be based on one's performance in competitive examinations.

Further, Consensus theorists believe that the best-brained pupils are expected to join the higher occupational/ professional jobs for the benefit of the entire society.

Based on ideas of Consensus theorists, it is assumed that those who do not do well in school are lazy or have less intellectual abilities.

Consensus Theory is likely to support a differentiated type of education and educational opportunities for the different categories of people. For example, having public and private schools, high cost and low cost schools, pupils doing different examinations like KCSE and A-level, etc.

Finally, Consensus theorists believe that education is likely to be conservative in order to maintain the status quo and stability in the society.

## **4. Symbolic Interaction Theory**

### **SYMBOLIC INTERACTION THEORY**

The term symbolic interaction incorporates two words: symbolic and interaction. **Symbols** are terms or actions to which meaning is attached by members of the group. Language is the means by which symbols are created and transmitted. Examples of symbols include a pen, books, a smile, a wink, etc (all these symbols communicate meanings).

**Interaction** refers to contact with others including our reactions to them. According to symbolic interactionist theorists human beings become social when they are able to learn the attitudes and emotions with which objects, actions and behaviours are viewed by others. According to symbolic interaction theorists, all actions have meanings.

The proponents of this theory include G.H. Mead, C.H. Cooley and George Homans.

Symbolic interaction theory tries to explain how human beings form their self-concept and self-identity through the use of symbols and interaction with others. Symbolic interaction theory focuses on the individual in the social context.

### **Relevance of symbolic interaction theory to education**

There are two symbolic interaction theories that are useful in sociology of education. These are labeling theory and exchange theory.

**Labeling theory** describes and classifies individuals according to various characteristics. Examples of labels given to individuals include such categories as: stupid people, foolish people, gentlemen, evil person, etc. If a label like "stupid" is used on an individual, that individual is likely to incorporate this label as part of his self-concept and behave like the label suggests. There is evidence that individuals behave well or badly depending on the expectations of teachers about them.

### IMPLICATIONS OF LABELLING THEORY ON EDUCATION

- Positive labels enhance students' self-image boost up their confidence.
- Positive labeling helps students to perform well in school
- Negative labels are likely to have the opposite effects
- Streaming of students for example according to their academic abilities may have detrimental effects
- Students with varying abilities should learn together, however special attention should be given to both gifted and less gifted ones.

### EXCHANGE THEORY

Exchange theory refers to the use of rewards and punishments as a means of promoting the desired behaviour. The use of material and especially psychic rewards e.g. praise, blame, can help to produce the desired behavior.

## VALUE OF EXCHANGE THEORY TO EDUCATION

- It emphasizes that individuals are conscious beings acting and reacting to what is around them.
- It emphasizes observation as a method of study of the social situations
- It emphasizes that human behaviour is not static - it is continually changing in response to social and environmental demands
- Social life is seen as a process rather than equilibrium/static
- Interactionist theories help us to discover how labels such as sex, age ones ethnic background, religion, name, physical appearance, social standing affect students self-concept and their performance in school.

### 1. Meaning of Socialization

**Socialization** in the study of animal and human behavior is the process by which [human beings](#) or [animals](#) learn to adopt the [behavior](#) patterns of the [community](#) in which they live. For both humans and animals, this is typically thought to occur during the [early stages of life](#), during which [individuals](#) develop the skills and knowledge necessary to function within their [culture](#) and [environment](#). However, this also includes adult individuals moving into an environment significantly different from one(s) in which they have previously lived and must thus learn a new set of behaviors.

Socialization is, in essence, learning (see Charon, 1987:63-69). Socialization refers to all learning regardless of setting or age of the individual. In every group one has to learn the rules, expectations, and knowledge of that group, whether the group is your family, the army, or the state (nation). Socialization is the process whereby people acquire a social identity and learn the way of life within their society. All of this amounts to the learning of culture.

For some psychologists -- especially those working in the [psychodynamic](#) tradition -- the most important time when socialization occurs is between the ages of one and ten. Humans learn throughout their lives, but this first ten years is arguably the most important time in determining the personality of persons across their life span.

In other words:-

1. It is the acquisition of social characteristics of a human being. It is the process through which individuals learn the culture of their society steadily so that they are able to live fully and function in it as responsible adult members.
2. Socialization has been defined as the process by which persons acquire the knowledge, skills and dispositions that make them more or less integrated members of the society.
3. Socialization is a process by which a person such as a growing human child steadily learns the ways of his society or group so that he is able to live fully and function in it as a responsible adult member.
4. Socialization is a process of transmitting the cultural heritage to the new members born into culture. socialization humanizes the biological organization and transforms it into a self having a sense of identity capable of disciplining and ordering behavior. socialization regulates behavior but it is also an indispensable condition for individuality and self-awareness.

Socialization, therefore, is concerned with preparation for participation in group life: with discovering how individuals learn to participate effectively in social interaction, why some individuals have difficulties, and, by inference, what makes some groups function better than others.

## 2. Stages of Socialization

### **Stages of Socialization**

For socialization to be a successful and building-up process, especially in the childhood years, it must be **time-oriented**. Also socialization is often characterized by a sequence of events which occur in stages during ones lifetime. The four stages are:-

- (i) **Oral stage** - communication is only by mouth. An infant cries as a way of communicating and it is the parent/guardian to decide what the cry signifies and provides what the child needs.
- (ii) **Anal stage** - control of bowel movements and toilet training. It is in this stage that the child learns to receive and give love through rewards and punishments. The child also learns or begins to avoid incorrect behavior.
- (iii) **Oedipus latency (complex)** - it is a short period and last only through 4 to 5 years (up to 7 years). It is the period of systematic learning (schooling begins), identification of sex roles and activities, association with peers, etc. This period is also characterized by the child's attraction or attachment to the parent of the opposite sex.

(iv) **Adolescence stage** - It is the dawn of adulthood. It begins with the onset for puberty. It is however characterized by crises, conflicts and disagreements between parents and adolescents. This occurs as the adolescent searches for identity and independence.

. Types of Socialization

### **Types of Socialization**

Two types of socialization can be distinguished. These are:-

a. Status socialization

b. Role socialization

### **Status Socialization**

Status socialization can be defined as the process that involves learning of the ways of life of the family and the community including religious observances, traditions and cultural practices. In status socialization, the individual is exposed to a broad pattern of socialization which is designed to prepare the individual to occupy a generalized status in life.

### **How status socialization is achieved**

The family unit is the foundation of status socialization. It teaches individuals their history, language, knowledge, physical skills and social skills. These help individuals to **belong** and be **integrated** in a particular society/community.

### **Role socialization**

Role socialization can be defined as the process through which the individual is prepared for a specific role or vocation in a society.

### **How role socialization is achieved**

In modern societies role socialization is achieved mainly through well organized school education. The education is geared towards specific vocations. Co-curricular activities like sports, scientific clubs, etc. also help individuals to acquire knowledge and skills that may be useful in the performance of ones occupation.

Although role socialization prepares an individual for specific vocation, no individual performs one role all the time. An individual often times performs multiple roles. For example, although a teacher main job is to teach, he/she can be a community leader, can be a family person, can be a counselor, etc.

4. Agents of Socialization

## AGENTS OF SOCIALIZATION

Agencies of socialization are groups or social contexts within which significant processes of socialization occur.

Agents of socialization are the channels through which socialization is carried out.

Agents of socialization are people and/or groups that influence self concepts, emotions, attitudes and behavior of a person. (Henslin, 1999:76-81). Examples of agents of socialization are;-

**The family** - This is the main socializing agency of the child during infancy. It is the first and the most important agent of socialization. The family is responsible for, among other things, determining one's attitudes toward religion and establishing career goals.

- Family has the greatest impact.
- Family provides racial and ethnic identity
- Family is the primary basis for personal values and attitudes.
- Family teaches sex role socialization and gender.

The mother is everywhere normally the most important individual in the child's early life, but the nature of the relationships established between mothers and their children is influenced by the form and regularity of their contact. This in turn, is conditioned by the character of family institutions and their relation to other groupings in society.

In many cultures, aunts, uncles, and grandchildren are often part of a single household and serve as caretakers even for very young infants.

The region and social class of the family into which an individual is born affect patterns of socialization quite sharply. Children pick up ways of behavior characteristic of their parents or others in the neighborhood or community. There are various categories of family, for example:-

- Single parent household
- Divorced parents
- Step parents
- Employed women/work women mothers.

Varying patterns of child rearing and discipline, together with contrasting values and expectations are found in different sectors of societies.

Of course, few if any children simply take in in an unquestioning way the outlook of the parents. This is especially true in the contemporary world, in which change is so persuasive. Moreover, the very existence of a diversity of socializing agencies influence outlooks of children, adolescents and the parental generation.

In spite of these variations, the family normally remains a major agency of socialization from infancy to adolescence and beyond - in a sequence of development connecting the generations. Because of their power, parents are able (in varying degrees) to enforce codes of conduct upon their children.

**The school** - impersonal institution. The school is the agency responsible for socializing groups of young people in particular skills and values in our society. Schooling is a formal process where there is a definite curriculum of subjects studied. Alongside the formal curriculum there is a **hidden curriculum** conditioning children's learning. Children are expected to learn to be quiet in class, punctual at lessons and observe rules of school discipline. They are called upon to accept and respond to the authority of the teaching staff. Reactions of teachers also affect the expectations children have of themselves. They can be good or bad role models. These, in turn become linked to their job experience when they leave school.

### **The church/religion**

Apart from the family, the school and the peer groups the other important agents of socialization are religious institutions. The role of the religious institutions is usually to perpetuate the morals, beliefs and practices accepted in the respective religious groups. In this respect, the role of religious institutions in the socializing process is not so different from that of the school.

Among the major functions of these institutions is teaching of moral or good behavior to children. The teaching is usually done by pastors, Sunday-school teachers or madras teachers. In Sunday-school, for instance children as early as in the oedipal stage are taught that God is watching over them. They are taught to respect and obey their parents and teachers. In addition, pastors and Sunday school teachers provide models for character development to the children. Ultimately, these teachings and models reinforce or complement the role of the family, the school and the peer group with regard to socializing in the society.

### **Peers Group -**

The peer group is comprised of people within the same age-group. It is a recognizable agent of socialization, whether among adults or growing children. Growing children living in the same neighbourhood or attending the same school often associate or play with those of their age and thus form peer-groups. In the school, however, peer groups are usually formed by children in the same class. In their classroom, children continually interact with each other as equals. This equality helps them to identify with the classroom group which is an important feature of peer group socialization in the school.

In his peer group, the child learns adult values such as cooperation, responsibility, following rules, honesty, fair play in competition, and many other good habits. These values are learnt

through children's play acting and games; for example hide and seek can teach the children the value of being honest. The children imitate the roles of husband and thus learn responsibility. Although these values appear meaningful to the child only at play level, they nevertheless become increasingly the basis of adult behaviour. In addition, the peer group helps the child to learn his sex roles and it also acts as a source of information for its members. In general, therefore, the peer group teaches the child and thus reinforces the family and the school in their socializing roles in the society.

### **Mass media -**

By mass media we mean such organs of communication and amusement as television, radio, motion pictures, magazines and newspapers. These are important in socializing all of us in various ways. Today; mass media is assuming great importance in socializing the children. For example, children are now more aware with the world and national affairs than children of past years. They learn from mass media certain manners, attitudes, behaviors and values that exist in the society. They learn new dances and values. The use of certain commercial products, no doubt, they also become aware of new issues pertaining to farming, diseases, social life, and language and so on, when such objects are presented, analyzed, or discussed by the mass media organs. In the end, children come to view the world, their nation or society in the light of what they see, learn and read in the media organs.

### 5. School as a Socializing Agent

#### **The socialization function of the school**

##### **Definition**

Socialization is the process of creating a social self, learning one's culture and learning the rules and expectations of that culture.

The school is an artificial institution set up for the purpose of socialization and culture transmission. The school can be regarded as a formally constituted community as opposed to natural communities.

Among the most important agencies of socialization is the school; i.e. other than the home. The school is the other important institution in which socialization takes place. Schooling has been defined by Bindle as "the appearance of organized instructional activity in which the position of the teacher is differentiated from other positions in the system and given the explicit task of socializing neophytes."

In terms of socialization the school has, in recent years, come to take over family and the community roles. The school is the first large-scale organization of which the child becomes a member.

One way of appreciating the school's potential for socialization lies in the simple reckoning of the amount of time the youngsters spend in school and in activities related to the school.

The youngster spends the major part of his most active hours of the day in school, from morning to evening in case of a day school and for boarding schools they stay for a duration of about nine months in a year. Obviously, during this time the student acquires a lot from the teachers and his/fellow students. Due to this fact the school becomes an important agent of socialization.

The school combines the formal (e.g. classroom teaching) and informal (e.g. peer group influence) process of socialization with formal (e.g. fines, caning, suspension, expulsion, official mention and prizes) and informal (e.g. the pressure of peer group) modes of social control.

### **MEANS BY WHICH THE SCHOOL FACILITATES SOCIALIZATION.**

Goslin (1965) has made a distinction among different means by which the school aids in socialization of new members of the society. These include the following: The transmission of culture including norms, values and information through direct teaching. The school helps to transmit social norms and values as well as the technique by which the individuals are able to anticipate accurately the behavior of other members of the society. The establishment of social groups, in which children have an opportunity to acquire various social skills. It should be recognized that whether or not any specific attention is paid to this aspect of the socialization process by teachers or administrators, a major part of what the children learning school falls under the heading of the acquisition of social skills. Most parents are aware of the fact that the social groups of which a child belongs have a great influence on his behavior.

Our children acquire many of the interactional skills they will use throughout their lives in the context of the social groups formed during childhood and adolescent. The provision of significant other individuals (teachers, etc) who can serve as supplementary adult role models for students in the same way that parents provide examples for their children to emulate. The influence of the teachers on the pupils' behavior may range from manners of speech and dress to the formation of basic values and beliefs because of their legitimate and formally defined relationship to the students, the teachers play an important part in defining and enforcing habitual ways of responding to the social environment and in establishing standards against which the students evaluate behavior of those with whom he must deal. There have been cases in which teachers have made lifelong impressions on their students and have helped to set standards for them that have remained relevant and important long after the contact between the teachers and the student had been lost. However the degree to which the student tends to adopt his teacher as a role model and what the precise nature of the teachers influence on the student will be determined by a number of factors. Among these are: the characteristics of the teacher personality and background as well as the needs, interest that the teachers takes in the student, the degree to which the teacher is able to emphasize with the needs of the students and the general leadership qualities of the teachers including the energy with which he exploits the opportunities afforded by his position to command respect as well as obedience. The use of both negative and positive sanctions to reinforce socially acceptable behavior on the part of the children. The school makes use of a variety of penalties and rewards to reinforce socially acceptable behavior on the part of the students within the context of the school activities. The school introduces the students probably for the first time to the institutionalized mechanism of control over individual behavior in a formal organization. The schools vary considerably in the degree to which they are able to regulate the behavior of their students effectively. And within a school, some teachers are

able to exert much greater disciplinary influence than others. The school performs a number of socialization functions. The socialization which a child receives in school may supplement or support what is learned at home. There is increasing evidence that African parents expect the teachers to pass on far more than reading, writing and arithmetic (Peil; 198:179-180). The various socialization on functions of schools is discussed below.

### **THE ROLE OF THE SCHOOL AS A SOCIALIZING AGENT**

One social agency created to enhance the processes of socialization and education is the school. Socialization is the process of creating a social self, leaning ones culture and learning the rules and expectations of that culture.

The school is an artificial institution set up for the purpose of socialization and cultural transmission. The school can be regarded as a formally constituted community as opposed to natural communities.

Among the most important agencies of socialization is the school; i.e. other than the home, the school is the other important institution in which socialization takes place. Schooling has been defined by Biddle as "the appearance of organized instructional activity in which the position of the teacher is differentiated from other positions in the system and given the explicit task of socializing neophytes."

In terms of socialization, the school has, in recent years, come to take over some of the former functions of the family and community. i.e the school has become a primary agency of socialization. The school is the first large -scale organization of which the child becomes a member. The school is a miniature reflecting what goes on in the wider society.

One way of appreciating the school's potential for socialization lies in the simple reckoning of the amount of time the youngsters spend in school and in activities related to the school. The youngsters spend the major part of their active hours of the day in school, from a morning to evening in case of a day school and boarding schools they stay for a duration of about nine months in a year. Obviously, during this time the student acquires a lot from the teachers and fellow students. Due to this fact the school becomes a important agent of socialization.

The school is said to be next to the family in terms of importance as far as socialization is concerned. The school combines the formal (e.g. classroom teaching, fines, caning, suspension, expulsions, official mention, prizes) and informal (e.g peer group influence/pressure) approaches in its socializing function.

#### **How the school performs the function of socialization**

1. Through the curriculum, the school in a formal way provides the child with.

(i) Knowledge of basic intellectual skills such as reading, writing, verbal expression, quantitative and other cognitive abilities, education teaches language well how people communicate with each other according to positions in society.

(ii) Cultural achievements of ones society.

(iii) Opportunities to acquire social and vocational abilities which are necessary in order to make one a social, useful and economically productive member of the society.

(iv) Gender roles as perceived as suitable roles by the society.

2. Educational systems socialize students to become members of society, to play meaningful roles in the complex network of independent positions.

3. Education helps in shaping values and attitudes to the needs of the contemporary society.

4. Education widens the mental horizons of pupils and teaches them new ways of looking at themselves and their society.

5. Education offers young people opportunities for intellectual, emotional and social growth. Thus education can be influential in promoting new values and stimulating adaptation to changing conditions.

6. Informally and especially through social clubs, the school enables the child to learn a number of other social roles and skills which are also important for his/her overall development as a member of society. For example.

i. Education teaches the laws, traditions and norms of the community, the rights that individuals will enjoy and the responsibilities that they will undertake.

ii. Education teaches how one is to behave toward his/her playmates and adults.

iii. Education teaches how to share things and ideas.

iv. Education teaches how to compete responsibly.

v. Schooling teaches how to cooperate

vi. Schooling instills the community's pattern of respect; thus how to relate to others well and obey rules.

vii. Schooling enables one to internalize the culture of one's society.

viii. Education leads toward tolerant and humanitarian attitudes. For example, college graduates are expected to be more tolerant than high school graduates in their attitudes toward ethnic and racial groups.

## **Summary**

Thus education will train useful citizens who will obediently conform to society's norms, and will accept the role and status that society will confer upon them when they have finished their schooling.

Since children come from different backgrounds, the work of the school therefore is to intercept and change or modify those aspects which may not be acceptable to the community. At the same time, those aspects of training which are meaningful are encouraged. Most of the informal learning occurs mainly within the peer group setting. The peer groups affect the socialization process both in school and in the neighbourhood.

The school represents a formal and conscious effort by the society to socialize its young. It does this through the content of the curriculum and co-curricular activities. They also socialize the young through teachers attitudes and values that they communicate to the child. Teachers also act as models for students.

In school the child learns skills which to a large extent, prepare him for the world of work.

Schools are expected to nurture, shape or mould pupils in ways that ensure the attainment of certain prescribed attitudes and skills. Thus, creating academic mastery, teaching social interaction skills, helping students develop societal commitment and loyalty are examples of goals that schools reasonably might be expected to attain. All these are aspects of socialization.

### **Effects of social isolation**

Effects isolation on non-humans (monkeys) has shown that their behavior was passive and anxious. This is in spite of the fact that monkeys had been provided with adequate nutrition (findings by Harry Harlow and Margaret Harlow 1962). Isolation of children from their families had similar effects.

### **Cases of point**

Anna's case born in 1932 to unmarried, mentally retarded mother. The child was not accepted by grandfather. She grew up in attic room for five years alone. She received very little attention and just enough milk and food to keep her alive. They was very little human contact.

### **Results**

The child was emaciated, feeble and unable to laugh, smile, speak or even show anger. She was completely unresponsive. When she was discovered by social worker she was given intensive social contact.

Results: at the age of eight her mental and social development was still less than that of a two year old. She started to grasp language at the age of ten (10). She died at age of 10.

### **Isabelle's case**

Isabelle was illegitimate child brought up in seclusion by her mut-dead mother could not speak for she had been brought up by a person who used gesture.

## **Results**

The child could speak, made animal like sounds could not walk, Crawled around with hands and legs, ate with hands. She behaved like six month baby. She appeared mentally retarded and mute

## **Results of intense social training**

At the age of 6 1/2 years when she was discovered, efforts were made to socialize her through intensive, language programmes and interaction with other normal people.

- Within two years, she was able to learn all the language. She ought to have learnt.
- The sociologist who studied Isabelle concluded that most of the mental and social traits that we consider inborn actually don't manifest themselves until put these through communication with other human beings. They develop through the process of socialization.

## **Case of children brought up in orphanages**

Children who grow up in orphanages lag behind in language and intellectual development. This is because interaction with grown ups is minimal. One group of infants living in foundling home were given proper food and medical care. Yet within a two-year period an usually high proportion of children died from a variety of ailments. They seem to have wasted away from a lack of foundling, cuddling and love. The nurses though well trained and efficient had little time for those things.

The majority of survivors ranging in age from two to four years, fewer than 25 percent could even walk by themselves. And only one could speak in sentence.

## **Conclusion**

Examples cited suggest that human interaction is vital for normal development of an individual socially, physically, psychologically and intellectually.

We are programmed with gut values by age ten.

Values will not change unless a significant emotional event occurs.

## **Social organization**

Social organization is a social unit that has been created to pursue specific goals, which it is structured to serve for example universities, hospitals, armies etc

## **CHARACTERISTICS OF AN ORGANIZATION**

Any social organization has the following characteristics: It has been formally established for the explicit purpose of achieving certain goals. It has a formally instituted pattern of authority and official body of rules and procedures which are intended to achieve its specific goals. The typical system of administration in modern society is the bureaucracy. For an organization to attain its goals all members have to participate actively in the activities of the organization. Alongside this formal aspect of the organization, however, are network of informal relations and unofficial norms which arise out of the social interaction of individuals and groups working together within the formal structure (Banks,19:191). Social organization can be analyzed in terms of:

§ Social units: groups, bureaucratic structures, communities and cities.

§ Social inequality: stratification, minority relations, sex-role stereotyping and deviant life-styles;

§ Social change: collective action, population growth and technology.

These contribute to our knowledge and understanding of how society is structured, how it operates, and how it changes (Larson;1982:115). From the definitions and characteristics of social organizations given above, then it can be said that schools are examples of formal social organizations. This is because schools have been "deliberately created" in that at some point a decision was made to establish a school to facilitate the teaching of a range of subjects. Schools are also reconstructed, in that each day people relate to one another in the context of the school; some teach, others struggle to learn, yet others clean, serve food or administer the various school's activities (Robinson;19:133). Bureaucratic characteristics are present to some degree in schools. For example, schools increasingly employ specialized personnel recruited on the basis of expert qualifications. They have, to varying degrees a hierarchical system of authority involving specific lines of command from the Headmaster downwards. At the same time there is considerable standardization with respect to such matters as textbooks, course and examinations. Moreover, wherever rules exist the teacher is expected to apply them with strict impartiality (Banks,19:192). The roles as well as the overall structure of the school can be analyzed from both a formal and informal perspective. The formal structure of a school is represented by the organization chart. This representation of structure highlights the formal rank or status, of the "chain of command", formal channels of communication and the authority and jurisdiction of the decision-makers within the structure. The formal or official roles of the members of an organization are the generally expected responsibilities and behaviours that one would find on a job description in the personnel or employment office of the organization. Thus, the formal role is a basic outline of the activities and responsibilities that apply to any one holding the position (in the organization chart) in question. There is more to the way an organization works and how its members behave than can be formalized in charts and job specifications. These are the informal structures and rules of the organization. Though all the teachers in a school may have the same official positions, some have greater influence and prestige in the school and the community (Stub;1975:212). Social organizations can be described operationally as the ways in which human conduct becomes socially organized. When we talk of the structure of social organizations, we mean that their component parts stand in some relation to one another. The relationship between components can be said to involve:

§ Patterns of social interaction: in the case of the schools, how are the teachers expected to interact with the headteachers on the one hand and the pupils on the other; and even among themselves?

§ The frequency and duration of contacts between members: in the case of the school, this is the time the students spent at school. The duration is always determined in some way - say from 7 a.m. to 5 p.m. for day schools and primary schools; while for boarding the duration is about 3 months per term with or without a break.

§ The direction of influence or authority of the members: in the school system, we know that authority flows downwards from the head teacher, through the teachers, to pupils.

§ Sentiments towards one another, which involve feelings of attraction, respect or hostility by members (e.g. when students engage in riotous acts, they are expressing the sentiment of hostility). Social organization involve both the structural aspects and the behavioral aspect. Structural aspect = this refers to the abstract relationship between individuals and units; individual students in one school and other schools. Behavioral aspect = this refers to the behavior of the individuals occupying different components of the social structure.

### 3. Social Structure of a School

#### **THE SOCIAL STRUCTURE OF THE SCHOOL**

Schools do not exist in a social and administrative vacuum, for the ways in which schools are established, organized and structured may vary with the time they are established. Secondly, the structure of schools may also vary with the society in which they are located. Thirdly school size may be different according to geographical location with large schools in urban areas as opposed to small village schools in rural locations (burgess;1986:155). The numerous structural characteristics of a school can be organized under two principle headings: those aspects of the system that are concerned with relations among members of the student body and those that pertain to relations among faculty members and between teachers and administration (Goslin;1965:27). The organization of the school can be described with reference to the following characteristics:

§ Population: the pupils the teachers and the non-teaching staff.

§ Territory: the school campus with the complex of buildings, playgrounds and gardens.

§ A structure of authority with the headmaster at the top and the cleaners and messengers at the lowest level.

§ A network of patterned social relationships: teacher-pupil relationships, pupil-pupil relationships;

A sense of belonging together manifested in competition with other schools, symbolized by the school flag and crest school motto and stories of the schools' past (Datta;1984:84). Like other

organizations, schools are carefully structured and hierarchical (see figure). At the top of each school is the headteacher or principal followed by the deputy. Then comes a hierarchy of departmental heads and more junior teachers. Cleaners, cooks and messengers are generally considered to be at the bottom of the pyramid of employees. A hierarchy also exists among the pupils. At the top are the prefects and pupils in higher grades, and at the bottom are the children who have just joined the lowest grade. In addition there may be overlapping hierarchies among pupils based on sports, and academic achievement. There may be subdivisions within the school based on houses (Bray;19:131).

#### 4. The School as a Social Organization

##### **Schools can be classified as social organizations.**

- § Hierarchy arrangements
- § Position and occupation
- § Rules and regulations
- § Relationship factor
- § Employment is by merit, based on qualifications
- § Employment in the organization constitutes a career for the officials
- § Goals of the organization
- § Presence of human component

Banks (19:191) has defined organizations as "social units that pursue specific goals which they are structured to serve", e.g. hospitals, armies, churches, schools and universities. Etzioni (1964:3) defined organizations as "social units" (or human groupings) deliberately constructed and reconstructed to seek specific goals. Larson (1982:115) defined social organization as follows: "Social organization refers to the ways that statuses (i.e. the positions people occupy) and social norms (rules governing human behaviour) are patterned or structured...social organization also includes the processes by which pattern or structure comes into existence as well as changes over time" (P.115). In his analysis of schools as social organization, Corwin (1965:52) said that: "Schools are complex systems of organizations. An organization is made up of people in a relatively stable interaction system. The relationships that form in the system constitute its structure, which is the basis of organizations stability; the structure is comprised of positions which endure as membership changes. Positions, in turn, are composed of systems of norms called roles. A norm is an expectation or a rule as to how people should act toward one another in a particular situation. Organizations, then, are based on norms (and the sanctions for upholding them) which govern the jobs and tasks that members of the organization perform" (P.52).

## CHAPTER FIVE: SOCIOLOGY OF THE CLASSROOM

This refers to the activities and events that take place inside the classroom. The activities are by the students and teachers.

### 3. Classroom Strategies

Teachers and students spend a lot of time each day in classrooms; because the classroom is formally the centre of the educational stage. The classroom is one of the settings in which teachers and pupils encounter each other and the location where some aspects of schooling occur.

Teachers and pupils engage in a variety of strategies with a view to gaining control in the classroom.

#### Definition

Strategies are essentially ways of accomplishing interaction in particular situations so that self interests are protected or enhanced. Strategies thus have a great deal to do with power and control. Each participant in the interaction will adopt strategies which best serve their interests in the context of the situation and will actively seek define or influence that situation.

Research has shown that there are different strategies that teachers use to promote learning in classrooms. These strategies include the following:

- **Socialization**-by which teachers attempt to get pupils to conform to patterns of prescribed behaviour. The establishment of rules is an attempt on the part of the teachers to define the expected pattern of behaviour of the students.
- **Domination** - this is to govern the pupils by the teachers. Teachers have more power and therefore able to pre-structure situations to promote learning. In the classroom situations teachers tower above the pupils.
- **Negotiation**- this involves the formal discussion between teachers and pupils in order to reach an agreement. Negotiation is based on the principle of exchange.
- **Fraternization**- this is a situation in which particularly young teachers attempt to identify strongly with the pupils in terms of their style of dress, manners, speech, interests. Common interests, discussion about TV programmes and jokes are means by which teachers attempt to identify with their pupils.
- **Absence or removal from the classroom** - the students are excluded from the classroom due to misbehavior in order to correct the wrongdoing.
- **Ritual and routine**- ritual involve any formal or act or procedure that is followed consistently. Routine involves a regular method of procedure, especially that is

unvarying. Teachers establish procedures that the students follow e.g. time table for teaching, games etc.

- **Therapy**-this involves the process of dealing with those students who may be having serious problems in learning. This is achieved partly through counseling and emotional support of such students.
- **Morale boosting**-this involves the improvement or encouragement of students' confidence.

These approaches are initiated by teachers with a view to gaining classroom control in order to promote learning. It should be noted that strategies are often linked together.

## **CHAPTER SIX: EDUCATION, SOCIAL MOBILITY AND STRATIFICATION**

### 1. Meaning of Social Mobility and Social Stratification

#### **Definition of social stratification**

The term social stratification implies the existence of a structure of layers in society. Within each layer (stratum) persons are grouped on the basis of status criteria and the arrangement of these layers (strata) is of a hierarchical order indicating differences of social worth associated with the strata or with the statuses which the strata respectively incorporate. In other words, for a society to be stratified, it must have principles for organizing individuals into hierarchically arranged groups. These factors of arrangement include wealth, heredity, sex, education, skin colour, job, age, etc.

Social stratification refers to the arrangement of members of society into categories and groups based on superiority and inferiority in terms of a specific criterion. The most common criterion used to categorize people are wealth, prestige and power.

The term stratification is an analogy from geology. In geology strata refers to the way layers of rock are laid on top of each other. When we refer to society, each layer can be called a class most societies have three classes namely, upper, middle and lower classes.

#### **Social Mobility.**

Social mobility is defined as a process by which people move from one social stratum to the next. It can be upwards, downwards or horizontal. Sociologists have observed that social inequality is found in all societies. Social stratification systems can be classified according to how rigid are lines between the strata and how possible it is for an individual to cross from one stratum to another. Stratification system which provide little opportunity for mobility may be described as 'closed', while those that allow high rate of mobility are described as 'open

### 2. Types of Social mobility

The term social mobility refers to the movement of a person from one social status or social class to another along the social scale/ladder i.e. Movement between social classes. There are three types social mobility:

- Upward mobility
- Downward mobility
- Horizontal mobility

### 3. Avenues of Social mobility

#### **The factors that promote upward social mobility**

Upward social mobility is the change or movement of an individual from a lower social status or class to a higher one. This can be brought about by:

- Education
- Promotion
- Marriage
- Windfall gains e.g. Gambling, lottery wins, inheritance
- The supply of vacant positions
- The interchange of ranks
- Structural changes e.g. Technological changes

#### **4. Barriers to Social Mobility**

1. Lack of opportunity (e.g. regional differences in availability of employment, schools etc)
2. Motivation (e.g. class attitudes) e.g. lack of desire to study to obtain higher grades
3. Educational factors
4. Inherited wealth
5. Self-esteem by elite groups (e.g. nepotism, patronage by relatives)
6. Color or ethnic origin

7. Structural factors - opportunities for mobility with the work situation itself e.g. where many organizations recruiting graduate trainee managers rather than depending upon recruiting on merit from those joining the firm at an earlier age.
8. Religion
9. Attitude
10. Gender

### **. Types of Social Stratification**

#### **A) Caste systems.**

A caste system is rooted in a religious order, individuals are born into a particular stratum, and must remain there all their lives. Until recently India provided a good example of a rigid system, where the social position of people was fixed at birth by a religiously-sanctioned stratification system. There were five major castes and numerous sub-castes. Both the occupation which an individual could undertake, and the persons with whom he could associate with were determined by the caste into which he had been born. Each caste was socially isolated from the others and there were strong rules against intermarriage. Caste is the most rigid form of stratification.

#### **B)Estate Systems.**

A second type of stratification system also characterized by clear divisions between the strata is that termed the estate system. Feudal societies were characterized by estate systems of stratification, resting principally on the ownership of land. The highest estate were the nobles who ruled the society and owned most of the land, Below these stood the merchants and craftsmen,(the higher ranks of the clergy were also seen to be in this estate), and the bottom were the labourers and serfs. The system contained the notion that each individual accepted his estate in life, and that the lower estates should obey the orders of the higher estates. The system was rigid, but the occasional outstanding individual could sometimes manage to raise himself to a higher estate.

#### **C). Social Class Systems.**

In contrast to the caste and estate systems a class system does not rest on law or religion. There are no formal restrictions on the movement of members of different classes. According to Karl Max, a social class consists of an aggregate of people who stand in the same relationship to the means of production for example land, factories and mines. The most important criterion for determining such a relationship is the issue of ownership and control of the means of production. Where individuals move within the same class, such movements are known as horizontal mobility. In cases where individuals move from higher class to a lower one, this is known as downward mobility.

Sociologists are generally agreed that a social class system of stratification is one in which a society's members are ranked as superior or inferior to one another by differences in their economic positions. However, the concept of social class has been developed somewhat differently by the followers of the various schools of sociology.

#### **D) Slavery**

This is the ownership of individuals by others as property. Although conventional slavery was abolished in the 18th century, there are activities that are very close to slavery sometimes referred to as neo-slavery. Examples include, forced marriage for young girls, child labour and people working under difficult circumstances outside their countries, for example in the middle east.

#### **How education has been used to stratify the society in Kenya**

- Because social classes in developing economies based on social-economic status have not solidified, education is the major factor that stratifies the masses. Each terminal level of education creates a class of its own. Those without education also form another class. Those with most education generally obtain better professional and financially rewarding jobs than their counterparts with little education.
- Provision of education in Kenya in different categories and types of schools also stratify people in the society. In Kenya social class is shown through the different categories of schools and on gender basis. The types of schools we have are the private high cost and low-cost; government assisted which include National, Provincial and district schools. Attendance of these schools is based on social-economic status.
- The pupils who attend national and provincial schools are advantaged because these schools are well equipped and staffed in comparison to those who attend the district schools. Students attending good schools perform well in examinations and later their performance is used to allocate to them positions in institutions of higher learning and professional and financially rewarding jobs.
- Private schools: High cost ones and low ones. The high cost ones have better facilities than the low cost ones..
- People in the upper echelon, the very rich take their children to the private high cost schools.
- The middle class which consist most of professionals and business people take their children both to the private high cost and provincial schools.
- Those people in the low socio-economic status groups take their children to district and/or private-low cost schools. The facilities in these schools are inadequate and in some cases the learning environment is not conducive.

- Boarding schools versus day schools, which differ in quality in favour of boarding schools.
- Stratification on gender factor - in Kenya there are more and better schools for boys than for girls.
- Children from well to-do families attend nursery schools, which are mainly privately and commercially operated. Those who attend nursery education get a head start in school education and are advantaged over those who do not attend nursery school education.

## CONCLUSION

Education enhances stratification in society by allocating jobs only to those with higher educational qualifications. However, education also enables individuals from low social economic status achieve upward social mobility.

### 8. Influence of Social Class on Academic performance of Students

School learning is a joint process involving the home and the school. Researchers have shown that the home is a potential influence on a child's academic promise. We do know that the family exerts a great deal of influence on a child's personality, which includes the child's character and attitudes to life (Ezzewu;1986:87). Thus it is at home where one learns about people, about ways of behaving, and developing attitudes towards health, work, people, places, things and life in general. It is at home that the child should have an opportunity to re-examine the teaching of the school, to practice the good points and discard the bad ones (Durojaiye;19:28). Because of the value which the modern family attaches to material things there is the tendency for children to pursue these values too early and abandon school or end up as a never-do-well student. To benefit from school education the child needs to adjust properly to the school situation and such an adjustment is facilitated by the type of the upbringing of the child (Ezewu;1986:87). This is because the home is the place for the application and further preparation of the facts taught at school. Basically, the capacity to learn in school or the academic achievement of a pupil is determined in part by: the pupils will to achieve; the pupils ability to achieve; the pupils prior learning experience and the nutritional status of the child. All of these may be influenced directly by the school one attends and the home one comes from (Datta;19:153 and Lockheed; 19:72). Family background affects the probability that children will enroll in, attend, and complete various levels of education (Lockheed;198:73). The school, through cooperation with parents, can provide feedback information on the adequacy of parents' provisions for their children.

There is a great deal of evidence that socio-economic status has a considerable effect on academic achievement. Thus, there is a strong positive correlation between a child's socio-economic status and his academic achievement at school. The family provides a certain material environment depending on the income and wealth with which it is associated. Since school education demands money, the family with high income is more likely to meet this demand than one with low income. It can better provide the material needs of the child, sending the children to day care centres and providing them with superior opportunities for learning at the primary and

secondary education levels (Ezewu;1986:87). Thus, the material wealth of the family can in many ways assist the education of the child. Children from extreme social groups (extreme poverty and extreme wealth) within societies are exposed from an early age to separate and distinct patterns of learning before their formal education begins. These patterns are progressively reinforced as the child develops. Children whose homes provide a stimulating environment, full of physical objects and learning materials, consistently learn more quickly in school than children from more deprived backgrounds. The effect of family background on school achievement is most pronounced in subjects that are familiar or linked to parental knowledge (Lockheed;1994:74).

School education involves financial expenditure by way of fees, textbooks, and other equipment, so a home that is able to provide these requirements is more likely to prepare its child for school. Parents with a high socio-economic status are expected to have a home library and purchase children's books for their children. Before the child enters school he might have learnt a bit of English which may be the medium of instruction at school. Such a child is therefore likely to be better prepared for school work than a child from a low socio-economic status. Thus, the environment in which a child from a high socio-economic status is raised can be described as enriched, while the environment in which a child from a low socio-economic status is raised can be referred to as disadvantaged or a deprived environment. Hence, it can be said that while enriched environments motivate and increase the probability of success at school deprived environments do not. In addition, it has been demonstrated how unfavourable home circumstances, particularly lack of parental interest, exert a powerful influence on children's performance and prospects. And levels of interest are closely related to social class position. The parents who are most interested in their children's education come predominantly from the middle class, and those who are least interested from the manual working classes (Douglas;1964:)

One factor of considerable importance is the effect on school performance of extreme poverty, whether this is due to low wages, unemployment, a large family or the loss of a breadwinner (Banks;19:72). In all countries, children of poor families are less apt to enroll in school and more apt to drop out than children of better-off families (Lockheed;19:150). There are several ways in which extreme poverty might be expected to exert an influence on school performance.

Poverty can make a parent less willing to keep a child at school; can make it difficult for him to afford books and toys or expeditions which help a child to learn. Poverty can make relations for whole family strained and unhappy or make it almost impossible for parents and children to talk or play together (Banks,19:75).

### **Definition of social class**

Social class is the system of stratification typical of modern industrial societies. One of the characteristics of social class is that its basis is primarily economic i.e. it depends upon one's income, level of education and the type of occupation held. Using income, level of education, and occupation, people in society have been put in three major social classes.

1. High social economic status

2. Middle
3. Low social -economic status.

### **Social class and its influence on students Academic Achievement**

Research findings have shown that one's social class affects ones attitudes and values in life including school education.

### **Early attendance at school and its influence on school education**

Research findings have shown that people of high and middle socio economic status send their children to school earlier than those of low socio economic status. They have resources and motivation to send their children to school. Going to school early gives such children a head start in school education and are advantaged over those who do not attend nursery school education.

**Nursery schools** are not of the same quality. Rich parents send their children to the best nursery schools and such children end up in good secondary schools and eventually the majority of them make it to university. This is because students attending good schools perform well in examinations.

### **Provision of books and other educational materials**

These boost up the education of children of well off parents. These resources give children a wider exposure to educational issues.

Payment for education: Families pay for the education of their children both directly and indirectly. Direct outlays include fees, activity fees, examination fees, supplies, uniforms, transportation and lunches. Indirect or opportunity costs include the household labour not done or the income not earned by children in school. Parents decide to bear the cost of educating their children if they perceive that the returns from education (such as higher income in the future, a more productive household overall, or greater prestige) justify the expense. In poor families, children's labour is often critical to the income or survival of the household, especially in rural areas. Children who work have little or time to attend school. When working children who attend school have little time to study, which weakens their academic performance (Lockheed;1994:150-152). Poverty can also have an influence indirectly, by limiting the family's ability to forego adolescent earnings (Banks;19:71).

### **Attendance to good private and government maintained secondary schools**

Ensures the majority of children of rich and well-educated parents good academic performance leading to admission to institutions of higher learning.

### **Encouragement in school education**

Children that are encouraged by parents in their schoolwork are not likely to go to school late. While those not encouraged and may be given duties to perform before going to school. E.g. fetching water and firewood, cooking, taking care of younger children etc more often do not perform well in school.

### **Provision of a good model in the medium of Instruction**

Language spoken at home influences performance in school. Parents in high and middle socio economic statuses speak English, which is the medium of instruction in schools - Their children have an advantage in school. They also buy children English books to read and widen their ideas and to master the English language.

### **School Activities**

Good schools have many activities geared to boosting up additional knowledge and skills. Parents in high and middle socio - economic status can finance school programmes such as swimming, field trips etc. all these activities exposes students to knowledge related to school education.

### **Teacher interaction**

Teachers also interact better with students from middle and high socio-economic status.

### **Families and provision of basic needs like shelter, good and clothing**

Children from high and middle socio-economic statuses are well fed, clothed and sheltered. These basic requirements help to keep them in school and interested in schoolwork for they are not worried about survival needs.

Housing: The physical conditions of the home. Poor housing and overcrowding cannot only seriously impede the child's homework, but even his opportunity for reading and constructive play. It is important to point out that poverty, poor housing, overcrowding and other slum conditions still affect a large number of children in ways which are likely to depress their educational performance (Banks,199:73).

Family residential area: The social settings of the home and class-based neighbourhood importantly shape the cognitive and conceptual patterns that the child brings to school. These can consequently depress or raise the level of educational performance because the children come to school with a store of knowledge and, with well developed styles of learning (Brembeck;19:125).

Malnutrition/ Nutrition: Poor children also apt to be malnourished, which lowers their achievement level even further. Nutrition is bound to have an influence on the health of the child, and so directly or indirectly on his ability to learn. It has been shown by psychologists that a child's mental capabilities and emotional behaviour, as necessary ingredients for school education, are greatly influenced by the type of family an individual comes from. In a family

where the mother during antenatal periods struggles to have a single meal a day which in most cases is deficient in appropriate vitamins and mineral content, she can hardly be expected to produce healthy children with good mental capabilities and stable behaviour. Total or partial lack of adequate and appropriate nourishment during pregnancy, leads and has been shown by research to serious emotional depression and anxiety on the part of the mother which, no doubt, affects the unborn child. After birth, it is important that the child is raised in an environment that provides substantial stimulation. Not all children should be brought up in rich homes but a child should be given some minimum comfort in life, both physically and socially.

It is important to recognize that poverty, poor housing, overcrowding and other slum conditions still affect a large number of children in ways which are likely to depress their educational performance (Banks;19:73). Further, the true indices of material deprivation are not housing, etc as such but the child's school absence through illness, neglected homework, and the inability to pay fees or take up a scholarship (Ibid;75). All children in the Kenyan society are, guaranteed the right to a 'free' education - at the primary school level. They are not guaranteed the right to a successful education. This, according to (Weinberg;1971:40-41) must be earned. It can be earned in two principal ways. One way is achievement at the cognitive level, the other is achievement at the moral level. Children of lower socio-economic backgrounds do not meet these two criteria in the same way that children of more advantaged backgrounds do. Consequently the children from disadvantaged homes are organizationally separated from their peers. The long term effects of this early placement are usually permanent.

### *House helps*

Children from rich families have servants to perform domestic chores as opposed to children from poor homes who have to do all these chores by themselves, e.g. cooking, fetching water, cleaning, etc. This gives children from well to do homes time to read and thus end doing better than those from poor homes.

### *Home library*

Rich families have home libraries in their houses and hence children have access to all books that they may need. Children from poor homes have no access to home libraries.

### **Home environment**

The home environment is very important, that is the size of the house, the location of the house. Rich families have houses, which are spacious and located in quiet environments, which are conducive to learning. While the poor people have houses in noisy environments and have space for reading. This gives an upper hand to those children from the rich homes that have a reading room.

### **Role model**

Parents who are well to do and educated provide good role models for their children. The poor children have nobody to emulate

## **Private tuition**

**Rich parents can afford to employ teachers to coach their children during the holidays while the poor parents cannot afford to do this. This gives an advantage of children from rich backgrounds.**

## **Academic and Job Aspiration**

There are many research findings, which have indicated that the academic aspirations of the school child are positively related to the socio-economic status. On the whole children from high and middle socio-economic status do well in school and as a result they have high occupational aspirations.

Academic achievement is on the whole closely related to the socio-economic statuses of the students.

Parental aspiration: The poor parents are less ambitious for their children; and on their part, the children are less ambitious for themselves. Because poverty is often linked to the limited educational attainment and low occupational status of the parents, poor families do not reinforce the value of education. Families do not attach the same degree of importance to school education which leads to differences in the degree of motivation a child receives from his parents.

## **9. The Concept of Equality of Educational Opportunity**

Notes missing

## **CHAPTER SEVEN: EDUCATION AND CULTURAL TRANSMISSION**

Every country has preserved its culture for the benefit of future generations. New members are taught culture and society which is achieved through institutions and education.

However it should be noted that its only good aspects of culture that need to be preserved or kept otherwise some aspects of culture need to be discarded or done away with.

### **Definitions.**

ü Society- group of people who live together in one territory and share or have common customs, language, and lifestyle.

ü Culture- sets and values , meanings and material items that members of society share. i.e

- Everything that human society possesses at a particular time of its existence. It involves the material and non material aspects of the society.

- Non- material culture includes music, drama lifestyle , fine arts, aesthetics e.t.c

- Material aspects include- technology, clothing, shelter, food e.t.c.

### **The meaning is culture**

The term culture has several definitions. In a nutshell though, the term refers to man's outline social heritage, that is, all knowledge, beliefs, histories that are acquired by man as a member of a given society.

Culture can be defined as everything that human society is a particular time of its existence. It is both the material and non-material aspects of society. For example, non-material aspects of culture include aesthetics, i.e. art, music, drama, literature, language, laws, etc. material aspects are technology, artifacts, clothing and grooming, food and dietary laws, shelter, etc.

Culture therefore can be said to be the accepted way of living of a particular human group. Each individual society has its own body of customs, beliefs and institutions. Thus while a large variety of behavior exists in every culture, the general or common form of behavior such as every culture, general or common form of behavior such as honest, respect, diligence, prudence, etc. will tend to vary from one society to another.

Sometimes culture is used to refer to civilization. This is because the term culture is derived from the German word "Kultur" meaning civilization. In this case a cultured man is synonymous to a civilized person.

The word culture is derived from a German word *Kulture* which means one who is well behaved or schooled. This means that a cultured person is synonymous to a civilized one. Sociologists use the term culture more broadly to refer to all the ways of life that have been evolved by human beings in a particular society. This includes the language, technology, laws, customs, beliefs and moral standards of a society. Therefore a person is born into a given society and learns the culture of that society. Sir Edward Taylor (1902) defined culture as that complex whole which includes knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by human being as a member of a society. Culture is also viewed as the sum total of human creation which includes what man has made in form of tools, weapons, shelter, material goods, attitudes, beliefs, judgement up to present time.

### **Types of culture**

There are two types of culture, that is material and non-material culture.

#### **Material culture**

This is expressed by the objectives such as structures, homes, dress, painting, and cars. Thus when the Japanese and Kenyans talk of their own models of cars, they are expressing an aspect of their material culture.

#### **Non-material culture**

This refers to the value system, mode of thinking, language, religion and other forms of expression.

### **Components of Culture**

Culture is made up of various elements i.e- i- Symbols, meanings and values -that defines reality and determine standards of good and bad, right and wrong , e.t.c .for members of the society.

Symbols- anything that meaningfully represents an action or anything else e.g words, actions, numbers. Symbols are expressed in language.

ü Meanings- what we do to entail something.

### **Aspects of Culture.**

Three aspects of culture namely:-

-Inductive, -aesthetic and -control.

ü Inductive aspects- include invented aspects of culture of the society. This culture includes:- knowledge that has been established through research, experiment, measurements e.t.c

This knowledge includes material objects such as machines, equipment, tools, and techniques that are used to do any activity in a faster way.

ü Aesthetic aspect- has to do with beauty and includes:- paintings, drama, dancing, fine arts, language of the people e.t.c.

ü Control aspects- includes the norms that guide behaviour of people in society. The norms include actions that exercise control over behaviour e.g rules and regulations of the society, moral standards, school rules and regulations.

All societies have rules and regulations or norms that specify the appropriate or inappropriate behaviour for members of a given society.

#### 4. The Content of Culture

Sociologists have analyzed culture into various components

- o Speech: This includes language and writing system. E.g. Greek and Chinese system of writing
- o Material traits: This includes food habits, types of shelter used, dress, utensils weapons etc.
- o Art: Includes carvings, paintings, music, drama etc.

- o Mythology and scientific Knowledge: This includes both myths and scientific discoveries.
- o Religious Practices: It includes rituals, treatment of the sick, the dead etc.
- o Family and Social Practices: includes customs related to marriage, inheritance, methods of establishing relationship
- o Property: Standards of value exchange and trade.
- o Government: Political and feudal forms
- o 5. Characteristics of Culture
- o **Characteritics of Culture.**
- o o Culture is a human creation ( human centered)
- o o Supra-organic-culture has a longer life beyond that of an individual
- o o Culture is both manifest and ideal. Manifest culture refers to what people actually do while ideal aspects of culture prescribes what ought to be done.
- o o Culture is dynamic e.g. borrowing aspects from other cultures and cultural diffusion.
- o o Culture is integrative-binds people together.
- o o Culture is adaptive-it must adapt to the forces outside itself (environmental, political and technological)
- o o Other characteristics of culture include beliefs (Covert and overt), values and routines.
- o

### **Cultural Change**

- o Anthropologists have identified three aspects of cultural change. We shall look at these briefly.
- o **Origination**
- o This is the discovery or invention of new elements within a culture. This is the kind of change necessitated within a culture because of certain external dynamics such as change of environment or the need to respond to certain challenges. In traditional society, for

example, whenever there was a new kind of disease, certain herbs would be identified to deal with the problem.

- o **Diffusion**

- o This is the borrowing of new elements from other cultures. The English language has borrowed words from other cultures and incorporated them as part of English language. There is nothing wrong with borrowing certain elements of other cultures and introducing them in to our own. Every dynamic society does that. In Kenya, the mass media has been responsible for introducing certain aspects of western culture such as music and food.

- o **Re-interpretation**

- o This is the modification of an existing element to meet fresh circumstances in a society. For example, a country may modify its existing education system to fit new systems. In Kenya, the present 8-4-4 system of education is an attempt to transform an academic type of education into a practical one.

- o 6. The influence of culture on Education

- o Education is the process by which cultural heritage is transmitted from one generation to another. Infact, it is the society's culture that forms the content of its educational programmes.

- o **Education transmits culture in a number of ways, eg;**

- o o Teaching languages both for socialization and education i.e. tools for communication e.g. Kiswahili, English etc.
- o o Knowledge and skills in material culture are taught in agriculture, natural sciences, vocational and technological courses
- o o Aesthetic values are taught through Art courses e.g. Music, Fine art etc.
- o o Spiritual and moral education is taught through religious studies, social studies etc
- o o Mastery of the physical environment is taught through Geography
- o o Learning how to co-exist in society is taught through social studies, history, sociology and anthropology
- o o Improvement on the physical environment through courses in building and surveying
- o o Regulations, maintenance and continued survival of society through good government and study of procedures for social control

- o o Defence against external and internal forces through the study of military science.
- o
- o 7. Role of the School in Cultural Transmission
- o **The role of the school in the process of cultural transmission**
- o Culture is the content of education and socialization. Thus education has to draw its content from culture. Education transmits culture through formal and informal curriculum. Formal curriculum comprises of the various subjects taught Such as languages, mathematics, physical sciences, biological sciences, social sciences, technical subjects and Religious studies.
- o For culture to be transmitted it must have a content. The values that the school transmits can be seen as the culture of the society. It is culture that forms the content of socialization and education. In promoting culture therefore, the school curriculum through the various subjects promotes and enhances the learning of culture. School education therefore transmits the various aspects of culture that is, the inductive, aesthetic and control aspects of culture through a variety of subjects: The subjects taught transmit certain values:
  - o § Society must provide its members with the tools of communication language becomes crucial for socialization and Education. Kenyan schools teach English and Kiswahili as the major languages of communication.
  - o § Society must teach its members skills and knowledge related to material culture. Disciplines like agricultural Science, natural sciences, vocational education are taught in schools.
  - o § Aesthetic values are taught through arts, music etc.
  - o § Spiritual/moral education is taught through religion and by precept.
  - o § Members of the society learn about their environment by studying geography and natural sciences.
  - o § Individual learn how to live in society through study of history, sociology, anthropology, government procedures and laws, political science etc.
- o **Conclusion**
- o Schools therefore transmit the culture of the day. For example in Kenya today through the 8-4-4 system of education, emphasis is on technical and agricultural subjects for the purposes of enhancing self-employment
- o Society, culture and education are strictly interrelated and each one is necessary for the continued existence of the others. Society has the responsibility of producing and preparing its members well to keep the society going. To do this, it expresses its culture and teaches it. In this way, transmitting culture becomes education itself, as education is not possible without a living culture and society.

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## CHAPTER EIGHT: THE CONCEPT OF EDUCATION AND DEVELOPMENT

### 1. Meaning of Development

Education determines to a great extent the phase of development of a given country.

Economic development- may be defined as improvement in material welfare especially for persons with lowest income with eradication of poverty and its related aspects of illiteracy , disease and early deaths.

Development refers to changes that directly or indirectly improves the socio-economic well being of the people that are targets of positive change - improving quality of life and shelter.

## 2. Components of Development

There are several components of economic development that are related to education;

1. Economic growth and education
2. Rate of returns socially and education.
3. Education and productivity.
4. Education , inequality, and poverty.
5. Education and population
6. Education and rural development.

**1. Education and economic growth**-this refers the expansion of education opportunities at all levels that contribute to aggregate economic growth through the following:-

Ø Creating more productive labour force and equipping the people with increased knowledge and skills that are necessary for economic growth of a nation.

Ø Education is an instrument for effecting technological change in that those who pursue higher education engage in research that promotes other innovations.

Ø Providing widespread employment and income earning opportunities by large number of teachers , textbooks manufacturers e.t.c

Ø Creating a class of educated leaders which may translate to quality leadership with quality policies that promotes development

Ø Providing kind of training and education that would promote literacy and basic skills while encouraging modern attributes on a large part of population.

Ø Education is desired because it leads to an improved

Ø Education may effect change of ideas, for example by changing people's attitude towards work, saving, and social justice which are important ingredients for development of a society.

## **2. Education and social rate of returns-**

Rate of return refers to benefits of education. Benefits accruing plus individual or society as a result of schooling.

There are two type of rate of returns.-

-private -social.

Ø Social rate of returns- benefits accruing to society as a result of education investment or schooling.

Ø Private rate of returns- benefits accruing to an individual as income, good occupation or career. Private benefits are higher than social benefits whereas social benefits are higher in primary education than in secondary and tertiary education.

## **3, Education and productivity.**

The more educated a person is the more they are productive e.g farmers.

**4. Education and inequality-** education should lead to reduction of levels of inequality and poverty. All these are ideal.

**5. Education and population growth-** education leads to reduction in population growth and lowers fertility level in women. - they spend a lot of time in schools before they start giving birth and get fewer children in order to pursue their careers..

**6. Education and rural development-** contributes through remittances of income to rural areas by educating people working in urban areas, nice homes e.t.c

## **3. Role of Education in Development**

1. Equipping the citizens with useful mental skills and wiping illiteracy.
2. Supplying the country with needed manpower.
3. Modifying the behaviour, attitudes of the learners as well as personalities.
4. Teaching the desirable morals
5. Equipping people with desirable skills
6. Bring about new knowledge.
7. Build one's physical wellbeing and health.

8. Encourage someone to realize his/her abilities, responsibilities and the need to mind other people's lives.

9. Improve the general economy of the country.

10. Teach and preserve culture.

11. Teach people to become more gender sensitive and lessons on all kinds of discriminatory practices.

12. Build a classless society in the country.

In the final analysis, education is intended to nurture a greater degree of cooperation, independent thinking, opinions, self-expression abilities as well as enhancing democratic practices among all of us.

## **CHAPTER NINE: FUNCTIONS OF EDUCATION**

### **1. Introduction**

The basic functions or purposes of education are the same in most societies, but the importance of the functions and the means of achieving them vary greatly among societies and even among groups or social classes within each society. For example the degree of industrialization of the society will affect the content and the form of the educational process. The form of the political system will affect the content and the control of the education process. The expectations of the family in socializing the child to be a productive member of society will affect the type of educational content. Education is a social institution charged with cultural and social reproduction, that is, with the education of children and youth for individual and social survival. The function of a social institution refers to the contribution it makes to the maintenance and continuance of the total system of which it forms a part. As a social function of schools, education comprises knowledge, skills, attitudes, values and sensibilities. These attributes are necessary for the maintenance and continuance of any society. Education in any nation is regarded as the panacea which means cure of all problems of development. Education is expected to produce manpower, educated citizens as well as enlightened leaders. Education helps to bring about social change or social revolution. Education is expected to prepare the people to bring economic change. For instance, the colonialists used education for empire building while the African political parties that were fought for independence looked at education as the key to the emancipation of Africans. So important is education today and so far-reaching are its functions that in many countries education policy is a matter of national concern and frequently a pressing political issue.

### **2. Types of Functions**

Functions can be manifest or latent. Manifest functions are objective consequences of the system which are recognized and in fact intended by the participants concerned. The manifest functions of education are the obvious general ones of imparting knowledge, information and skills. Thus

the manifest or intended function of the educational system is to supplement family socialization. The school uses experts (teachers) to teach children the knowledge, skills and values that are necessary to function in the world outside the school. Latent functions are neither intended nor recognized. Latent functions are termed as placement. This has two aspects; first children are placed in an educational stream that is supposed to suit their capabilities and their probable job, trade, profession or vocation. Secondly, children are taught what their place in adult world society is likely to be. Thus, education has the latent function of preparing children for adult life in which their rank and status is relatively pre-determined and fixed by their schooling and later education. This implies that the latent function of education is to create and maintain class or elite versus non-elite barriers in society.

### **3. Manifest Functions**

This section discusses the manifest functions of education. In general, education is expected to perform six manifest functions. These are discussed below.

#### **The transmission of culture**

This is basically the conservative function of passing on the main patterns of life of the society through schools. An important function of education is that it preserves the society's dominant culture and passes it on from generation to generation and from the existing population to people who are newly incorporated into the society such as immigrants. There are two component elements of the culture transmitted through education. First, the instrumental component comprising skills, facts and procedures; and secondly the expressive component consisting of values, norms, concepts and images of approved behaviour. Thus education may be an agent for promoting better understanding of societal traditions and for the development of local culture in the forms of art, music and literature. Further, each new generation of children learns the rights and wrongs, values and roles of the society into which it is born. The schools have to struggle with the problem of selecting a specific set of values to be imparted to pupils in a country where there are differences of race, ethnicity, etc. Education as a whole provides for the preservation and transmission of culture. It is, above all, the means by which a society perpetually recreates the conditions of its existence. By passing on from one generation to another established beliefs, knowledge, values and skills, it contributes to continuity and the persistence of an organized social life. The schools, more than any other agency are explicitly organized to familiarize children with their cultural heritage. Moreover, with increasing cultural heritage, schools have taken over, or have been explicitly assigned - the major, or, even total responsibility for communicating certain types of knowledge and skills. With few exceptions, most people now learn to read, write and calculate in school, there, too, they become familiar with common symbols, national traditions and at least part of the stock of reliable knowledge.

**Socialization:** learning to be productive members of society.

Educational systems socialize students to become members of society, to play meaningful roles in the complex network of independent positions. Education helps in shaping value and attitudes

to the needs of contemporary society. It widens the mental horizons of pupils and teaches them new ways of looking at themselves and their society. Further, education offers young people opportunities for intellectual, emotional and social growth. Thus education can be influential in promoting new values and stimulating adaptation to changing conditions. The education system is responsible for basic literacy. It teaches language and also how people communicate with each other according to their positions in society. The girls and boys are educated into the skills that are expected of them in adulthood. They also learn their place in the network of relationships: what it means to be a male or female. What sort of a person is a male, or a female. Children are educated to be adult members of their society. They are educated to achieve a sense of identity that satisfies both themselves and is acceptable by their society. Children learn what it means to be a Maasai, Luo, a Kenyan, rich or poor, etc. Education teaches the laws, traditions and norms of the community, the rights that individuals will enjoy and the responsibilities that they will undertake. It also instills the community's pattern of respect. In many African communities, young people are expected to be respectful and obedient to elders. Education leads toward tolerant and humanitarian attitudes. For example, college graduates are expected to be more tolerant than high school graduates in their attitudes toward ethnic and racial groups. Thus education will train useful citizens who will obediently conform to society's norms, and will accept the roles and the status that society will confer upon them when they have finished their schooling.

The schools transmit and reinforce social values, both overtly and explicitly as well as covertly and implicitly (Van Scotter 19, 125) for the society as a whole the school provides for the preservation and transmission of culture. It is the means by which society perpetually recreates the conditions of its existence by passing on from one generation to another, established beliefs, knowledge, values and skills the schools contribute to continuity and the persistence of an organized social life, the schools, more than any other agencies are expressly. Organized to familiarize children with their cultural heritage (Chinoy; 1967:389-390). Schooling influences the morals of children- generally for the better (Datta 1984:88) according to Peil schools should teach moral values e.g. to be clean, well-dressed, respectful, and disciplined. If school children are observed to be badly behaved not conforming to community norms of conduct, the parents will blame the school even though the cause may be their own (Peil;19:181) schools teach students to develop themselves to discipline themselves, to cooperate with others and to obey rules, all of which are necessary for the youngster to survive in the organization or society (Eshleman;1985:142). This is achieved by schools when they teach sets of expectations about the work children will do when they mature. For example, the child begins by learning about the work roles of community helpers and later they learn about occupations more formally. Based on information gained in school students now set their occupational goals (Eshleman;1985:142). In African societies, many parents, because of inadequate education, are not in a position to guide their children in academic and vocational matters. The teacher has thus to take the role of the counselor, thereby making the role of the school very important in career choice. Schools also transmit values in less obvious, implicit ways such as through the teaching of the importance of time and through the organizational and bureaucratic structure of the school itself, which is hierarchical structure of virtually all organizations in the contemporary societies (Peil,1984:179 and Van Scotter, 19:125).

### **The innovative function of education**

In most modern societies, the education system is expected to be a major source of new ideas and knowledge. This is called the innovative function of education. Someone must initiate the social change that is necessary for a society to survive under modern conditions. Such change may be, for example, technical, political or artistic. Education is expected to maintain a delicate balance between the experience of the past and needs of the future. Once the broad fundamentals of the future policy have been agreed upon, the school is allowed considerable freedom in devising ways to achieve these aims. The importance of the school as an agency of change has been underlined since independence by the leaders of modern African societies. Modern education can be seen as performing four innovative functions. First, education is an instrument for effecting economic change (for example by training people for different occupations); that is, equipping the recipients with the necessary skills that will enable them to participate in the development process. Secondly, education is an instrument for effecting technological change (for example, by training technicians). Thirdly, education is an instrument for effecting change of ideas (for example, by changing people's attitudes towards work, saving, the idea of social justice). Finally education is an instrument for effecting personality change. A modern society must change if it wishes to survive. The educational system is expected to supply the innovators and ensure that changes take place smoothly. Educational systems in Africa cannot be regarded as being particularly successful in providing innovators.

### **The political function of education**

Education has been used to politicize future citizens and foster national integration through the inculcation of a common culture. This way education contributes to the political socialization of its recipients. Political socialization refers to the transmission of values, beliefs, ideas and patterns of behaviour pertaining to the generation, distribution and exercise of power in a given society. The political function of education may be looked in two ways. There is firstly the need to provide political leaders at all levels of a democratic society and; secondly there is the demand that education should help to preserve the present (existing) system of government by ensuring loyalty to it. Education is a basic prerequisite for effective political participation. Universal education is recognized as a useful instrument of social and political stability in a complex, multi-group society. No other institutions could transmit as readily or efficiently the values and symbols, the attitudes and knowledge upon which political unity rests like education can. Exposure to modern education, it is presumed, makes the students see things in a broader perspective, beyond the narrow horizons of a tribal, religious or linguistic community. Education, through a common language, for example English or Kiswahili at the post-primary level provides young children with a channel of interaction - which is a necessary condition for national integration. Furthermore, the schools offer the young a common cultural experience which is supposed to contribute to the emergence of a feeling of national solidarity. Finally, in recruiting pupils from diverse backgrounds, the school itself becomes a microcosm (representative) of the society - a nation in miniature. All these factors contribute positively to the strengthening of national integration. Schools can transmit political values, beliefs and skills to the pupils through a number of ways. First, children may be initiated into political ideas by the way in which the school is organized and administered. Secondly, by making the schools residential (boarding) to guard against the alleged 'harmful' influences emanating from the local community. This was one of the justification of the secluded boarding schools of the colonial period. Thirdly, the administration of the school, too, can influence the political ideology of the pupils for example

the prefect system. This tells one that there are people in the society who guard others against bad behaviour. Fourthly, the classroom environment also shapes pupils' political attitudes. The teacher exercises unquestioned authority in the class. Forced conformity to an authoritarian system throughout childhood and early adolescence, if supplemented by other factors, is likely to encourage a passive acceptance of authority in later years. A democratic and participatory classroom is supposed to contribute to the development of a critical and reflective attitude among pupils. Finally, the curriculum as taught by the teachers can influence the learners' political thinking. The teachers' expression of values can bear upon the political ideas of the pupils, although in most African countries it is rare to find teachers openly asserting their political beliefs, when these are against the government.

Governments rely on education to teach the students to be loyal and active citizens. In Kenya, for example, schools should sing the national anthem, recite the loyalty pledge, hoist the national flag twice a week (Mondays and Fridays). All these teach the students that they are part of something larger than their local community. But there is often considerable disagreement among government and educational officials about what content of a political education ought to be. It has been shown that the higher the level of educational attainment, the greater the degree to which democratic attitudes are held. Similarly, education is a prime correlate of interest in politics. For example, college graduates are more supportive of democratic reforms such as having a multiparty system of government. High school graduates are more involved politically than those with only primary school education. An increase in the number and proportion of high school and college graduates might therefore be expected to increase political interest

The political function is sometimes known as the socialization function of indoctrination. The school plays an important role in the political culture of the society. Schools teach citizenship in many ways: they encourage children to take pride in their communities; to feel patriotic about their nation; to learn about the country's geography, history, civics and national holidays; to study government, explain the role of good citizens, urge parents to vote and pledge allegiance to the flag; to become informed about community leaders; and to respect school property (Eshleman;1985:142). Education is a basic prerequisite for effective political participation. Universal education is recognized as a useful instrument of social and political stability in a complex multigroup society. No other institution could transmit as readily or efficiently the values and symbols, the attitudes and knowledge upon which political unity rests than the school (Chinoy;1967:387).

### **The economic function of education**

In the modern world there is now widespread agreement that education has become a major source of economic progress, a conclusion that has contributed heavily to the substantial growth of secondary schools, colleges and universities. They are now expected to satisfy an increasing demand for the highly trained manpower needed by a complex technology, elaborate bureaucratic structures, and an extensive array of agencies providing professional services. Simultaneously, they are called upon to contribute to the expanding body of knowledge upon which economic growth has come to rest. All levels of labour force should be provided with the quantity and quality of educated manpower required under the current technical conditions. This is achieved through education. Thus education is a direct and indirect means of training the

future labour force and hence important in manpower planning and in fostering social mobility. The educational system is expected to supply adequate manpower to different sectors of the economy. This, the so-called manpower function of education, is being achieved in Africa by among other things, the tremendous expansion of primary education since independence, by technical, vocational and trades training institutions, the founding of universities with diverse faculties, and the provision of in-service training and refresher courses for those who are already employed. The educational system has to furnish personnel for the future needs of the economy. Inadequately planned educational expansion in excess of occupational needs may indeed be dysfunctional, as it lowers the returns on investment in education and may even lead to unemployment or underemployment of trained personnel.

Education prepares boys and girls for the vocational tasks that await them in adulthood. However, careful consideration concerns the balance in the content of education. How practical should the education be? should we teach agriculture and vocational/technical subjects to all students at the primary and secondary levels? Arguments about the expansion of education are often in terms of the nation's need for an educated labour force. The very considerable efforts of parents and community leaders in many countries to provide education for their children have been motivated by a desire for social, economic and political benefits which education can bring. From the individual point of view, education is desired because it leads to an improved standard of living and because it is seen as a "good thing" which gives prestige to those who participate and the country which provides it.

### **The selective and allocative function of education**

The educational system is central to the process by which the more able are sorted out of the population as a whole. The educational system of a modern society acts as a filtering agency - a sieve for selecting and directing people to different areas of specialization and levels of operation. When the educational systems performs this function satisfactorily, the society is able to make full use of the so-called "pool of capability", that is, the sum total of the intellectual qualities, talents and other abilities of people. In all societies certain reserves of capability remain unused, or at least underused, for example, the women. Generally in Africa, early selection favours children from more affluent and educated families. The fortunate few who are selected for higher institutions undergo relevant programmes of education or training, followed by appropriate certification. In choosing a few of the many aspirants for higher levels of schooling, the educational system in effect allocates young people to different occupational fields, and thus operates a graded series of take-off ramps into the labour force. For example, some people enter (start) as clerks (Form 4's), while others enter (start) as managers (College graduates). In Kenya few students move from primary to secondary and; from secondary to university. For example in 1990 there were 384,500 students in standard 8. Those who joined form one in 1991 were 171,637 (less than half). Those who continued to Form 4 in 1994 were 140,985; the public universities admitted only 8,000. The school system, through its system of tests, examination and reports fixes children into categories. Children are labeled as bright, or slow learners or unacademic achievers or non-achievers. These labels have the effect of streaming children into the professions or into jobs or trades. The school system is responsible for the identity and destiny of groups of people and directing them into a narrow or into rewarding life opportunities.

The school tests and certifies (by diploma, degrees and transcripts of letter grades) school sorts students along a continua or in either categories for its many curricular and extra-curricular activities. School teaches students to test their achievement through competition. The school introduces the child to a bureaucratic organization where achievement matters more than ascription. The schools promote individualism through the award of prizes to the best performer students often assume that the shortage of places at higher levels means that they can be successful only by doing better than others (Peil; 198:179).

A person's social position and social class membership are determined by both ascribed (i.e. inherited) and acquired (i.e. achieved) statuses or characteristics. It is the school in modern societies which on the one hand reinforce the individual ascribed status and on the other hand provides arenas (avenues) and activities for the individual to perform and achieve acquired characteristics. Thus access to education is one of the important keys to opportunity; people use it as the basis for economic and social advancement. Teachers and other personnel in the school reward student's behavior which they consider acceptable and desirable according to the standards of their social position and class. According to Van Scotter (198:124) the school functions as an integral part of the process of status allocation in four ways: by providing a context in which the individual can demonstrate his abilities, by channeling individuals into paths that lead in the direction of different occupations or classes of occupation. By providing the particular skills needed to fulfill the requirement of various positions and finally, by transferring to the individual the differential prestige of the school itself. Education has therefore become a central determinant of the individual's life chances that is, his opportunity for employment, earnings and consequently status. Access to higher ranks is increasingly related to higher education. Income too is closely related to the amount of formal education one has. Both monthly earnings and estimated life-time income increasing with the greatest gains coming from College attendance. However, it should be noted that while thus contributing to social mobility, educational institutions serve nonetheless in various ways to sustain and reinforce existing social differentials (Chinoy, 1967; 392-393)

#### **4. Latent Functions**

These are the unintended functions of education. These may not be recognized by those who organize and run the educational system. Thus, the pursuit of knowledge for its own sake can set in motion a new school of thought or new wave of thinking, which may influence the world of mass media, commerce, industry, agriculture and government policies in different fields. Unplanned change may also result from the sheer expansion of education and the longer period of education experience is likely to stimulate a variety of economic activities such as the publishing industry and the building trade. The schools - particularly boarding schools - separate children from their children. This is known as age segregation - the separation of certain age groups from the larger population. Children in schools spend their time with children of the same age, their peers. This leads to rise in elements of an adolescent subculture which may differ in some respects from the dominant culture of the society. For example the members of the adolescent subculture may dress alike, wear similar hairstyles and make ups and develop code words and slang language of their own. Education also widens the child's circle of acquaintances and friends. In the secondary school, especially he/she comes into contact with peers from different geographical areas, provinces, ethnic groups and social strata. The opportunity to mix

with young people from different social groups is likely to create conditions for the establishment of friendship, even marriage, a state of affairs which may have many implications for the emergence of a common culture, and a bond of solidarity among students. From the individual point of view such contact may prove useful to a young person in his social life and occupational career.

Education can also affect the employment situation of a country by withdrawing a large number of potential job-seekers from the labour market for as long as their education lasts. Students stay in school longer when unemployment rates are high and jobs are not available, and parents have to continue to support and assume responsibility during this extended education. Another latent function of education is prolonged adolescence. Children are relieved of work roles for increasing longer periods so that they can acquire education. Students today have to remain in school for a longer time than they once did. Another factor that has increased the number of years they spend in school is that many jobs require a high school or college certificate. The education system has also developed the latent function of baby-sitting. This function has become increasingly important because in many families both parents must work simply to make ends meet. Some schools offer after-school play groups - at a nominal fee - to take care of children until a parent gets off work and comes to pick the children.

### **Dysfunction**

Certain consequences of education may sometimes be unanticipated, as well as unwanted by educational planners. For instance, the spread of education in African colonies which gave rise to a local elite from the ranks of which leadership of independence movements emerged; a situation which the colonial authorities did not particularly like. In some countries, a massive expansion of general education has resulted in the production of a large number of school leavers and even university graduates with general degrees; many of whom cannot be employed. This situation has contributed to political instability in these societies by creating a large mass of educated unemployed.

### **Summary**

In sum, the educational system fulfills both manifest and latent functions. It reinforces the socialization process that started with the family, prepares children for work and guides them into occupations. It is because of these functions that education has to be recognized as an institution of society. Nyerere has summarized the functions of education as: "to transmit from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare the young people for their active participation in its maintenance of development...to liberate both the mind and the body of man." For the developing nations, education has been defined as the "key that unlocks the door to modernization."

## **CHAPTER TEN: GLOBALIZATION AND EDUCATION**

### **1. Meaning of Globalization**

Describes an ongoing process by which regional economies, societies, and cultures have become integrated through a globe-spanning network of communication and trade. The term is sometimes used to refer specifically to economic globalization: the integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology. However, globalization is usually recognized as being driven by a combination of economic, technological, socio-cultural, political, and biological factors. The term can also refer to the transnational circulation of ideas, languages, or popular culture through acculturation

## **CAUSES AND EFFECTS OF INCREASING GLOBALIZATION**

Globalization has various aspects which affect the world in several different ways such as:

**Industrial** - emergence of worldwide production markets and broader access to a range of foreign products for consumers and companies. Particularly movement of material and goods between and within national boundaries in manufactured goods increased more than 100 times (from \$95 billion to \$12 trillion) in the 50 years since 1955. China's trade with Africa rose sevenfold during 2000-07 alone.

**Financial** - emergence of worldwide financial markets and better access to external financing for borrowers. By the early part of the 21st century more than \$1.5 trillion in national currencies were traded daily to support the expanded levels of trade and investment. As these worldwide structures grew more quickly than any transnational regulatory regime, the instability of the global financial infrastructure dramatically increased, as evidenced by the financial crisis of 2007-2010.

**Economic** - realization of a global common market, based on the freedom of exchange of goods and capital. The interconnectedness of these markets, however meant that an economic collapse in any one given country could not be contained

**Health Policy** - On the global scale, health becomes a commodity. In developing nations under the demands of Structural Adjustment Programs, health systems are fragmented and privatized. Global health policy makers have shifted during the 1990s from United Nations players to financial institutions. The result of this power transition is an increase in privatization in the health sector. This privatization fragments health policy by crowding it with many players with many private interests. These fragmented policy players emphasize partnerships, specific interventions to combat specific problems (as opposed to comprehensive health strategies). Influenced by global trade and global economy, health policy is directed by technological advances and innovative medical trade. Global priorities, in this situation, are sometimes at odds with national priorities where increased health infrastructure and basic primary care are of more value to the public than privatized care for the wealthy.

**Political** - some use "globalization" to mean the creation of a world government which regulates the relationships among governments and guarantees the rights arising from social and economic globalization. Politically, the United States has enjoyed a position of power among the world powers, in part because of its strong and wealthy economy. With the influence of globalization

and with the help of The United States' own economy, the People's Republic of China has experienced some tremendous growth within the past decade. If China continues to grow at the rate projected by the trends, then it is very likely that in the next twenty years, there will be a major reallocation of power among the world leaders. China will have enough wealth, industry, and technology to rival the United States for the position of leading world power.

**Informational** - increase in information flows between geographically remote locations. Arguably this is a technological change with the advent of fibre optic communications, satellites, and increased availability of telephone and - the most popular language is Mandarin (845 million speakers) followed by Spanish (329 million speakers) and English (328 million speakers). About 35% of the world's mail, telexes, and cables are in English. Approximately 40% of the world's radio programs are in English. About 50% of all Internet traffic uses English.

**Competition** - Survival in the new global business market calls for improved productivity and increased competition. Due to the market becoming worldwide, companies in various industries have to upgrade their products and use technology skillfully in order to face increased competition.

**Ecological** - the advent of global environmental challenges that might be solved with international cooperation, such as climate change, cross-boundary water and air pollution, over-fishing of the ocean, and the spread of invasive species. Since many factories are built in developing countries with less environmental regulation, globalism and free trade may increase pollution. On the other hand, economic development historically required a "dirty" industrial stage, and it is argued that developing countries should not, via regulation, be prohibited from increasing their standard of living.

The construction of continental hotels is a major consequence of globalization process in affiliation with tourism and travel industry.

**Cultural** - growth of cross-cultural contacts; advent of new categories of consciousness and identities which embodies cultural diffusion, the desire to increase one's standard of living and enjoy foreign products and ideas, adopt new technology and practices, and participate in a "world culture". Some bemoan the resulting consumerism and loss of languages.

Spreading of multiculturalism, and better individual access to cultural diversity (e.g. through the export of Hollywood and, to a lesser extent, Bollywood movies and Nollywood movies). Some consider such "imported" culture a danger, since it may supplant the local culture, causing reduction in diversity or even assimilation. Others consider multiculturalism to promote peace and understanding between peoples. A third position gaining popularity is the notion that multiculturalism to a new form of monoculture in which no distinctions exist and everyone just shift between various lifestyles in terms of music, cloth and other aspects once more firmly attached to a single culture. Thus not mere cultural assimilation as mentioned above but the obliteration of culture as we know it today. Greater international travel and tourism. WHO estimates that up to 500,000 people are on planes at any one time. In 2008, there were over 922 million international tourist arrivals, with a growth of 1.9% as compared to 2007.

Greater immigration, including illegal immigration. The IOM estimates there are more than 200 million migrants around the world today. Newly available data show that remittance flows to developing countries reached \$328 billion in 2008.

Spread of local consumer products (e.g., food) to other countries (often adapted to their culture).

Worldwide fads and pop culture such as Pokémon, Sudoku, Numa Numa, Origami, Idol series, YouTube, Orkut, Facebook, and MySpace. Accessible to those who have Internet or Television, leaving out a substantial segment of the Earth's population.

Worldwide sporting events such as FIFA World Cup and the Olympic Games.

Incorporation of multinational corporations in to new media. As the sponsors of the All-Blacks rugby team, Adidas had created a parallel website with a downloadable interactive rugby game for its fans to play and compete.

**Social** - development of the system of non-governmental organisations as main agents of global public policy, including humanitarian aid and developmental efforts.

### **Technical**

Development of a Global Information System, global telecommunications infrastructure and greater transborder data flow, using such technologies as the Internet, communication satellites, submarine fiber optic cable, and wireless telephones

Increase in the number of standards applied globally; e.g., copyright laws, patents and world trade agreements.

### **Legal/Ethical**

The creation of the international criminal court and international justice movements.

Crime importation and raising awareness of global crime-fighting efforts and cooperation.

The emergence of Global administrative law.

### **Religious**

The spread and increased interrelations of various religious groups, ideas, and practices and their ideas of the meanings and values of particular spaces.

### **Cultural effects**

Globalization has had an impact on different cultures around the world.

Culture is defined as patterns of human activity and the symbols that give these activities significance. Culture is what people eat, how they dress, beliefs they hold, and activities they practice. Globalization has joined different cultures and made it into something different. As Erla Zwingle, from the National Geographic article titled "Globalization" states, "When cultures receive outside influences, they ignore some and adopt others, and then almost immediately start to transform them."

One classic culture aspect is food. Someone in America can be eating Japanese noodles for lunch while someone in Sydney, Australia is eating classic Italian meatballs. India is known for its curry and exotic spices. France is known for its cheeses. America is known for its burgers and fries. McDonalds is an American company which is now a global enterprise with 31,000 locations worldwide. This company is just one example of food causing cultural influence on the global scale.

Another common practice brought about by globalization is the usage of Chinese symbol in tattoos. These tattoos are popular with today's youth despite the lack of social acceptance of tattoos in China. Also, there is a lack of comprehension in the meaning of Chinese characters that people get, making this an example of cultural appropriation.

The internet breaks down cultural boundaries across the world by enabling easy, near-instantaneous communication between people anywhere in a variety of digital forms and media. The Internet is associated with the process of cultural globalization because it allows interaction and communication between people with very different lifestyles and from very different cultures. Photo sharing websites allow interaction even where language would otherwise be a barrier.

### **Negative effects**

See also: Alter-globalization, Participatory economics, and Global Justice Movement

Globalization has been one of the most hotly debated topics in international economics over the past few years. Globalization has also generated significant international opposition over concerns that it has increased inequality and environmental degradation. In the Midwestern United States, globalization has eaten away at its competitive edge in industry and agriculture, lowering the quality of life in locations that have not adapted to the change.

### **Effect on disease**

Further information: Globalization and disease

Globalization, the flow of information, goods, capital and people across political and geographic boundaries, has also helped to spread some of the deadliest infectious diseases known to humans. Starting in Asia, the Black Death killed at least one-third of Europe's population in the 14th century. Modern modes of transportation allow more people and products to travel around the world at a faster pace, they also open the airways to the transcontinental movement of infectious disease vectors. One example of this occurring is AIDS/HIV. Approximately 1.1 million persons

are living with HIV/AIDS in the United States, and AIDS remains the leading cause of death among African American women between ages 25 and 34. Due to immigration, approximately 500,000 people in the United States are believed to be infected with Chagas disease. In 2006, the tuberculosis (TB) rate among foreign-born persons in the United States was 9.5 times that of U.S.-born persons.

### ***Brain drain***

Opportunities in richer countries drives talent away from poorer countries, leading to brain drains. Brain drain has cost the African continent over \$4 billion in the employment of 150,000 expatriate professionals annually. Indian students going abroad for their higher studies costs India a foreign exchange outflow of \$10 billion annually.

### **Economic liberalization**

Further information: Neoliberalism

The World today is so interconnected that the collapse of the subprime mortgage market in the U.S. has led to a global financial crisis and recession on a level not seen since the Great Depression. Government deregulation and failed regulation of Wall Street's investment banks were important contributors to the subprime mortgage crisis.

A flood of consumer goods such as televisions, radios, bicycles, and textiles into the United States, Europe, and Japan has helped fuel the economic expansion of Asian tiger economies in recent decades. However, Chinese textile and clothing exports have recently encountered criticism from Europe, the United States and some African countries. In South Africa, some 300,000 textile workers have lost their jobs due to the influx of Chinese goods. A total of 3.2 million - one in six U.S. factory jobs - have disappeared since the start of 2000

### **Effect on Income disparity**

A study by the World Institute for Development Economics Research at United Nations University reports that the richest 1% of adults alone owned 40% of global assets in the year 2000. The *three* richest people possess more financial assets than the poorest 10% of the world's population, combined. The combined wealth of the 10 million millionaires grew to nearly \$41 trillion in 2008. In 2001, 46.4% of people in sub-Saharan Africa were living in extreme poverty. Nearly half of all Indian children are undernourished.

### **Effect on environmental degradation**

Burning forest in Brazil. The removal of forest to make way for cattle ranching was the leading cause of deforestation in the Brazilian Amazon from the mid 1960s. Recently, soybeans have become one of the most important contributors to deforestation in the Brazilian Amazon.

The Worldwatch Institute said the booming economies of China and India are planetary powers that are shaping the global biosphere. In 2007, China has overtaken the United States as the world's biggest producer of CO<sub>2</sub>. At present rates, tropical rainforests in Indonesia would be logged out in 10 years, Papua New Guinea in 13 to 16 years. A major source of deforestation is the logging industry, driven spectacularly by China and Japan. Thriving economies such as China and India are quickly becoming large oil consumers. China has seen oil consumption grow by 8% yearly since 2002, doubling from 1996-2006. Crude oil prices in the last several years have steadily risen from about \$25 a barrel in August 2003 to over \$140 a barrel in July 2008. *State of the World 2006* report said the two countries' high economic growth hid a reality of severe pollution. The report states:

The world's ecological capacity is simply insufficient to satisfy the ambitions of China, India, Japan, Europe and the United States as well as the aspirations of the rest of the world in a sustainable way.

Without more recycling, zinc could be used up by 2037, both indium and hafnium could run out by 2017, and terbium could be gone before 2012. It said that if China and India were to consume as much resources per capita as United States or Japan in 2030 together they would require a full planet Earth to meet their needs. In the long-term these effects can lead to increased conflict over dwindling resources and in the worst case a Malthusian catastrophe.

### **Food security**

The head of the International Food Policy Research Institute, stated in 2008 that the gradual change in diet among newly prosperous populations is the most important factor underpinning the rise in global food prices. From 1950 to 1984, as the Green Revolution transformed agriculture around the world, grain production increased by over 250%. The world population has grown by about 4 billion since the beginning of the Green Revolution and most believe that, without the Revolution, there would be greater famine and malnutrition than the UN presently documents (approximately 850 million people suffering from chronic malnutrition in 2005).

It is becoming increasingly difficult to maintain food security in a world beset by a confluence of "peak" phenomena, namely peak oil, peak water, peak phosphorus, peak grain and peak fish. Growing populations, falling energy sources and food shortages will create the "perfect storm" by 2030, according to the UK government chief scientist. He said food reserves are at a 50-year low but the world requires 50% more energy, food and water by 2030. The world will have to produce 70% more food by 2050 to feed a projected extra 2.3 billion people and as incomes rise, the United Nations' Food and Agriculture Organisation (FAO) warned. Social scientists have warned of the possibility that global civilization is due for a period of contraction and economic re-localization, due to the decline in fossil fuels and resulting crisis in transportation and food production. One paper even suggested that the future might even bring about a restoration of sustainable local economic activities based on hunting and gathering, shifting horticulture, and pastoralism.

The journal *Science* published a four-year study in November 2006, which predicted that, at prevailing trends, the world would run out of wild-caught seafood in 2048.

## **Drug and illicit goods trade**

The United Nations Office on Drugs and Crime (UNODC) issued a report that the global drug trade generates more than \$320 billion a year in revenues. Worldwide, the UN estimates there are more than 50 million regular users of heroin, cocaine and synthetic drugs. The international trade of endangered species is second only to drug trafficking. Traditional Chinese medicine often incorporates ingredients from all parts of plants, the leaf, stem, flower, root, and also ingredients from animals and minerals. The use of parts of endangered species (such as seahorses, rhinoceros horns, saiga antelope horns, and tiger bones and claws) has created controversy and resulted in a black market of poachers who hunt restricted animals. In 2003, 29% of open sea fisheries were in a state of collapse.[120]

It can be said that globalization is the door that opens up an otherwise resource-poor country to the international market. Where a country has little material or physical product harvested or mined from its own soil, large corporations see an opportunity to take advantage of the "export poverty" of such a nation. Where the majority of the earliest occurrences of economic globalization are recorded as being the expansion of businesses and corporate growth, in many poorer nations globalization is actually the result of the foreign businesses investing in the country to take advantage of the lower wage rate: even though investing, by increasing the Capital Stock of the country, increases their wage rate.

One example used by anti-globalization protestors is the use of sweatshops by manufacturers. According to Global Exchange these "Sweat Shops" are widely used by sports shoe manufacturers and mentions one company in particular - Nike. There are factories set up in the poor countries where employees agree to work for low wages. Then if labour laws alter in those countries and stricter rules govern the manufacturing process the factories are closed down and relocated to other nations with more conservative, laissez-faire economic policies. There are several agencies that have been set up worldwide specifically designed to focus on anti-sweatshop campaigns and education of such. In the USA, the National Labor Committee has proposed a number of bills as part of the The Decent Working Conditions and Fair Competition Act, which have thus far failed in Congress. The legislation would legally require companies to respect human and worker rights by prohibiting the import, sale, or export of sweatshop goods.

Specifically, these core standards include no child labor, no forced labor, freedom of association, right to organize and bargain collectively, as well as the right to decent working conditions.

## **4. Effects of Globalization on Education**

1. Democratization of education as more people enter the education system to achieve higher levels of education.
2. Negative impact of SAPs in developing countries affecting the education sector
3. Evaluations to make educational systems internationally comparable and move them toward convergence in content and performance

4. Accelerating migration of students and highly trained capital to countries in the North
5. Enrolment expansion because workers need to compete for the few jobs globalization creates
6. Emergence of highly differentiated educational circuits based on social class with the attendant minimum physical contacts among students.
7. Demand for and specialization in higher education in order to meet demand for quality education.
8. Increased opportunities for education especially for the girl child due to national inclusion in international rights and treaties favouring the girl child and children in general

Globalization exposes education to free competition throughout the world in general, and in Africa in particular. This has brought a lot of challenges.

## **CHAPTER ELEVEN: EDUCATION AND SOCIAL CHANGE**

### **Meaning/Concept of Social Change.**

What does social change mean in contemporary times and in what sense it is conceptualized? In contemporary societies, there are many views that people have as indicators of change in society. Some examples are;

- i. Fashions , that is clothes;
- ii. Foodstuffs;
- iii. Population movement, like when rural people flock urban areas into urban areas;
- iv. Scientific and technological knowledge, methods and products;
- v. Political thinking, persuasion and tolerance.

All these phenomena suggests strongly that social change is occurring or has occurred.

Many thinkers, nowadays including sociologists conceptualize social change as any significant alterations in society that involve changes in the,

- a) Main social structures (institutions) such as the family, economy, religion, education, politics and health.
- b) Civilization developmental features; for example, new inventions; new scientific and technological products, knowledge, communication systems, information systems, information systems, transport systems and many others.

c) Cultural elements; for example, art products, drama, literature, new skills and knowledge.

d) Social relationships; the new web of social interactions and choices with who to associate, make friends and marry etc.

e) Norms (standards of behaviour)

f) Values, interests and expectations.

Whenever we see or come across all or some of these elements, or they are introduced into society, inevitably society will experience changes in various ways especially in its life. This is what social change means. It is also the way by which we can conceptualize it sociologically

### 3. Theories of Social Change

#### **Theories of Social Change.**

In our discussion of sociological theories, we learned that the main purpose of a theory is to explain social phenomena, events or occurrences. Theories of social change do explain or help us understand how social change takes place in society. Where as there are many theories concerning social change, some are beyond the purpose of this text but we shall look at the evolutionary theory, Marxist theory, and systematic dysfunctional theory.

#### **A)The evolutionary theory of social change.**

The theory developed from a group of 19th century social philosophers. The most prominent individual of this group of theorists was Herbert Spencer (1820-1903). Their ideas were motivated by Charles Darwin's theory of biological evolution in animals. These theorists argued that if animals, evolved from one simple species to another, different or more complex species, then human societies could also evolve in a similar manner. They could change from one simple, homogenous, primitive, hunting and plants gathering societies to the complex advanced homogenous, industrialized societies with differentiated structures and specializations. Such views saw the human societies as entities that have progressed from the primitive and simple communities to advanced modern collectivities. However, the rapidity or pace of change differed from one society to another. Thus society may be said to be more progressive compared highly to another depending on the degree of differentiation and complexity. (Coser, 1983)

#### **B)Marxist Theory of Social Change.**

Social change as theorized in the Marxist model is embodied in the social conflict tendencies that could occur in society. Social conflict refers to the forces of antagonisms or oppositions that may exist among and within social groups with each group having different interests, values or expectations. As a result, such groups can begin to oppose each other's views resulting to disagreement, disharmony and even instability between the different groups of the society.

The first time to observe, recognize and discuss such eventualities of social conflict in society was Karl Marx. His theory relied mostly on the use of economics and political components with regard to how denials could trigger social conflict in society. The idea of the 'haves' and the 'have nots' is well documented in many volumes. In particular, he showed the possibility that when the latter groups realized their being excluded from and denied participation in political power, economic wealth, and resources, the social conflict would be inevitable. Through social conflict, social change is bound to follow in society. In brief, Marxist model ends up by insinuating that the change will only come in society when means of economic production

and political systems held by the few owners will revert to the majority ownership of property without class distinctions and conflicts.

### **C. System Dysfunction Theory.**

This perspective views society as a functionally integrated system of integrated parts. The various parts are intended to or should maintain the system equilibrium. But if one part or more are not operating well, the whole system is likely to be affected. In an effort to bring back the equilibrium, social change is effected through altering the social structure either partially or totally. If the system fails to adjust because certain parts are resisting to abandon the status quo, or severe dysfunction cannot be corrected in time, then what may occur is a revolution that could mean an overhaul of the social life system. In short, when a breakdown occurs in the system because of many serious uncorrected problems and the system is unable to put in place the required adjustments, then social change in whatever form will eventually occur. All these three theories are therefore important in explaining how social change may come in society

### **4. Sources of Social Change**

**Conquest and colonization-** one behaves like colonizers.

The colonialists were convinced that Africans were 'inferior'. One of the major goals of education in Kenya is to correct this type of misconception.

**Diffusion-**Borrowing from other societies

This is the borrowing of new elements from other cultures. The English language has borrowed words from other cultures and 'incorporated' them as part of the English language. As we pointed out earlier, the term culture has been borrowed from the German term 'Kultur'. In Kenya, the mass media has been responsible for introducing certain aspects of Western Culture such as music and food. These have been incorporated as part and parcel of our culture. There is nothing wrong with borrowing certain elements of other cultures and introducing them into our own. Every dynamic society does that. One problem with some African societies has been the tendency to borrow foreign cultural elements at expense of their own. For example food shortage

in Africa today has been largely due to borrowing foreign foodstuffs not suited to our predominantly dry weather

## **5. Social Change and its Influence on Education**

### **Types of Social Change.**

Change in society is categorized in two ways namely;

- i. Exogenous form; This type of change is influenced by forces which are not in society. Spott gives some examples like invasion of one country by another with the possibility of exchanging the original society. Other forces/agencies of exogenous factors include foreign diseases, cultures and colonization.
- ii. Endogenous form; This type of social change is brought about by factors within society. Examples of this type are the jua kali artisanship, the matatu transport business, herbal medicine, atomic/nuclear energy and other forms inventions. When such endogenous factors occur within a society, then it is their application which mainly brings about the social change.

## **7. The Role of Education in Social Change**

- Even though one of the roles of education is to conserve culture and transmit it to the incoming generations, it must prepare members of the society for change. This is because culture is dynamic.
- Education therefore should provide a common purpose for society, that is, prepare individuals to cope with technological changes.
- Education should also educate for both conformity and originality. Conformity rarer to people's willingness to submerge their aggressiveness and individuality in the interests of the group and social belongings. Originality on the other hand stands for creativeness, responsibility and spontaneity and flexibility.
- Education should be provided to all so that individuals can more or less move at the same pace into the future.
- Learning should be problem solving oriented rather than mechanical or rote-oriented.
- Education should accommodate diversity and constructive criticism. Education can only be reformed if society is reformed itself.
- Education should focus more on the development of living than on teaching and learning.
- Teachers should be prepared in such a way that they in turn can prepare individuals for social change; teacher education techniques should therefore aim at developing

intellectual and social skills of the students. Thus teachers should be prepared to foster all round education of their students.

- Education should aim at producing experts in all fields of development to enable the members of the society fit in rapidly changing world.

## **CHAPTER TWELVE: SOCIAL PROBLEMS AND EDUCATION**

### **1. Meaning of Social Problems**

A social problem is a way of behavior that is regarded by a substantial part of a social order as being in violation of one or more generally accepted or approved norms. Sociologists usually consider a social problem to be an alleged situation which is incompatible with the values of significant number of people who agree that action is necessary to alter the situation.

#### **An alleged situation**

This means that the situation is said to exist, people talk about it and may receive coverage in the media.

#### **Incompatible with values**

A situation is defined by people as a social problem in terms of certain values they hold. Different people hold different values and the same person may hold conflicting values. Different people consider different things to be social problems. What is defined as a social problem differs by audience and by time.

#### **A significant number of people**

sociologists would agree that the more "significant" people for defining social problems are those who are more organized, are in positions of leadership, and/or more powerful in economic, social or political affairs, when sociologists study social problems, they usually deal only with troublesome situations that are recognized as problems by the public.

#### **Action is needed**

Hand in hand with the definition of a situation as a social problem is the call for action to remedy the situation. People say among themselves that something must be done, that is, people want the situation corrected.

## **Causes of social problems**

- Break down of social order
- Depression
- Peer influence
- Drug abuse causes other social problems
- Open defiance by members of the society
- 

## **3. Impact of Social Problems on Education;**

- Drug addiction, alcoholism etc
- Students dropout
- Unwanted pregnancies
- Crime associated with use of drugs etc
- poor performance
- truancy
- immorality among students and staff
- vandalism
- breakup of families
- school strikes

## **4. The Role of Education in minimizing Social Problems**

- **What schools can do solve social problems**
- Fostering responsible attitudes among students will bring about a greater sense of self discipline in the student body: measures of promoting self direction and self-discipline among students.

- The organization and strengthening of PTA's to enlist the support of parents and the local community for the smooth functioning of the school/institutions.
- Official encouragement to school societies to provide opportunity for leadership among students and an outlet for their energy.
- The use of the prefect system, student's representative councils, food committees and clubs in the administration of the schools. This way the students are made to be responsible for their activities but under the supervision of the teachers.
- The establishment of a regular channel through which students could air their grievances.
- The supervision of students co-curricular activities, clubs and societies by teachers.
- Enlisting the help of PTA's for the maintenance school facilities and discipline
- Guidance and counseling services should be provided to the students.

Education systems should, in addition to their academic and vocational training activities, devote particular attention to the following.

**Teaching of basic values and developing respect** for the child's own cultural identity

and patterns, for the social value of the country in which the child is living, for civilizations different from the child's own and of human rights and fundamental freedoms;

**Promotion and development of the personality;** talents and mental and physical

abilities of young people to their fullest potential;

**Involvement of students** as active and effective participants in, rather than mere

objects of, the educational process;

Undertaking **activities that foster a sense of identity with and of belonging** to the school and the community.

The education systems should play a significant role in addressing social problems.

Encouragement of young persons to **understand and respect** diverse views and opinions, as well as cultural and other differences;

Provision of information and guidance regarding vocational training, employment opportunities and **career development**;

Provision of positive **emotional support** to young persons and the avoidance of psychological maltreatment. Special assistance should be given to young children when they have difficulties in complying with situations.

**Avoidance of harsh disciplinary measures**, particularly corporal punishment.

Special attention should be given to comprehensive policies and strategies for the prevention of alcohol, drug and other substance abuse by young persons. Teachers and other professional should be equipped and trained to prevent and deal with these problems. **Information on the use and abuse of drugs**, including alcohol, should be **made available to the student body**.

Schools should serve as resource and referral centres for **the provision of medial, counseling and other services to young persons**, particularly those with special needs and suffering from abuse, neglect, victimization and exploitation.

Through a variety of educational programs, teachers and to her adults and the student body should be **sensitized to the problems**, needs and perceptions of young persons, particularly those belonging to underprivileged, disadvantaged, ethnic or other minority and low income groups.

School systems should plan, develop and implement extracurricular activities of interest to young persons, in **co-operation with community** groups.

Schools should promote **policies and rules that are fair and just**; students should be represented in bodies formulating school policy, including policy on discipline, and decision making.

**Training of teachers** and equipping them with necessary approaches to solve the problems.

## **CHAPTER THIRTEEN: TEACHING AS A PROFESSION**

### **1. Teaching as a profession.**

#### **(a) Teaching:**

Teaching is defined as the activities of educating or instructing; activities that impart knowledge or skill. It is also defined as the process of transmitting values, knowledge and skills to others. Therefore good teaching is as much passion as it is about reason. It is also about substance and treating students as consumers of knowledge.

A review of the definitions given above reveals that to play his role competently in teaching, a teacher is expected to understand the significance of the following:

- o Who is to teach.
- o Whom to teach.
- o Why to teach.
- o Where to teach.
- o What to teach.
- o How to teach.
- o When to teach.

#### **(b) Profession**

Profession is defined by Jarry and Jarry (1991) "as any middle class occupational group, characterized by claims of a high level of technical and intellectual expertise, autonomy in recruitment and discipline, and a commitment to public service". This means that a professional teacher must have a knowledge of child development, of the materials to be taught and suitable methods, his/her skills must enable him/her to teach, advise and guide his pupils, community and culture with which he is involved, his attitudes should be positive without being aggressive, so that his/her example is likely to be followed as he transmits explicitly, and implicitly the national aims, morals and social values. The professional qualifications may include the study of *pedagogy*, the science of teaching. This involves assessing the educational level of students on particular skills.

The term profession is an evaluative term describing occupations. Teaching is the work or the occupation of teachers.

Professionals are educated people with knowledge of the field beyond that of the laity (common people).

## **2. Characteristics of a profession**

- Long period of training mastered specialized knowledge
- Autonomy. Members of a profession ideally formulate their own code of ethics standards e.g. doctors and lawyers. They operate without interference and control from government bodies.
- Uses problem solving skills and makes reflective judgments.
- Members of a profession have well spelt out conditions of service.
- Monopoly: licensed/certificated
- They enjoy prestige/esteem comparable to other professions in terms of remuneration, conditions work, fringe benefits and
- Expert knowledge.
- Involves a confidential relationship between a practitioner and a client or a employer

## **3. Role of teacher in the school and community.**

- The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. Schools are one of the first places where children behaviour and future educational success is shaped. A teacher carries a big responsibility in the school and community. For example,
- 1. Disciplinarian
- 2. Instructor/teaching
- 3. Evaluator
- 4. Group leader
- 5. Mediator/Conciliator
- 6. Advisor
- 7. Parent surrogate.

- 8. Curriculum development
- 9. Human resource development

### **5. Challenges that teachers face**

1. Gross misdistribution of qualified teachers-this denies a portion of our public school students' access to a high-quality education.
2. Teachers continue to have little voice in creating the policies and programmes needed to ensure that every student has a good teacher
3. Large number of entrants- there is so little consensus about how to recruit and in some areas especially in rural set up, recruitment of untrained teachers has been high.
4. Lack of commitment to the teaching profession, for example a number of teachers is likely to leave teaching due to poor pay, too little respect and time factor.
5. Maintaining energy and enthusiasm. This is a challenge for even the most experienced teachers
6. Students with bad behaviour
7. Gender imbalance
8. Social-economic background of the entrants

### **6. Factors affecting status of the teaching profession**

- Teaching profession engages untrained teachers.
- Remuneration is poor compared to other profession.
- Teachers have no autonomy - teach syllabi made by other bodies.
- Operate with a code of ethics made for them
- Teaching profession lacks unity it is fragmented for teachers
- Manning different levels of education have different academic and professional training. This results in different remuneration packages and the associated status and prestige. For instance University lecturers have high status almost comparable to status of other professions. Nursery, and primary teachers have low status.

- Teachers do not generate money like profit making industries.
- Teachers are not perceived to deal with life threatening issues, like doctors, lawyers etc. People can still survive without school education.
- Women dominate the teaching profession. On the whole women are placed low in the occupational ladder. Hence teaching has acquired low status because it is occupied by people who are disadvantaged in the society.
- Working conditions of teachers are very poor particularly in rural areas.
- Teaching profession is mainly held by people of rural background. The status of an individual depends not only upon his personal qualities and functions he discharges but also upon his birth and social background. Rural folds have lower socioeconomic status compared to urban folks.
- Teaching profession is mainly held by people with low academic qualifications. Hence it is perceived as a low status occupation.

The teaching profession in most developing countries does not meet most of these conditions. This failure has led to low prestige/esteem of the teaching profession.

## **CHAPTER FOURTEEN: GENDER AND EDUCATION**

### **Meaning and Concept of Gender;**

It refers to a set of meanings, roles and expectations that a society ascribes to each sex. The term is different from sex in that sex is biologically determined while gender is culturally determined.

Gender being culturally determined can be different from one particular society to another.

Gender refers to the masculine and feminine roles. Whereas it is quite easy to tell each individual's sex, it is not easy to tell one's gender, as gender is a construct.

We cannot measure it directly, but we can only use certain measurable indicators, which can help us to infer it's nature, form and extent.

The word gender is derived from the Latin noun GENUS-meaning-kind, sort or group. The term was until recently used to refer to classes such as masculine, feminine and neuter, along natural lines.

The meaning of gender changed in the 1970s. It was expected to include a classification of social and cultural traits that differentiates between masculine and feminine.

Sociologists and social psychologists argue that while sex refers to biological characteristics by which human beings are categorized as male, female or in rare cases hermaphrodite( in which the

biological characteristics of both sexes are actually or apparently combined), gender refers to the social-psychological attributes by which human beings are categorized as masculine', 'feminine' or androgynous (in which the social- psychological characteristics of both gender are intentionally or unintentionally combined-(jarry & jarry 1999).

Many sociologists stress that within sociological discourse, gender should be used when referring to socially created division of society, into those who are masculine and those who are feminine.

Whereas 'male' and 'female' are terms reserved for biological differences between men and women, boys and girls, masculine and feminine are reserved for culturally imposed behavioural traits socially appropriate to the sexes. These traits are learnt via a complex and continuous process of socialization.(Jarry &Jarry).

### **Factors Contributing to the Neglect of Gender Issues in Society.**

Over the years, the focus on gender Issues as an aspect of social problem of equality and opportunities has been minimal or non-existent. The reasons for these neglect among others are;

#### ***a). Lack of differentiation between gender and sex:***

To most people, the mention of the word gender implies women. Consequently, roles and duties performed by women or girls, for example, domestic chores, rearing of children, were often associated with gender understanding. Due to confusion of gender and sex, it was thought that specific biological based functions that females played ,for example bearing, suckling, caring for children were always naturally determined along gender lines.

#### ***b)Traditional beliefs.***

The existence of powerful traditional beliefs and assumptions has helped create gender stereotyping. Beliefs such as females cannot be heirs or rulers in society, and only males have this inherited ascribed honour to be heirs of possessions, have helped discourage women from vying to inherit these positions. Some women perceive and preach that socially high offices are not God given to women, only to men. They have helped strengthen social positions in society that males are superior to females. A good example is in elections where even though women are the majority voters, few vote for female candidates believing that women are incapable of holding high offices.

#### ***c) Confusion of the intelligence of women.***

It had been assumed in many societies that women were less intelligent than men. This assumption was largely due to the absence of statistical evidence concerning comparative studies touching on male and female intellectual differences.

***d). Reinforcement of differences between men and women.***

The presence of strong influential forces based on social class, ethnically and even religion enforcing the human differences between men and women and the roles each should play in the society has affected gender awareness. For example, in religion, there is still a strong belief that women cannot serve God as ministers, pastors or prophets, only men can. This belief continues to influence the consideration of gender issues.

**Gender Issues in Education.**

***a) Unequal access to schooling.***

There are inequalities of educational opportunities between boys and girls. Although enrolment of girls at primary level is almost 50% in Kenya, it is very low in north and north eastern provinces. However, in general, it is very low up the educational ladder. This can be attributed to social cultural attitudes, which favour the education of male siblings. With the rise of education and living standards, more girls than boys are likely to drop out due to early marriage, lack of fees, or having to fend for the family by becoming house assistants or hawkers. Some have to take care of their siblings after parents die of HIV/AIDS.

***b). Difference in performance.***

Recent studies in National Examinations show that except for languages, girl's achievement is lower than that of the boys particularly in sciences and mathematics. This disparity can be attributed to previous systems or philosophy, which tended to offer pure sciences to boys schools, but general science to girls schools. These factors can discourage girls from competing with boys, believing they are not as tough as the boys.

***c). School attainment.***

This is the length of time that one remains in school and the level that one attains. Low school attainment has been reported as significantly higher among the girls than the boys. The reasons behind these occurrences are early pregnancies, gender unfriendly environment for example girls being given extra burdens like house hold chores after school while the boys are left to do their homework, negative social practices such as female circumcision and early marriages. A girl is kept at home rather than a boy when there are limited resources.

***d) Sex Stereo types.***

Educational systems worldwide tend to exaggerate sex differences and effects in ways that limit educational opportunities of girls in particular. Gender stereo typing occurs in official curriculum, teaching materials like books and organization of subject choices.

Another factor related to stereotyping is the labelling theory. This begins with a false diagnoses out of the belief that girls are unmathematical, lack a biologically given ability or lack spatial and analytical thinking. This label is eventually internalised and conclusively accepted thus bringing in the powerful self-fulfilling prophecy that there are certain subjects girls' cannot perform well.

***e) Under representation.***

Women are under represented in decision making in education although they make up the majority of that teaching force especially in primary schools. Girls are exposed and protected from the environment within which their personal expressions can be cultivated. In classroom participation, boys tend to dominate the classroom activities especially talking, answering questions and responsibilities. This environment provides a situation in which it becomes difficult to girls to participate in class discussions. Boys dominate because of socialization.

***f) Socialization process.***

Gender identity begins in the family where parents treat male and female infants differently. Parents discourage feminine behaviour in sons. Boys are encouraged to show bravery, curiosity, while girls are encouraged to be obedient, kind, submissive and cheerful.

***g).School curriculum.***

It is the general practice in our educational system, to channel females into subjects considered 'female' at all levels such as home economics, tailoring and secretarial studies, barring them from subjects considered tough and thus male subjects, such as mathematics, science and engineering. What this means is that women are discouraged, based on the subject choices, from challenging males on the job market as adults and this results in gender inequality operating in such societies throughout life.

Studies of subject textbooks reveal that images of women and girls are hardly depicted in roles/areas like presidents, managers, and doctors in these books, while men are often depicted in such roles. Women are however depicted in roles such as nursing, airhostesses, and secretaries. Such images when depicted in textbooks tend to impact on the children's self images and can influence their career selections and attitudes later in life. Strong characters are referred as 'he' even if they reflect girls. Weak characters are normally portrayed as women. Girls are therefore socialized to view themselves as weak and the society accepts this position.

**4. Role of Education Achieving Gender Equity**

**The Role of Education in Achieving Gender Equity.**

Schools are useful vehicles through which gender inequality can be tackled. This can be through the following ways;

***a) Modification of attitudes;***

The school can be used to bring change of attitude in learners on sex roles. This can be achieved through discussion on issues such as sex roles and stereotyping. Retrogressive customs that hinder the advancement of girls can be analysed and better alternatives suggested. The curriculum should come out clearly on sex role and sex stereotyping. There should be skewed, such that, boys are exposed to courses that place them in a better position for jobs.

***b). Revision of textbooks.***

School textbooks particularly set books should be revised to change the 'female image'. The set books should prepare both boys and girls for challenges ahead of them. No characters should be portrayed as weak simply because they are women or strong mainly on the basis of being male. Women and girls should be portrayed positively and writers should employ neutral language when writing books.

***c). Encouragement of girls in science subjects.***

Girls should be introduced to and encouraged to pursue technical education subjects that are oriented to technical jobs in addition to science subjects, such as Home Economics. Deliberate efforts should be made to encourage girls to take science oriented subjects. Science subjects should be demystified for the girls to take them with ease.

***d). Sensitisation on education for the girl child.***

The public should be sensitized through barazas and mass media to take the girl child to school. Girls should be allowed to go back to school after delivery, depending on the circumstances rather than being expelled completely as undesirable examples or models for others. No child should be denied education simply because the child is female.

***e). Government support.***

Whenever boy's education is given preference, girl's education should receive deliberate support through scholarships and bursaries. There should be support of non formal education of women groups and adult literacy classes. The government should take stern measures against members of society who contribute to daughter's dropout cases through retrogressive actions such as circumcision, early marriage or deliberate refusal to pay fees. Girls should be allowed to go back to school after delivery depending on circumstances.

***f). Establishment of girls schools.***

More schools for girls especially boarding schools should be established particularly in crime prone areas such as North Eastern Province or where cultural practices such as female circumcision and early marriages are rampant.

### **Summary.**

This lesson analyses the influence of gender on school education. The term gender in this lesson is used to refer to the set of meanings, roles and expectations that society ascribes to each sex. Factors contributing to neglect of gender issues in our society such as lack of differentiation between gender and sex, traditional beliefs, societies underrating the intelligence of women and the reinforcement of differences between men and women, with the women being regarded as the weaker sex is discussed.

Various theories are discussed such as the functionalism theory where women are viewed as being disadvantaged only because they are required to play certain roles that ensure the smooth functioning of the society. They argue that the primary role of women is that of being mothers and housewives (the family concept of father, mother and children being held as vital). On the other hand, Marxist scholars argue that at some historical point, men began to appropriate property, turning it into private property and women became independent on men for survival in exchange for sex and the creation of male heirs to the men's property. From then on, men have elaborated their control over women in all spheres of life. The source of men's power over women is the male ownership of the means of production and until property relations are changed, women will always hold inferior position to men on the whole. On the other hand, Radical Feminism blames the exploitation of women on men and the patriarchal system based on the family.

Gender issues affecting education such as unequal access to schooling, differences in performance, school attainment, sex stereotypes, the under representation of women in decision making, the socialization process and the school curriculum are discussed. Suggestions are made on how education can play a role in achieving gender equity. This includes modification of attitudes; revision of textbooks, encouragement of girls to pursue science based subjects, the sensitization of society to educate the girl child and government support.

### **Conclusion.**

In Kenya, gender disparities are reflected in education through unequal access to schooling, with more male than female students having access to schooling. In academic performance male students seem to perform better than females to proceed to higher levels in education. In society in general, there is under representation of women in major decision making bodies. However, the school can play a role in creating gender equality in society by giving all learners equal opportunities of advancement and by dispelling regressive beliefs through influencing and modifying attitudes. Issues related to gender roles and relationships have a direct impact on human development and education because, for national development to occur, men and women must have equal access to the resources and benefits of development.

