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**CHALIMBANA UNIVERSITY**

***Integrity, Service, Excellence***

**DIRECTORATE OF DISTANCE EDUCATION**

**EDU 2201: SOCIOLOGY OF EDUCATION**

**FIRST EDITION 2017**

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**Module Overview**

You are welcome to the module of Sociology of Education course in Bachelor of Education programme at Chalimbana University. This module has eleven units, and each unit has one or more activities that you need to attempt.

## **AIM**

This module aims at introducing you to sociological concepts and theories relevant to the field of education. It will further explain the relationship between sociology and Sociology of education and its development as a branch of sociology of education, and other important topics will be discussed. The module will equip you with professional knowledge, skills, values and attitudes that are relevant to a teacher.

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**STUDY SKILLS**

**STUDYING AT A DISTANCE**

There are many advantages of studying by distance education – a full set of learning interactive modules is provided and you study in the comfort of your home. You can also plan some of your study time to fit in with other commitments like work or family.

However, there are also challenges of studying at a distance. Learning at a distance from your learning institution requires self discipline and motivation. Here are some tips for studying at a distance:

1. **Plan** – Give priority to study sessions and make sure you adhere to the study time table.
2. **Manage your time**
3. **Be organized** – Have your study materials organized in one place and keep your notes clearly labeled and sorted.
4. **Find a good place to study**
5. **Ask for help if you need it** – This is the most vital part of studying at a distance. No matter what the difficulty is, seek help from your lecturer or fellow students straight away.
6. **Don’t give up** – If you miss deadlines for assessment pieces, speak to your lecturer – together you can work out what to do. Talking to other students can also make a difference to your study progress. Seeking help when you need it is a key way of making sure you complete your studies – so don’t give up.
7. **If you need help-**If you have any difficulties with your studies, contact your lecturer who will be able to help you.

**Note:** You will find more detailed information about learner support from the College.

***We wish you all the best in your studies.***

 **UNIT ONE**

**INTRODUCTION TO SOCIOLOGY OF EDUCATION**

This unit introduces you to the field of Sociology of education. You need to first understand the general sociology before studying Sociology of education, because the two are related. The origins of sociology will give you information about the founding fathers and the sociologists who came after them.

**AIM:** To equip you with knowledge on sociological concepts and development of Sociology of Education as a field of study.

**Learning outcomes: By the end of this unit, SSBAT:**

* Define Sociology and Sociology of Education.
* Trace the development of Sociology and Sociology of Education.
* Examine the relevance of Sociology of Education to the Zambian education system.

**CONTENT**

This unit contains two lessons:

* Origins of Sociology as a field of study.
* Development of Sociology of Education.

**SOCIOLOGY AND SOCIOLOGY OF EDUCATION**

What is Sociology? Sociology is regarded as a social science just as other disciplines such as economics, Political, educational, psychology, theory and practice etc.

The term sociology is derived from two Greek words “socio” meaning society and “logos” meaning Knowledge. Thus, sociology is generally defined as the ‘study of human behavior in a society/groups’.

Other scholars like Giddens (2009) defines sociology as the scientific study of human life, social groups and whole societies. Similarly, Musgrave (1966) states that sociology is a social science which attempts to build up a set of logic and consistent theories about society which we find ourselves whose subject matter includes institutions such as family, education, health, religion etc which make up society.

From the above definitions it is clear that sociologists are interested in:

1. How people relate and interact in the environment.
2. How people organize themselves in groups and places of work.
3. Studying causes of various forms of social behavior, and
4. Studying social institutions.

**Historial development of sociology**

Sociology as a distinct discipline emerged in the middle of the 19th century. This was because of certain developments in Europe that emerged. Among these developments were:

1. **Industrial Revolution**- This changed the European economy from Agriculture based to more on manufacturing of machines, trading and money based. It also provided greater social, cultural and political changes. This led to reduced labour force, since many people lost employment. Therefore, many people migrated from country side to cities in search of employment. As a result, the job seekers outspaced by available jobs. With the growth of cities, there was shelter shortage, crime rate increased, factory fumes polluted the atmosphere- traditional order was challenged by industrial revolution affecting interactions settlers who became impersonal. Individuals began to feel the society’s impact quite deeply. Lets pause so that we think of how these harsh conditions affected the lives of children. Do you think it was ease for children to attend school, especially at an early age?

This revolution brought dramatic changes into the lives of children as there was separation of family members which affected acutely the family unity. In this case, we may envisage that the father of the household had to leave his wife and children in search for employment. For now, we will leave this topic but we shall later discuss it further when looking at the development of Early childhood Education.

1. **French Revolution-** This began in 1978 and also led to the development of sociology. What led to this revolution was that peasants revolted as they were only allowed to use land by the ruling class in return for services such as military and domestic services. This type of stratification was known as the Feudal system. The arrangement in this system, was that there were land owners and landless. We can imagine what was happening to the children of the landless, how possible it was for them to access formal education.

Because of peasants’ reaction against this system the democratic practices were introduced. People in industrial cities developed new ideas about democracy and political rights, such as individual liberty and individual rights to life which led to political revolution. Yes! This included children’s right. This revolution brought about end to feudal society, tradition, power of church and other exploitative elements in society. All these provided a fertile ground to the infant study of sociology at that time.

1. **Age of Enlightment-** Before this age, people believed that social structure was divinely created. They believed that anything inequal to social order was due to God’s interference in human affairs. But then, they had to start using scientific method (systematic, observation, objectivity) to study of human behavior. With the adoption of the scientific approach, it helped in studying cause and effect of the evil in society and brings facts, by eliminating past myths.

 Because of these factors, scholars started to make attempts to understand both the social and natural worlds. The most influential among early scholars were: Auguste Comte (1798-1857), Herbert Spencer (1820-1903), Karl Marx (1818-1883), Max Weber (1864-1920), Emile Durkheim (1858-1917).

**Activity**

Mention three factors that influenced the development of sociology.

**CONRIBUTIONS OF THE FOUNDING FATHER AND SCHOLARS TO SOCIOLOGY**

**Auguste Comte (1798-1857)** the French philosopher is the founding father of sociology, and is said to have coined the term sociology from the Latin word *socio* meaning society, and a Greek word *logy,* which means science. He defined sociology as ‘*the study of interaction between human institutions, such as the family, education, religion as well as their development and the manner of transformation of societies’. Thus* sociology came to be associated with the scientific study of society. He believed that sociology as a social science should be based on systematic observation and classification not authority and speculation, to predict and control human behavior, (He recommended the use of scientific methods in the study of society).

Distressed by the negative social changes that accompanied the two revolutions, Comte suggested that the discipline of sociology would provide people with the necessary knowledge for reconstruction and establishment of order in the society. According to Comte, all societies went through certain fixed stages of development from primitive to perfection. These were;

1.Theological stage – which believed that society was an expression of God’s will.

2.Metaphysics stage – in this stage the society was seen in a natural and not supernatural way as was in the first stage.(the happenings in the society were analysed in the rational way and rule of law prevailed).

3.Positive/Scientific stage- In this stage, people rejected any explanations(supernatural and abstract) that were not supported by facts. Thus, Comte believed that all knowledge was human knowledge and should be based on human thought.

Comte identified two broad fields of study in sociology; social statics and social dynamics. These two areas have been the most important parts in the study of sociology from its inception up today. Social statics is the study of various social institutions, how they affect and interdepend on each other. Social dynamics, on the other hand looks at how these social institutions develop and change over time.

**Herbert Spencer (1820-1903)** was a British scholar who adopted the biological model. Spencer a social evolutionist, likened society to an organism whose parts- institutions- function together harmoniously to form an integrated whole. In like manner, he meant that different institutions of the society need to work together to maintain it. Like Comte, Spencer emphasized that sociology was the study of the interrelatedness between various units of the society- for example the relationship between education and family.

**Karl Marx (1818-1883)** was a German Philosopher, the first one to recognize the sociological impact of economics and social stratification. He discovered that society is divided into those who have the means of production, factories, machines or the ‘bourgeoise’ and those who only own labour- the workers/proletariat. He saw that this arrangement made the society to be in continuous conflict and change. Hence his basis for conflict theory. Marx did not believe in the structural functionalism but believed in love and hate.

The major works of Karl Marx include the following: Class theory, Sociology of knowledge, Alienation, Dynamics of social change and conflict theory.

**Durkheim’s contributions to Sociology**

* He was one of the earliest scholars to use empirical method to study society.
* He developed the sociological theory of social cohesion and he demonstrated the impact of social cohesion on society through his study of suicide as a social phenomenon.
* He developed the sociological concepts of social facts. These stand for different aspects of social phenomena, such as laws, family, and education and so on.
* Upon the realization that sociology covers all aspects of human life, Durkheim identified areas of study in sociology as: general sociology, sociology of religion, sociology of crime, sociology of law and morals, sociology of economics, sociology of values and morality, and of course the Sociology of Education. From this background, it is important for you as a student to realize that the scope of sociology is quite wide. It has so many branches, therefore being education students the main focus will be on sociology of education.

 **Activity**

Discuss the contributions of classical sociologists to the field of sociology and explain why sociology became prominent in the nineteenth century?

**SOCIOLOGY OF EDUCATION**

**What is Sociology of Education?**

Kibera and kimokoti (2007) defined Sociology of Education as a branch of sociology which studies how social institutions affect educational processes and outcomes. It investigates the functions of education, that is, what it does, its methods, institutions, administration and curricula in relation to other parts of such as the economy, religion and family.

Similarly, Ballantine and Hammack (2009) described Sociology of Education as a discipline concerned with the aspects that are to do with teacher-pupil interactions and educational systems of other countries.

 **Emile Durkheim (1858-1917)** was a distinguished French philosopher who founded sociology of education. He attended the famous Ecole Normale Superieure institution in Paris. On completion, he went to study in Germany. When he came back home, Durkheim was awarded a professorship in Sociology and Education at Bordeaux University.

 He saw sociology as a new science that gave explanations to traditional philosophical questions. Hence, being known as the first scholar to apply sociological approach to study of education. He was among the first scholars to introduce sociology of education into the training of teachers. Durkheim placed a lot of emphasis on social facts which he considered to be aspects of social life that shape our actions as individuals. Using this method, Durkheim published influential works on a number of topics. In these works, he analyzed different social institutions and the roles they play in society, and as a result his works are associated with the theoretical framework of structural-functionalism.

 Emile was particularly interested in social and moral solidarity-which he said keeps society together and prevents it from disintegrating. Hence his realization was that education would be the only social institution that could offer such functions. During this time, there was the French and the industrial revolution which brought about breakdown of morals and values.

Like Comte, Durkheim saw society as a system made up of interconnected parts (functionalist perspective). Meaning that each part will in some way affect every other part and the system as a whole. He emphasized that in every time and place, education is closely related to other social institutions.

Durkheim was the first man to come up with the idea that education should be studied from a sociological perspective. During his years of teaching in the universities of Bordeaux and Paris, he taught educational theory and sociology. In his lectures, he pointed out that the nature, origin and functions of education were social in there characteristics. The theory was closely related to sociology than any other discipline, it was for that reason that it should be studied from the sociological point of view.

It is important to note that Durkheim was interested in the issues of education which are paramount to us today. Some of the issues he was concerned with were functions of education or schools, relationship between education and social institution (society), all of which he recognized as being interdependent, how to maintain discipline in schools. What should be taught in the classroom and how and role the government should play in education policy.

Durkheim’s view point regarding the function of education, he believed that it was the duty of education to make responsible and reliable citizens out of school children. This in turn would ensure a society in which members share common goals and support the culture’s moral standards. He emphasized on social control and transmission of knowledge as a function of education. He saw education as crucial to the integration of society, indicating that state or government should control education, and would train children support the social structure. It is actually from these ideas of Emile that we trace the structural functionalist theory.

Durkheim had four important areas of what sociology of education was;

1. A cross cultural and comparative study of different types of educational systems.
2. An analysis of the relationships between education and other social institutions and social
3. A study of social facts (issues of education such as curriculum and financing and their social functions.
4. A study of the school and classroom as a social system- the structure and processes of these systems.

From the works mentioned above, we can envisage that Durkheim was interested in both making changes in education and society, hence an educator as well as a sociologist.

**Max Weber (1864-1920).** Weber was a German sociologist and economist, who contributed to the growth of both Sociology and Sociology of education through his works on religion, power, class, status, law, research and bureaucracy in educational institutions and social stratification. In sociology, his focus was on the larger dimensions of society in particular its organizations and institutions. He also believed in group dynamics. Weber’s famous works include the development of modern capitalism and bureaucracy.

Weber became a professor of economics and later introduced the method of “Verstehen” which is the understanding of the subjective meaning which actors attach to their actions, rather than relying only on objective quantitative methods.

In his discussions on status groups, or insiders, society shapes the schools, while outsiders such as members of the less dominant groups often face barriers in educational systems because they lack power. The dominant groups prevent the less dominant groups from acquiring prestigious education by placing obstacles in education system. He further believed that schools educated the young into status cultures based on their wealth, power and prestige or their status group in society.

**Karl Mannheim (1893-1947)** was a German sociologist also advocated a sociological approach to education. He stayed in Britain as a refugee to escape Nazi totalitarianism of 1930’s and 1940’s. While in London, he became a lecturer of sociology at the London school of Economics, and in 1940 was invited to be a part-time lecturer at the Institute of Education of London University.

Mannheim saw education as a means of social control. In his book ‘Man and Society’ he claimed that sociologists regard education as part of the process of influencing men and women. He further observed that education can only be understood when we know for what society and for what social position the pupils are being educated. He strongly felt that we cannot educate in a vacuum but must diagnose the sort of society in which we live, in order to be able to plan our educational programme for a new and better society. In order to avoid the extremes of laizze-faire (no rules) and totalitarianism.

 Mannheim and Stewart (1962) saw the sociological approach to educational problems as which could ultimately provide some positive aims in education as well as helping to establish both content and method.

**John Dewey (1859-1952)** an American scholar, is one of the more recent educationists whose ideas contributed to the development of Sociology of Education. His concern about education started to grow after observing the fast changes that came in other social institutions as a result of the industrial revolution. He noted that the main institutions entrusted with the child’s education, the church and school could not cope with change. This manifested itself in the inadequacy they portrayed in preparing a child to meet the social changes, (Kibera and Kimokoti,2008).

To solve this problem, Dewey realized that a close relationship between school and the individual homes of children and the general community should be fostered. He viewed the school as a second home for the child, for the school to function as one, it had to have a real sense of community life where common interests were pursued. By so doing, he believed that this would benefit a child’s social life at home and in the community. He argued that this kind of social education was beneficial to a growing child, as the child would be to stand alone later in life.

**Activity**

Analyse why Sociology of Education became prominent in the 19th century.

**IMPORTANCE OF SOCIOLOGY OF EDUCATION TO A TEACHER**

The relevance of sociology of education to a classroom teacher is imperative as it helps the teacher understand a child's background. When understanding the background of an individual, it provides insight into why the individual acts the way he/she does. Sociology of Education(SOE) helps teachers to understand children's backgrounds and why they act the way they do.

It also provides tools to overcome many obstacles brought by students in schools.
Since Human relationships are very complex, SOE helps teachers to be aware of certain outcomes of a group's behaviour, and to understand that attitudes, values and beliefs of those around them in order to affect teaching
Knowledge of sociology of education enables teachers to sensitize and enlighten developments within a society. It also helps teachers deal with any situation that may arise in society.

It teaches the teachers how to interact with learners, other teachers and other people.

It helps teachers to select appropriate methods and activities to be used when teaching.

It helps teachers to understand how physical and social surrounding of learners’ homes and school affect their behaviour and academic performance.

It helps teachers to understand the general functions of education- what education is and how it serves the society.

It helps teachers to manage the classrooms effectively and efficiently.

**UNIT TWO**

**THEORIES IN SOCIOLOGY 0F EDUCATION**

 **Theoretical perspectives in sociology of education**

In this unit is composed of two lessons, you will learn about the micro and macro theories of Sociology of Education.

**Intended Learning Outcomes; SSBAT**

* Define the word theory.
* Analyse different Sociological theories applicable to education.
* Explain how each of the theories can be applied in the Zambian classroom or how it is organized and structured in the society as a whole.

**Lesson one**

Theories are sets of statements that seek to explain problems, actions or behaviour. Coming up with theories is at the heart of the scientific process of every discipline.  In simplest terms, observations of a phenomenon lead to an educated guess about what is causing it or how it can be erradicated. Teachers as classroom managers need to be equipped with theories that can help them to explain certain phenomena and also how to solve them.

**Nature of theory**

A theory can be either macro or micro. This means that a theory can be classified under large scale theories if it explains how the society is organized and structured as a whole. Therefore, if the topic is small, for example classroom level, a micro theory could be used as it focus on specific structures or small scale interaction.

A theory is the way we look at how things or variables are related. It is actually a generalization based on observation and analysis, intended to explain the relationship between or among variables. We need theories for a number of reasons; to help us understand how events or variables are related, to help us understand how actions repeat themselves, to help us focus our attention on important issues which are crucial in explaining the occurrence of or determining other issues or events. We need a theory to help us in the collection, and in analyzing the collected data.

There are two micro theories that can deal with classroom situations. These are;

1. Labelling theory
2. “New” Sociology of Education theory

**THE LABELLING THEORY**

**Labelling theory** is an approach to deviance that attempts to explain why certain people are referred as deviants while others engaged in the same behaviour are not. Other scholars describe the theory as how the self-identity and behaviour of individuals may be determined or influenced by the terms used to describe or classify them. It is associated with the concepts of [self-fulfilling prophecy](https://en.wikipedia.org/wiki/Self-fulfilling_prophecy) and stereotyping. Labelling theory holds that [deviance](https://en.wikipedia.org/wiki/Deviance_%28sociology%29) is not inherent to an act, but instead focuses on the tendency of majorities to negatively label minorities or those seen as deviant from standard cultural norms. It is concerned with the way one is treated rather than with one’s character. The theory was prominent during the 1960s and 1970s, and some modified versions of the theory have developed and are still currently popular. The negative labels are so powerful that they change a person's self-concept and social identity.

Labelling theory had its origins in [*Suicide*](https://en.wikipedia.org/wiki/Suicide_%28book%29), a book by French sociologist [Émile Durkheim](https://en.wikipedia.org/wiki/%C3%89mile_Durkheim). He found that crime is not so much a violation of a penal code as it is an act that outrages society. He was the first to suggest that deviant labelling satisfies that function and satisfies society's need to control the behavior.

"Deviance" for a sociologist does not mean morally wrong, but rather behavior that is condemned by society. Deviant behavior can include both criminal and non-criminal activities.

Investigators found that deviant roles powerfully affect how we perceive those who are assigned those roles. They also affect how the deviant actor perceives himself and his relationship to society. The deviant roles and the labels attached to them function as a form of social stigma. Always inherent in the deviant role is the attribution of some form of "pollution" or difference that marks the labelled person as different from others. Society uses these stigmatic roles to them to control and limit deviant behavior: "If you proceed in this behavior, you will become a member of that group of people."

It was sociologist Edwin Lemert (1951) who introduced the concept of "[*secondary deviance*](https://en.wikipedia.org/wiki/Secondary_deviance)," to describe cases where individuals come to accept the label and sees themselves as deviants. He called the initial act of transgression as *primary deviance,* which he explained that the first time one breaks the law does not qualify oneself to become deviant, but the process from a person who commits only one deviant act, to a person who habitually commits acts of deviance and sees himself/herself as a habitual criminal- accepting oneself as others think of him/her. Secondary deviation is the role created to deal with society's condemnation of the behavior.

While it was Lemert who introduced the key concepts of labeling theory, it was [Howard Becker](https://en.wikipedia.org/wiki/Howard_S._Becker) who became their champion. He first began describing the process of how a person adopts a deviant role in a study of dance musicians, with whom he once worked. He later studied the identity formation of marijuana smokers. This study was the basis of his *Outsiders* published in 1963. This work became the manifesto of the labelling theory movement among sociologists. In his opening, Becker writes:

...*social groups create deviance by making rules whose infraction creates deviance*, and by applying those rules to particular people and labeling them as outsiders. From this point of view, deviance is *not* a quality of the act the person commits, but rather a consequence of the application by other of rules and sanctions to an 'offender.' The deviant is one to whom that label has been successfully applied; deviant behavior is behavior that people so label.

While society uses the stigmatic label to justify its condemnation, the deviant actor uses it to justify his actions. He wrote: “To put a complex argument in a few words: instead of the deviant motives leading to the deviant behavior, it is the other way around, the deviant behavior in time produces the deviant motivation.’’

**Application of the Labelling theory to the classroom**

Generally, teachers are in the habit of labelling their learners, and this affect both how the learner is percieved and the learner’s sense of self. The teachers usually use information either from first hand source which is the face to face interaction with the learner as it is more probable, or second hand information which are mostly comments by other teachers on the learner’s past record.

Rosenthal, R. and Jacobson, L (1966) used the labelling theory in the classroom and discovered that the labels which teachers put on some pupils made those pupils perform and behave according to the teachers’ labels, hence self-fulfilling prophecy.

Merton (1968:477), defines the concept of self-fulfilling prophecy as;

 “In the beginning, a false definition of the situation, evoking a new behaviour, which makes the originally false conception come true”.

Considering what happens in the classroom, is that a learner who has been given a certain label becomes aware of the label which has been placed upon him/her by the teacher. Each time this learner is dealing with this teacher this learner takes into account the label. When this happens, a new student has been created- academically reconstructed. Depending on how the teacher treats the learner, he/she could be negatively or positively reconstructed.

Usually, the teacher makes judgement the very first time he/she enters a classroom. He/she may predict that a certain number of pupils will pass very well or will barely pass and the remaining will fail. This kind of prediction may come true at the end- and if it happens so, the teacher will not feel bad at all because he/she has been looking forward to it when “prophesied”, and so hard to work towards achieving that both in word and action.

The self-fulfilling prophecy is a long complex process, involving negotiations between the teacher and the individual pupil or a number of pupils. The negotiations involve rejection or acceptance of the label by the pupil or pupils, and the teacher’s confirmation or change of mind about the label given to the pupil or pupils. It is not a short, simple and automatic process for the teacher to arrive at the judgement.

According to Good and Brophy (1973) there are five stages of the self-fulfilling prophecy as indicated below:

1. The teacher expects specific behaviour and achievement from particular pupils.

2. Because of these different expectations, the teacher behaves differently towards different pupils- may frown at one but smile at another. In the classroom, the teacher may ask pupils a question and the teacher’s response to the answer given will depend on the earlier impression a pupil formed.

3. The kind of treatment (in stage 2) will explain to the pupil what kind of behaviour and achievement the teacher expects from him/her. This will consequently affect the way the pupil sees himself/herself.

4. If this treatment by the teacher persists over a long time, and the pupil does not reject the label, it will tend to shape his\her behaviour or achievement. The pupil can reject the label by producing quality or by behaving differently. Ultimately, the teacher is capable of convincing the pupil to accept the label by using other means, such as the administration and other teachers.

 5. With the passing of time, the pupil’s behaviour and achievement will be very much like what the teacher expected at the beginning of interaction, hence the self-fulfilling prophecy

 **ACTIVITY**

* What do you understand by self-fulfilling of prophecy and how does it come about?
* Discuss the importance of the labelling theory in a classroom situation, and how can it be applied positively and negatively by a teacher when executing his/her duties?

**The “New’’ Sociology of Education**

 The ‘New’ Sociology of Education theory was developed in the discipline of Sociology of Education at London Institute of Education at the beginning of 1970s. This is the only theory in the discipline of sociology of education, and it is sometimes called ‘the teachers’ theory.

The men who are closely associated with this theory are Basil Berstern in Britain and Pierre Bourdieu in France.

‘New’ Sociology of Education was concerned with the following things;

1. **Content of curriculum**.

The exponents of the theory were concerned with content of the curriculum or organisation of knowledge as cardinal. Their concern was that why are the differential academic performance of students being influenced by curriculum content. There were a number of reasons that where advanced as to why pupils had differences in performance- such as the way a teacher organises his/her work (content), also testing learners on the materials that was not taught. And failure to teach the official curriculum because of being incompetent, ending in teaching the actual which the teacher is familiar with. Actually, what teachers teach, how they organise it through planning is quite paramount. The curriculum is in types beginning from the designer to the time it is implemented. It changes on the way due to certain factors such as materials available, quality of teacher who are supposed to teach the learners. Hence its effect on the performance of learners.

**2. Internal operations of the school.**  (i) Concepts used by teachers to describe /define / categorize their learners in the classroom; such descriptions as ‘slow learner’, ‘high achiever’, ‘dull’, have a bearing on the pupil’s performance.

(ii) Relationships or interactions between teachers and learners.

However, in some books the two areas are considered as one-internal areas operations of the classroom. Pupils with good relationships with teachers generally perform better than those who have bad relationships.

**ACTIVITIES**

* What are the major concerns of ‘New’ sociology of education?
* Discuss the similarities and differences between ‘New’ Sociology of Education and the Labelling theory.

**Lesson Two**

**The Macro theories**

In this lesson, you will learn about the macro theories that explain how the society is organized and structured as a whole.

**Intended Learning Outcomes; SSBAT**

* Describe the Structural-functionalist theory, Conflict theory and Human Capital theory.
* Compare and contrast functionalist and conflict perspectives.

**Structural-Functionalism/Consensus**

The propagators of this theory are Auguste Comte, Emile Durkheim, Herbert Spencer, and Talcott Parsons. Comte believed in social integration and emphasized on the interrelatedness of various social institutions in the same way the different parts of the body relate to each other to produce a harmonious working of the body. Durkheim, like Comte, stressed the interrelatedness of social facts. Spencer, like biologists, likened society to an organism whose parts must work together in order to sustain it ( Kibera and Kimokoti, 2007). The structural-functionalist theory is also known as the consensus or equilibrium theory.

Structural functionalism is a sociological paradigm which addresses the issue of social functions, various elements of the society is meant to play. This is based on the view of Durkheim according to which society tends to maintain equilibrium through moral values. The term*function refers to the contribution an institution makes to the maintenance and survival of the social system.*  The prime function of educational institutions is to serve the needs of the society.

It is the general moral values(consensus) which keeps the society intact. And according to social structuralism all social institutions particularly educational institutions play important role to maintain the state of equilibrium in society. Other social institutions like govrnment, religion and economy also helps in maintaining this equilibrium and keeps the society healthy. Society is called healthy when every member of the society accept the general moral values and obey them.

Structural functionalist believe that role of educational institutions is to incorporate common consensus among the new member (children) of the society. According to Durkheim, in educational institutions the behaviour is regulated to accept the general moral values through curriculum and hidden curriculum. Educational institutions also sort out learners for future market. It plays the role of grading learners out come to fit them to different future jobs. High achievers will be trained for higher jobs and low achievers will be fitted in less important jobs. The behaviour of member of society is regulated in such a way that they accept their roles in society according to their social status. Thus structural functionalism opposes social mobility but works towards solidarity and integration.

The weakness of this perspective lies in unability to answer the question why would the working class wish to stay working class? And this debate has given birth to another perspective theory that is conflict theory.We will study conflict theory in next sub section.

 **ACTIVITY**

* Discuss the effects of Structural Functionalist theory on education.

|  |  |
| --- | --- |
|  | **Conflict**  |
| The proponent | of this theory is Karl Marx . He proclaimed  |

That ‘the history of all existing society is history of class struggle’(karabel and Halsey, 1977).

The perspective of conflict theory, contrary to the structural functionalist perspective, believes that society is full of vying social groups with different aspirations, different access to life chances and gain different social rewards. Relations in society, in this view, are mainly based on exploitation, dominition, subordination and struggle. This is the opposite view of society than the previous idea(structural functionalism) that most people accept continuing inequality. Some conflict theorists believe education is controlled by the nation which is controlled by the powerful social group, and its purpose is to reproduce existing inequalities, as well as legitimise acceptable common ideas which actually as reinforcement to the privileged positions of the dominant group.
Education is one of the most powerful social institution as it has access to the children. Right from the beginning in their life education institutions has great control. Education institutions decides the future perspective of the children. But the question arises that what is the dominant force behind Educational institution. Who decides the way educational institutions should run. As we read society has many social groups with different social aims and aspirations, different status and life chances. As the aspiration of different group are varied and may be conflicting. So there is conflict for becoming the dominant force of Educational institutions. And obviously the dominant group will be the force behind educational institutions.

And educational institutions follow the directions of dominant group to maintain the status -quo of society, ie the lower, middle and upper class children become lower, middle and upper class adults respectively. This is a cyclic process as the dominant group roots the values and aims favouring themselves in educational institutions. Dominant group also promotes the myth through other institution like government, economy that education is for all and provide a means of achieving wealth and status. Anyone who fails to achieve this goal, according to the myth, has to blame himself; not the social inequality and unfavourable educational opportunities. The dominant group prevent the less dominant from acquiring prestigious education by placing obstacles or barriers in the education system.

Conflict theorists believe this social reproduction is a cyclic process, because the whole education system is flooded with ideologies provided by the dominant group. According to this theory, people always try to go up in level of society. Thus this theory promotes social mobility which is determined by class.

To sum up, the Conflict theorists are interested in how the society may help to maintain the privileges of some groups and keep others in a subservient position.

**ACTIVITY**

* Discuss the functions of the conflict theory.
* Compare and contrast the Structural-functionalist theory and the conflict theory.

**Human Capital Theory**

Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive one. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory Human Capital Theory (HCT) concludes that investment in human capital will lead to greater economic outputs.

Adam Smith argued that if money is spent on education, there will be development. The theory was popularized encouraging money to be spent on education so as to improve the economy. And spending money on education was viewed as an investment not a wastage.

This theory also builds between income and education. As ones income depend on how much education someone has acquired.

 However the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labor was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1993).

Although, the theory raise a number of questions such as – Is it any type of education that can bring development. If so why are other countries still not willing to spend huge sums of money on education.

 **UNIT THREE**

**SOCIALISATION**

In this unit we will look at the socialization process of a child, from birth to the attainment of adulthood. In this process we highlighted the agents of socialization that are responsible for preparing the child to live in society.

 **Learning outcomes: By the end of this unit, SSBAT:**

* Discuss the concept of socialization.
* Describe at least three theoretical perspectives on socialization
* Identify different aspects and agents of socialization.
* Discuss the differences between education and socialisation.

## **What is Socialization?**

You may have heard people, especially youths saying ‘Am going out to socialize’. What do you think they mean? Do you think, this has the same connotation as the one in sociology? Definitely not, what people mean may not be the same as the sociological meaning.

To begin with, let us consider the following cases:

* Your baby sister/brother learns to talk.
* Your young brother/sister is recruited in the Zambian army and is trained in military discipline.
* You acquire skills of a teacher at Chalimbana University.
* A village boy from Shangombo is enrolled in the University of Zambia and learns new behaviour and new jargon.
* A Bemba village girl is advised, on the eve of her marriage by elderly women *(banachimbusa*).

Could you identify one thing which is common in all these examples to do with behaviour change of humans that is brought about by the subjects’ interaction?

Socialization is a term used to refer to all these cases given above that involve one kind of learning or another. This term stands for the whole range of learning situations, beginning at birth continuing long after until death.

Socialization is an important lifelong process in child development by which humans acquire the knowledge, skills, attitudes and behaviour patterns that can make them to be accepted in a particular society they live. In other words, socialization can be defined as an act of learning to be human beings which involves cultural reproduction and personality development processes. In the latter process the child learns language, values, and behaviour patterns acceptable in a certain social group, and also helps one to attain self identity. Stated simply, this process helps individuals, especially children, to become functioning members of a particular group and take on the values, behaviours’, and beliefs of the groups of other members. Students also learn from the academic curriculum prepared by teachers and school administrators. Learners in Zambia receive rewards for following schedules and directions, meeting deadlines, and obeying authority. They learn how to avoid punishment by reducing undesirable behaviors like offensive language. They also figure out that to be successful socially, they must learn to be quiet, to wait, to act interested even when they're not, and to please their teachers without alienating their peers.

 The process begins at birth and continues into adulthood, the age of early childhood is a crucial period of socialization.

**Some theoretical perspectives in socialization**

There are a number of theories that explain how humans are developed to become beings and also acquire self identity. One of the theories is the one done by John Locke, which holds that a child is born with a mind which is blank as a slate, which he called a tabula rasa. According to this theory, it is believed that children are malleable and can be trained to do anything. In this theory the emphasis is on education (life experience).

Another one is presented by Charles H. Cooley, which explains how individuals develop the sense of self. The main concern in this theory is the Looking Glass Self which refers to the interactive process by which we develop an image of ourselves based on how we imagine or think we appear to others. Other people act as a mirror, reflecting back the image we project through their reactions to our behaviour. Cooley believed that the development of the Looking Glass Self is a three step process.

1. First we imagine how we appear to others.
2. Based on people’s reactions to us, we attempt to determine whether others view us as we view ourselves.
3. Then, we use our perceptions of how we think others judge us to develop feelings about ourselves.

This process begins very early with the members of the child’s primary group as they interact with the growing infant, they provide it with a mirror that reflects his/her image. This theory places great deal of responsibility on parents and other members of the primary group who have contact with the child. Their perception about the child has a bearing on how the child will finally perceive oneself.

In addition, there is the third theory presented by George H. Mead, who believed that we first internalize the expectations of those close to us- with a direct influence on our socialization. Mead called the internalized attitudes and expectations of society the generalized other- which he said are an added importance in guiding our behavior as we grow. He believed that the generalized other are internalized through the process of role taking which is a three step involving-imitation, play and organized games. Under about three years, children lack a sense of self. Therefore, they can only imitate the action of others –in particular those of family members and others in the immediate environment.

**Goals of socialization**

According to Arnett (1995) he believes there are three goals of socialization:

* Impulse control and the development of conscience
* Role preparation and performance, including occupational roles, gender roles, and roles in institutions such as marriage and parenthood.
* The cultivation of sources of meaning or what is important, valued, and to be lived for.

 **Primary and secondary socialization**

Socialization is a life process, but is generally divided into two parts. Primary socialization takes place early in life, as a child and adolescent. Secondary socialization refers to the socialization that takes place throughout one’s life, both as child and as one encounters new groups that require additional socialization. The basic or core identity of the individual develops during Primary socialization, with more specific changes occurring later-secondary socialization-in response to the acquisition of new group members and roles and differently structured social institutions. The need for later life socialization may stem from the increasing complexity of society with its corresponding increase in varied roles and responsibilities.

Mortimer and Simmons (1978) outline three specific ways these two parts of socialization differ:

1. Content

Socialization in childhood is thought to be concerned with the regulation of biological drives. In adolescence, socialization is concerned the development of overarching values and the self image. In adulthood, Socialization involves more overt and specific norms and behaviors, such as those related to the work role as well as more specific personality features.

1. Context

In earlier periods, the socializee (the person being socialized) more clearly assumes the status of the learner within the context of the family of orientation, the school, or the peer group. Also, relationships in the earlier period are more likely to be affectively charged, i.e. highly emotional. In adulthood, though the socialize takes the role of student at times, much socialization occurs after the socializee has assumed full incumbency of the adult role. There is also a greater likelihood of more formal relationship due to situational contexts (e.g. work environment), which moderates down the affective component.

1. Response

The child and adolescent may be more malleable than the adult. Also, much adult socialization is self-initiated and voluntary; adults can leave or terminate the process at any time.

**Agents of socialization**

Socialization is, of course, a social process. As such, it involves interactions between people. Socialization, as noted, in the distinction between primary and secondary, can take place in multiple contexts and as result of contact with numerous groups. Some of the more significant contributors to the socialization process are:

* **The family**

Families are different, and the role of the family is changing. According to Smart and Smart (1980),”Each family is unique in the expectations of the people in various roles, in its patterns of interactions, its history of development and its relationship with other systems”. However, family categories usually fall into three categories:

1. The nuclear family which consists of a father, mother, and offspring living together.
2. An extended family, unlike the nuclear family, covers the parents to the couple and their children, the brothers and sisters of the parents, and the brothers and sisters of the couple and the grand and great grandchildren of the couple. This is basically the traditional family pattern in Africa.
3. The third family group is that of single parent households.

The family, regardless of the category is considered by sociologists as a principal agent in socializing a child. Though the functions of the family has undergone considerable changes overtime, the family is still a primary agent of socialization which has a principle role of child bearing and child rearing. From their family, most children learn speech, to respect and obey, basic health, and a prescribed set of values such as moral conduct and good manners. Also learns things that are important in life such as forming of certain attitudes, beliefs, learning to express emotions and to control them. Learns to attend to the domestic chores assigned to it as a way of learning to take responsibility. Initial experiences have an enduring impact on the physical, intellectual, and personality development of the child.

* **Peer group**

The infant is largely socialized with the family, but as it grows into a child and matures into an adolescent, he spends some of his time among his friends. A peer group has come to be recognized as an association of those within the same age group. It refers to groups of individuals usually well known to each other and of the same age, sharing similar social experiences and values. The peer group shelters and protects its members .It gives them psychological sustenance by meeting emotional needs of attention, understanding, and acceptance.

The peer group, as a sub –social system, is present in the village, the community, the school and even the classroom. It has its own sub-culture, laws or sets of rules, ways of behaving, definite goals and perhaps a sub cultural language which is not intelligible to outsiders. It is possible to have more than one peer group in a single class. The peer group as one of the agents of socialization helps the child in several ways, some of which are:

1. It serves as an information bureau for the child .AS children come from different and varied environments and from different backgrounds, when they meet they pass information to one another and these pieces of information may include adult values.
2. It teaches sex-roles as there is the tendency for girls to team up more freely with girls, and boys with boys and their plays and activities will be sex role-role oriented. –helps to avoid sex discrimination as each sex is likely understand the other better.
3. It serves as a practicing venue for adult values which the young learn in their interaction with adult groups. The peer members can practice fair play, a sense of duty, belongingness, cooperation with one another and honesty in their dealings with one another.
4. It teaches unity and collective behavior in that the members of the peer group see themselves as a collective body interacting with one another.
5. It discourages social discrimination in a given environment as people of different social classes may be living around the same place so that their children play together. In such a situation the child from low status family may learn the values of a middle class.
* **School**

The school is known as a micro system, it is an institution where learning takes place and individuals develop. The school provides the intellectual and social experiences from which individuals develop knowledge, skills, customs, beliefs, interests, and attitudes that characterize them shape their abilities to perform adult roles. So the school becomes the first large-scale organization of which the child becomes a member. The element of social heterogeneity, coupled with the large size, makes the school a secondary social group, although it also contains a number of face to face primary groups. Thus where as the family is essentially an informal socializing agent, the school combines the formal (e.g. classroom teaching) and informal (e.g. peer group influence) process of socialization with formal (e.g. canning, suspension) and informal (pressure of peer groups) modes of social control. Instruction in the performance of occupational roles is normally provided by the school. A child spends a major part of his most active hours of the day in school hence the school’s major role in socializing the child. 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 the role of counsellor heightening themselves the importance of the school. Sociologically, since the schools exist in the communities, they are part of the community and thus should pursue goals not of their own, but of the societies or communities in which they operate. In other words, the community and the school should be mutually bound together, pursuing the same goals in the interest of the larger society. It becomes imperative that the teacher who is to function in both the school and community should understand the role of the community in education if he is to perform his duties effectively. The school is the most important agency of socialisation outside the family.

* **The media of mass communication**

In the modern society, the media of mass communication are playing an increasingly important part in socialisation process. Media is an umbrella term which includes many means of mass communication such as TV, radio, newspapers, magazines, books, and films. All these forms of media are one way systems of communications by which mass opinion is influenced. Where available, television is likely to have a powerful influence on the child.

* **The church**

The church can be defined as a group of believers in a particular religion. It plays a significant role in the socialization of the child. The church gives moral and spiritual nourishment to an individual. It is the base for strong family relationships and ultimately the larger society. Churches teach concepts of God ,what it is to male and or female ,how they came to exist ,why life is the way it is, the difference between truth and falsehood and emphasizes on the acceptable behavior including respect and obedience.

* **The community**

The members of a community have to live together, sharing not only particular interests but also basic conditions of a common life. The community provides premise where the school operates from. In this regard it is the duty of a community to pass on to a child the social and cultural values of the area such as encouraging parents to take their children to school. It also has a responsibility of supporting the school morally and financially through PTA collections for certain projects. As the child embraces these values and beliefs of the community he eventually becomes a functioning member of the community.

**Differences between Education and Socialization**

Education and socialization are both life-long processes as a similarity, but are different. Socialization equips an individual with the acceptable moral values of a particular society and one takes these ways of life without questioning. However, education possesses an aspect of training and usually follows a prepared curriculum designed to equip people with specific occupational skills, attitudes, values and knowledge necessary to earn a living. Furthermore, education teaches an individual how to think, to solve problems, and to make judgments and distinctions.

 **ACTIVITIES**

 Describe how schools (primary or secondary) can reflect the societal norms of a local community.

* There are so many orphans and vulnerable children attending school at most basic schools in Zambia. Discuss how a basic school teacher can help such children to become functioning members of the community.
* Discuss how pupil relationship would affect group discussion in a class.

 **UNIT FOUR**

**SOCIAL FUNCTIONS OF EDUCATION**

Welcome to unit four which discusses a number of functions that education performs in our society beyond just transmitting academic knowledge and skills. In this lesson, we differentiate between manifest and latent functions of schools and discuss examples of each, and the dysfunction of education.

**Learning outcomes: By the end of this unit, SSBAT:**

* Describe the manifest and latent functions of education
* Discuss different functions of education.
* Analyse the dysfunctions of education.

 **Social functions­-** refer to the contribution a social institution makes to the maintenance and continuance of the total system it is part of. Education as a social institution has specific functions allotted to it by society, for instance, the social function of a family is child bearing and child rearing to maintain the continuity of the society. In the same way, when looking at the social functions of education, we question the role of education in society.

 **Functions of School**

If we were to ask, 'What is learnt in school?' what would you say? Would you tell us about the subject knowledge you gained and the classes you attended? Would you talk about the time spent with friends and the participation in extracurricular activities? Schools certainly act as a transmitter of knowledge and academic skills like reading, writing, and arithmetic. But they also serve other functions in our society as well, and these can be categorized as manifest or latent functions.

The manifest function of school is the transmission of cultural norms and values to new generations, which is known as **culturization**. Schools help to mould a diverse population into one society with a shared national identity and prepare future generations for their citizenship roles. Students are taught about laws and our political way of life through civic lessons, and they're taught patriotism through rituals such as saluting the flag. Students must also learn the Pledge of Allegiance and the stories of the nation's heroes and exploits. Students also quickly learn the importance of both teamwork and competition through learning games in the classroom as well as activities and athletics outside the classroom.

A **manifest function** of school is a function that people believe is the obvious purpose of school and education. Manifest functions of education are those that are intended and that most people think about. For example, in elementary school, parents expect their children to learn new information but also how to 'get along' with other children and begin to understand how society works.

 Functions can be manifest or latent. Manifest are objective consequences of the system which are recognized or intended by the partial part concerned while latent is neither recognized nor intended. When something adversely affects the maintenance of the total system, it is said to be dysfunctional (not normal) .

**Manifest functions of education**

1. **Conservative function –** According to Durkheim, the major function of education is to preserve the society’s dominant culture and passes it on from generation to generation. His views can be illustrated by educational practices such as a common educational curriculum that helps to instill shared norms and values into a population with diverse backgrounds.

The culture which is transmitted involves the instrumental component- comprising skills, facts and procedures, and on the other hand it also consists of values, norms and concepts of approved behavior.

In most African societies, the school values differ from those of the traditional societies, this is because modern education was introduced by missionaries and our educational systems are largely influenced by elements drawn from western educational systems.

1. **Innovative function –** The educational institutions are expected to generate new ideas and knowledge in order for the society to survive. Education is expected to maintain a delicate balance between the experiences of the past and the needs of the future.

 Education affects social change- e.g. during the colonial period in Africa- new skills were imparted such as literacy (European long) numeracy, various professional and vocational skills, values and attitudes are appropriate. School acted as an agent of change- e.g. socialist values. Economic change by training people for different occupations, technological change by training technicians.

Education also helps to adjust to change, through the knowledge and intellectual skills that people acquire.

**Political function**

 **Political socialization-** refers to transmission of values, beliefs, ideas and patterns of behavior pertaining to the generation, distribution and exercise of power underlying the political system of a particular country. Pupil’s attitude to authority is determined by the classroom climate. It influences acceptance or rejection of an existing government. Education provides channel of communication or interaction (broader perspective tribal, long). Schools offer the young a common cultural experience (national solidarity) and a channel of interaction. Boarding schools are exclusive in nature, they isolate pupils from local community interference with the socialization process. Anglophone African schools allow the prefect system borrowed from Britain which provides training for leadership. Also the curriculum e. g teaching of Civics and History vary from one country to another. Prefect system differs from egalitarian democracy in schools (egalitarians believe that everyone is equal and should have equal rights.

**Economic function**

 Economic function**-** has been analyzed with reference to its possible contribution to economic development. It is actually argued that education leads to economic development, and this rests on two assumptions; (1) education changes behaviour; and (2) that such behavioural changes result in the production of more goods and services. (Greater flexibility, motivation, initiative in problem solving situations and adaptability.)These attributes are a help to high productivity. –how true is it that these are generated by education. Inadequately planned educational expansion in excess of occupational needs may indeed be dysfunctional. Mere provision of training facilities has not, in all cases, led their utilization by those for whom these were intended. Those trained in agriculture and other village based vocations have failed to go back to the land because of low socio-economic rewards attached to such occupations. What should be involved in curriculum to make people change their behavior and productive?

**The selective and allocative function of education**

 Apart from providing occupational training, education acts as a filtering agency- a sieve for selecting and directing people to different areas of specialization and levels of operation- society is able to make use of so called ‘pool of capability’. That is the sum total of intellectual qualities, talents and other capabilities of the people.

The social scientists use a statistical device called **Selective index.** This is a statistical device used to measure differences in the utilization of opportunities by different social groups.

**Activity**

Discuss the social functions of education.

**Goals of the Education system in Zambia**

According to the National policy Document on Education, Educating our Future(1996) the following are the goals, producing a learner capable of doing the following:

* Developing an analytical, innovative, creative and constructive mind.
* Demonstrating free expression of one’s own ideas and exercising tolerance for other people’s views.
* Cherishing and safe guarding individual liberty and human rights.
* Appreciating Zambia’s ethnic cultures, customs and traditions and upholding national pride, sovereignity, peace, freedom and independence.
* Participation in the preservation of the ecosystem in one’s immediate and distant environments.
* Maintaining and observing discipline and hard work as the cornerstone of personal and national development.
* To help the learner develop a sense of personal dignity through upholding civic, moral and spiritual values.

**Latent Functions of Education**

In addition to manifest functions, schools also serve latent functions in society. A **latent function** is a function that people are not aware of or doesn't come to mind straightaway and usually is not intended. For examples, schools often play a matchmaker function: they put together individuals of similar ages and backgrounds, and this results in many of us finding marriage partners (Colleges and Universities act as marriage bureaus). And some of the **unintended consequences of education** are as follows;

**-**Sheer expansion of education and longer period of education experience may stimulate a variety of economic activities such as publishing industry and the building trade.

-Separation of parents and children for long periods weakens parental responsibility and authority providing greater opportunities to adolescence sub culture. Increasing the importance of schools as an agent of socialization at the expense of the family.

-School also withdraws large number of potential job seekers from labour market which can affect the employment situation.

**Dysfunctions**

The unwanted or undesired consequences of a system are known as dysfunctional. The following are some of the dysfunctions of education;

-Over production of skilled human resources which cannot be absorbed by society.

-Failure to produce the caliber of human resource needed by the society.

-Education has led to credentialism, that industrialized western world considers a degree to be he minimum educational requirement for employment. (think what happens to the poor in the society).

**ACTIVITY**

Why do parents send their children to school?

 **UNIT FIVE**

**THE TEACHING PROFESSION**

In this unit you will discuss the characteristics of a profession. The word profession is defined, and you will be needed to examine if teaching is a profession.

**Intended Learning Outcomes; SSBAT**

* Define the word ‘profession’.
* Discuss the characteristics or attributes of a profession.
* Examine whether teaching is a profession.

The word profession has been defined differently by different scholars. However, all the definitions are compacted since there is no single word that can be used to define it in complete. Here are two definitions- A profession is an occupation that provides a special service to the community based on esoteric accumulated knowledge, skills and wisdom.

A profession is a special type of occupation possessing prolonged special training in a body of abstract knowledge, a service orientation and comprises implicit codes of behavior, generates a sense companionship among members of the same profession, and ensures them certain occupational advantages (Jackson, 2010).

Analysing the above definitions, they border on certain characteristics that are going to be discussed as a way of qualifying or disqualifying any occupation to be an ideal profession.

Characteristics of a profession

**Complex Knowledge/skill and monopoly of knowledge**

Professionals offer esoteric type of knowledge and skill- these are not easily acquired as they require high intelligence. The people outside the profession are ignorant of this complex knowledge possessed by the professionals. Monopoly entails complete control the professionals have over their job because the equipment and jargon used only by the professionals.

**Control of Entry/Code of Entry**

Professionals are trained for a long period to enable them to master the subject matter. The prolonged training prepares an individual for the job, as one acquires high skills and intellect they help one to become an expert. Musgrave (1972) says that extensive training is required in medicine and law due to the nature and complexity of the knowledge.

 **Code of professional conduct**

A professional must not only be proved competent but must also be of good character/ be trustworthy so that the client’s ignorance is not taken advantage of. These professional ethics are regulated by a code of ethics prescribed by the members themselves, therefore members must fall within laid down regulations.

  **Professional Associations-licensing**

 In professions individuals are required by law to be qualified or registered by a professional association. These associations issue licenses to members as they register and legalise them to practice. When a practitioner fails in his/her obligations by acting in an incompetent or unethical way, the association can withdrawal the right to practice from the member.

**Conditions of service are well spelt out.**

**Recognition by the public**

High level of public trust and confidence based upon the profession’s demonstrated capacity to provide services markedly beyond that which would otherwise be available.

 **High prestige and economic status**

The members and the profession have to be seen by the public as enjoying a prestige and economic status comparable to other professions.

**Activity**

Is teaching a profession, Discuss?

 **UNIT SIX**

**SCHOOL AS A SOCIAL ORGANIZATION**

Welcome to unit six where characteristics of both a social organization and a bureaucracy are discussed,

**Intended Learning Outcomes; SSBAT**

* Definition of an organization.
* School structure
* Classroom dynamics
* Characteristics of an organization

**Concept of organization**

**Ballantine and Hammack (2008)** define organization as a group of people working together to achieve one or more objectives. Social organizations can be described operationally as the ways in which human conduct becomes socially organized.

There are many ways of looking at the school as an organization. (i) The focus can be on the role structure of the school. When the focus is on the organizational structure, we look at the pattern of relationships among positions in the organization and other members of the organization with a view to coordinate activities so that they are directed towards achieving goals and objectives of the organization. This is the relations between people as stated in the rules of the organization deliberately created by the school and its superior agencies such as the ministry of education which is recognized, specific, impersonal and hierarchical. This is shown through placement of pupils in different grades according to age and performance, division of time in specific ways, the relationship between the teacher and pupil which is characterized by prescribed standard of behavior. The physical space of the school is also formally arranged, including certain rooms that are set apart for teachers and others for pupils. Other manifestations are the school uniform and certain days that are meant for particular activities.

(ii) The other way is by concentrating on the informal aspect of the school organization-.which is the unofficial structure are activities not arranged or directly controlled by the school authority such as classroom interactions, teaching and learning processes, and school climate. The most important of these informal activities occur among the pupils. Climate refers to a general social conditions that characterizes a group, organization or community. It actually affects what happens in the school and classroom as it contributes to effective or good school. To maximize student learning, it is important to understand the conditions or environment needed.

Schools are not different from other organizations as people in the school play various roles in order to qualify it as an organization. Below are the characteristics found in any other organization and also in a school system.

**Characteristics of an organization**

According to Weber, all social organizations must ideally have the following characteristics:

1. Organization tasks are distributed among the various positions as official duties (division of labour) which calls for a high degree of specialization.
2. The positions are organized into a hierarchical authority structure.
3. There are formally established systems of rules and regulations which govern or regulate official decisions and actions.
4. Officials are expected to assume an impersonal orientation in their contacts with clients and other officials.
5. Employment in the organization constitutes a career for the officials. As a rule, an official is a full-time employee and looks forward to a life-long career in the system.

**ORGANIZATIONS AS BUREAUCRACIES**

The word bureaucracy was coined by a monsieur de Gournay in 1745, who added the word ‘bureau; meaning both an office and a writing table, to ‘cracy’, a term derived from the Greek verb meaning ‘to rule’. Bureaucracys is thus ‘the rule of officials.

A school as a social system is a bureaucratic organization, therefore it is expected to be efficient and effective. However, schools are increasingly becoming slowly, which may be as a result of red tape (official rules that seem unnecessary) in a bureaucracy.

**What is bureaucracy?**

It is a rational, efficient way of completing tasks and rewarding individuals based on their contributions.

Schools have become more bureaucratic as they observe bureaucratic tendencies

**Characteristics of a bureaucracy**

**-**Division of labour

-Chain of command from top to bottom

-Separation between personal assets and interest of official assets.

-Qualifications are attached to office bearers

-Work is full time

**School Climate**

 Climate refers to a general social conditions that characterizes a group, organization or community. School climate can influence students’ academic performance(Ballantine and Hammack, 2008). Therefore, it is important to understand conditions or environment needed to maximise students learning.

**ACTIVITY**

Examine factors that affect efficiency in running of schools.

 **UNIT SEVEN**

**EDUCATION AND SOCIAL STRATIFICATION**

This unit concerns the concept of education and social stratification. This unit starts with a general introduction of social stratification and the dimensions. Systems of stratification, and then the relationship between education and social stratification are discussed.

**Intended Learning Outcomes; SSBAT**

* Define the concepts of social stratification.
* Discuss types of social stratification.
* Explain dimension of social stratification.
* Examine the Social class and Equality of Educational opportunities in Zambia.
* Relate academic achievement to social class.

**Social stratification** refers to a system by which a society ranks categories of people in a hierarchy. It is perfectly clear that some groups have greater status, power, and wealth than other groups. These differences are what lead to social stratification.

Kibera and kimokoti (2007) define social stratification as the division of members of the society into social layers of ranks or strata.

**Types of social stratification**

Slavery, Caste, Estate or Feudal, Social class

(i) **Caste** is a hereditary endogamous social group in which a person’s rank and its accompanying rights and obligations are ascribed on the basis of his birth into a particular group. For example-Brahmins, Kshyatryas, Vaishyas and Sudra Caste.

(ii) **Social Class-Stratification** is a system of dividing people into social ranks on the basis of what one has achieved and his ability to use to advantage the inborn characteristics and wealth that he may possess. This can be level of education, occupation and income.

(iii**) Estate/Feudal** system of medieval Europe provides another system of stratification which gave much emphasis to birth as well as to wealth and possessions such as land owners and the landless. Each estate had a state, where the poor and the landless are allowed to use land in return for free domestic and military services.

(iv) **Slavery** had economic basis. In slavery, every slave had his master to whom he was subjected. The master’s power over the slave was unlimited. It was the legalised form of social inequality for individuals or groups. Where enslaved people are legally owned by others, and their status changes from parents to children.

**Dimensions**

Social stratification measures are based on such dimensions as: Income, occupation, Wealth, Education and power.

**Concept of social class according to Max Weber and karl marx**

**Weberian-**classification is characterised by inequality along the following three elements: Class, status and power.

**Marxist concept**- Classes arise out of the interplay of economic forces, economic and material conditions of society, also capitalism-which is private ownership of capital gives rise to classes (Bourgeoisie-capitalists) and (proletariat-workers). The two classes come together to create wealth in the society. The seed of conflict was sown over distribution of wealth. Workers become conscious of their class, as result rise against bourgeoisie to create a classless society.

**ACTIVITY**

1. Is it possible to have a classless society?
2. List some of the social factors that determine a person’s socio-economic status.

**Social stratification is Consequential:**

The members of a class have similar social chances but the social chances vary in every society. Life style denotes a style of life which is distinctive of a particular social status. Life-styles include such matters like the residential areas in every community which have gradations of prestige-ranking, mode of housing, means of recreation, the kinds of dress, the kinds of books, TV shows to which one is exposed and so on. Life-style may be viewed as a sub-culture in which one stratum differs from another within the frame work of a commonly shared over-all culture.

 **Social Mobility:**

Social mobility refers to the movement within the social structure, from one social position to another. It means a change in social status. All societies provide some opportunity for social mobility. But the societies differ from each other to extent in which individuals can move from one class or status level to another.

It is said that the greater the amount of social mobility, the more open the class structure. The concept of social mobility has fundamental importance in ascertaining the relative “openness” of a social structure. The nature, forms, direction and magnitude of social mobility depends on the nature and types of social stratification. Sociologists study social mobility in order to find out the relative ‘openness’ of a social structure.

**Types of Social Mobility:**

In social stratification the movement occurs in three directions.

(a) From lower to higher

(b) From higher to lower

(c) Between two positions at the same level.

**Social mobility is of two types:**

(i) Vertical mobility

(ii) Horizontal mobility

**(i) Vertical mobility:**

It refers to the movement of people from one stratum to another or from one status to another. It brings changes in class, occupation and power. It involves movement from lower to higher or higher to lower. There are two types of vertical mobility. One is upward and other is downward mobility.



When an individual moves from lower status to higher status, it is called upward mobility. For example, if the son of a garden worker joins a bank as an officer, it is said to be upward social mobility but if he loses the job due to any other reason or inefficiency, he is downwardly mobile from his previous job. So downward mobility takes place when a person moves down from one position to another and change his status.

**(ii) Horizontal Mobility:**

It refers to the movement of people from one social group to another situated on the same level. It means that the ranks of these two groups are not different. It indicates change in position without the change in status. For example, if a teacher leaves one school and joins another school or a bank officer leaves one branch to work in another or change of residence are the horizontal mobility.

Horizontal mobility



* **Equality of Educational Opportunity**

Equality is said to exist only when inequality has been removed. But in reality inequality is not totally eliminated. Whatever measures may be taken to ensure equality, inequality will exist to some degree. Thus what the programmes of equality do or can do is to narrow down the inequalities. It means “elimination of that level or type of Inequality which is considered undesirable or unacceptable within the society.” So the purist of equality aims not at total equality in the philosophical sense, but at an equitable distribution of societal resources.

Modern society views education as an important societal resource and a means of achieving the goal of egalitarianism. Education is looked upon as a means of raising the social status of an individual in various ways. It is accepted as a basic human need to have a desirable quality of life. Given equal opportunity for general, vocational, technical and professional education most citizens have equal status in the society.
Education is often considered as an equalizer.

Equality of educational opportunities means that an individual has equal access to education. Equality of educational opportunities is one of the goals of the ideology of Egalitarianism. However, inequality of educational opportunities exists throughout the world and more so in
India.

The Education Commission (1964-1966) has observed: “The main social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a lever for the improvement of their condition. Every society that values social justice and is anxious to improve a lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population.

* **Differential standard of Educational Institutions:**

Children from poor families receive education in substandard institutions which are not properly equipped with teachers, teaching aids and apparatus. Usually urban schools and colleges are of better standard than rural schools and colleges. Differences in the standard of educational institutions ultimately cause inequality in the standard of students.

Disadvantaged children have an unstimulating environment. They
attend primary schools without prerequisite learning which are necessary
for successful completion of primary education.

**ACTIVITY**

Relate academic achievement to social class.

 **UNIT EIGHT**

**Functions and Roles of a Teacher**

A teacher like any other occupation has roles that he/she is expected to perform that will be discussed in this unit, including the role conflicts that affect the teachers.

**Intended Learning Outcomes; SSBAT**

* Define functions and roles
* Identify the functions and roles of a teacher
* Inter and intra role conflict

Definitions

Functions in sociological terms refer to contributions made to the maintenance and continuation of the total social system they make a part of (Kibera and Kimokoti, 2007). From the traditional view of the inception of education, teachers have two major functions:

1. To teach the three Rs- Reading, Writing and Arithmetic.
2. To mould and shape the pupils’ personality

These functions contribute to attain the goals of the school.

Regarding social role, Datta(1984) defined as the expected behaviour associated with a social position one occupies. That teaching is diverse, it demands that a teacher must play several roles both within the school perimeters and the wider community.

Musgrave (1965) has shown that ‘Role’ is a two -way concept. Thus the self image and the public image- which he said that the way in which teachers view themselves will be reflected in the way that the public look at teachers’. The two are supposed to correspond because they are connected to the expectations and the status of teachers. The following are the expected roles of a teacher as they are diffuse and not specific.

* 1. Teacher as an instructor/mediator of learning. This is the major role of a teacher, since it takes one to undergo training as a way of preparing to perform this role. It involves transmission of knowledge, directing of learning processes, mastery of subject matter, planning and preparing, methodology of delivery, assessing and evaluation of learners.
	2. Teacher as a facilitator, he/she helps learners with the learning process to take place. It also frees the teacher from many burdens. The teacher’s role is to; lead discussions, asking open-ended questions, guiding and tasking to enable learners to participate actively. The teacher must manage groups, activities and learning.
	3. Teacher as a confidant/ counsellor to help and support learners with problems.
	4. Teacher as an agent of change to transform the society.
	5. Teacher as a ‘surrogate of middle class morality, reflected through correct speech, good morals, modesty, prudence, honesty. In other words, a teacher is expected to be exemplary in behaviour and morals as an example to the young to imitate.
	6. Teacher as a disciplinarian- involves being in command of the classroom situation in order to optimise learning process.

 **Intra and inter role conflict**

Role conflict is defined by Datta (1984) as tension emerging from (i) incompatibility of elements of a single role which is known as intra- role conflict, and incompatibility between two or more roles an individual may have at the same time is called inter-role conflict.

**ACTIVITY**

Discuss the different causes of the two types of role conflicts, and how to manage them.

 **UNIT NINE**

**TEACHERS’ STATUS IN ZAMBIA**

This unit introduces you to teachers’ status, its importance, the historical perspective of teachers in Zambia, and an analysis of the factors that affect teachers.

**Intended Learning Outcomes; SSBAT**

* Explain the importance of status of teachers.
* Historical perspective of teacher’s status in Zambia.
* Analyse the factors that affect teacher’s status.

**Definition**

Status is the relative position or standing of somebody or something in the society or group or degree of importance or excellence of somebody or of something in relation to others in a group, (kibera and Kimokoti, 1994).

Social status can also be defined as the position a person occupies in a social system (complex whole formed of related parts).
In every society occupational categories and groups are accorded different places or statuses in the social hierarchy, depending on what one has done or who someone is. Comment- Prestige of teaching is affected by its psychological and monetary rewards, and qualification varies.

**Types of status**

Stub and Barnard identified two kinds of status of teachers. These are teachers’ status in the community which is known as community or functional status, and their status in the school organisation called the organisational or scalar status.

**Importance of status**
Generally speaking, status is important and is one of the social phenomena which men and women crave for and which they guard jealously. Without it an individual’s self respect is destroyed and motivation, morale, performance is eroded and there would be poor attitude towards work. In addition, status plays a crucial role in the supply and retention of workers. Teachers’ status is important to those who are concerned with the education for young people, and who treasure education.

**Status of teachers during colonial period**

Teachers during colonial period enjoyed high status in the community. Many factors contributed to the status which teachers enjoyed. Among these factors were the nature of their job, economic rewards, their social behavior, knowledge, authority and the prevailing educational situation during the colonial era.

In Northern Rhodesia, in particular, and in Africa in general, teaching was perhaps the most

respected and envied “profession” among the African people. As early as 1915, teachers in

Northern Rhodesia were regarded as the “aristocracy” of the African people. According to the

British South Africa company administrator, “the teacher, the boma capitao (supervisor) and the store boy represented the native aristocracy” (Snelson, 1974;219). This was not surprising, for teaching was the only responsible job open to the Africans in the country, and only those who were deemed to be educated could get the job which was denied to the majority.

 Furthermore, by association, teachers enjoyed high status as their work was associated with the work of the Europeans; and rightly so since the first teachers in formal schools were European missionaries.

By virtue of his/her job, the teacher had all that he/she wanted, materially lacking almost nothing. Pupils and their parents brought fish, eggs, meat and the like to the teachers, while the pupils fetched the water and the firewood for him/her. The pupils’ labour was always at the disposal of the teacher, employing it either in the garden or on the building of a latrine or a house, or making an extension to the house. In fact, in some cases, if not all, it was the responsibility of the people in the village to build a school and a house for the teacher, and to feed him/ her.

Economically, the teacher was surrounded with higher than average luxuries, and was generally much better off than the people among whom he/she worked despite the fact that his/her actual pay was not adequate, which in early days was in form of beads and pieces of cloth. Later, the teacher could afford to buy a bicycle, a hand-operated gramophone whose speed was determined by the energy of the operator; a sauce-pan-like radio with a long-life heavy duty battery around which people of the village sat to listen to favorite radio programs. The teacher could dress in smart attire. The wife of the teacher could dress immaculately in high heeled and pointed shoes, fashionable dresses, skirts and blouses.

Being a salaried job coupled with some privileges, a teacher was placed in a position of leading

others as could counselling their own people, providing accommodation and resources for

members of the family who needed to go to school. The teachers were also able to pay tax without any questioned behaviour.

The teachers’ behavior socially and religiously was highly approved in the community. They knew very well what their job called for as it was governed by strict rules and regulations which

protected from moral and social corruption.

Teachers possessed knowledge that contributed to their high status in the community. Generally,

the teachers were everything- they were preachers, advisors, agricultural demonstrators,

dispensers, clerks, interpreters and letter writers.

From the aspects discussed, we can make some comparisons between the past and the present situation.

 **CURRENT STATE OF TEACHER’S STATUS**

A number of researches have revealed that the status of teachers in our region Africa and other continents is lower compared with other workers in the community. Is the situation still the same after a number of changes the Zambian government has undertaken that of awarding public workers of the same qualification with same salary scale across all occupation (profession)? Its worth researching if these factors still affect the teaching profession.

**Factors that determine the status of an occupation**

1. The level of remuneration.

2. The general working conditions.

3. The qualifications and experiences necessary for performance of the role.

4. The importance attached to the occupation measured by the amount of money the state spends on it.

5. The social influence exerted by members of the occupation as an organised group.

 **Factors that affect teachers’ status**1.The number of teachers- they are too many hence becoming common employees and difficult to satisfy their demands.
2. Teaching does not provide opportunities for people to derive some benefit from it(materially or otherwise).
3. Teachers’ affairs are managed by external administration.
4. Teachers’ behaviour- (which was once a profession of morally upright- is now open to all sorts of characters).
5.i. Nature of teaching profession- vague or ambiguity.
 ii. Nature of teaching profession- known to the community.
6. Economically, Teachers have not gained much since independence.

**Factors that determine the status of a teacher**1. Sex -19th c. women had a lower status
2. The status and age of (children) pupils taught by the teacher.
3. The subject taught
4. The social origin of the teacher

**Reasons for improving teachers’ status**There are a number of reasons why teachers need their status to be raised

1. For the importance of education and the concern for the education of young people- Teachers’ statuses need to be raised .
2. It is important for self- respect- as it is a necessary element in healthy and proper functioning personality. (the image we form of ourselves is largely the reflection of the image others form of us).

3. It is an important determinant of motivation, morale, performance and attitude of workers to their work.

 4. In addition, social status does play a crucial role in the supply and retention of workers in occupations- choice of career, and in the incumbents remaining in it until death. When the status is threatened, teachers are likely to divert from teaching to other activities that may seem meaningful (Chakulimba 1986).

**ACTIVITY**

Compare the colonial and the present teachers’ status. What factors still affect the status of teachers.

 **UNIT TEN**

**SOCIAL INSTITUTIONS**

**Intended Learning Outcomes; SSBAT**

* Discuss the Concept of Social Institutions
* Analyse the relationship between the institution of education and other institutions in society.
* Tasks given to schools
* Trust and performance of the school system.

**Definitions**

Datta,A.(1994) says a Social Institution is a prescribed mode of repetitive behaviour which characterises a social group in pursuit of a common goal.

Ezewu, E.(1994) defines Social Institutions as social structures of society, performing specific functions allotted to them by society.

**Social institutions** are established sets of norms and subsystems that support each society's survival. Each sector carries out certain tasks and has different responsibilities that contribute to the overall functioning and stability of a society. This helps to decrease chaos and increase structure. While societies may differ in how they establish these responsibilities, they all have economic, governmental, political, economic, health, family, educational and religious institutions.

1. **ECONOMY**

You can think of the economic institution like the tires on the bicycle. Without them, the bike will not move. In society, without an economic system, the transfer of materials would break down. The economy is responsible for managing how a society produces and distributes its goods, services and resources. There are two dominant economic systems in the world: capitalism and socialism. Both of these have the same purpose but are structured differently. It's like having a pair of racing tires and a pair of all-terrain tires. Both will roll, but do so differently.

For example, in China, a socialist society, the government controls the management of its goods and resources, with little say from the citizens. In the United States of America, a capitalist society, businesses and citizens control much of the materials, with some regulation from the government. Therefore, the economy of a particular country determines the type of education offered to its citizens

**2. GOVERNMENT**

-Defined as a group of people who officially and legally control a country or a state.

The governmental institution develops and implements rules and decides how to manage relations with other societies. Much like the handlebars on a bike, it helps decide what direction to go and how to get there. The four main types of governments throughout the world are democracy, authoritarian, monarchy and totalitarian. Each has differing views on who runs the government, as well as the amount of freedom and opinions the citizens are allowed to have.

**3. FAMILY**

A socially defined set of relationships between at least two people related by birth, marriage, adoption, or, in some definitions, long-standing ties of intimacy.

It has a number of functions to perform: such as child bearing, rearing and socialising them. It also passes on traditions and culture of the family to the next generation.

**4. Education:** It is a formal process in which knowledge, skills, and values are systematically transmitted from one individual or group to another. Ezewu, E. (1994) defines education as a branch of knowledge concerned with problems of preparing young ones in the society to be useful members when they come of age.

Education has a number of functions to maintain and sustain the different social systems: such as to control a society, to conserve culture and transmit to the next generation, to select those with best talents in different fields, to save innovative purposes.

**5. RELIGION:**

A unified system of beliefs and practices pertaining to the supernatural and to norms about the right way to live that is shared by a group of believers. Sociologists treat religion as a social rather than supernatural phenomenon.

As a social institution, religion has numerous roles- to creating a moral community in which all the members know how to behave. Furthermore, the worship of a society strengthens the values and moral and beliefs which form the basis of social life. Churches help members to obtain civic skills such as public speaking, networking, organising and practising politics. It also aims at helping the poor, sick, helpless, oppressed and exploited, as it builds a good nature for individuals. It actually gives a platform for social control.

**6. POLITICAL INSTITUTIONS:**

Institutions that pertain to the governance of a society; its formal distribution of authority, use of force, and its relationships to other societies and political units. The state, an important political institution in modern societies, is the apparatus of governance over a particular territory. Politics involves the ways that different people have power. It concerns the means whereby power is used to effect the scope and content of government activities. All political life is about power, how they achieve it and what they do with it.

Weber believed that power is getting your own way, even against the opposition of other.

Therefore, politics is seen to provide checks and balances on political affairs(control or stop it from getting worse).

 **ACTIVITY**

* Analyse the relationship between the institution of education and other institutions in society

 **UNIT ELEVEN**

**CURRENT ISSUES IN SOCIOLOGY OF EDUCATION**

This unit concerns the issues that affect the society in the process of acquiring education currently. There are many, however we cannot cover all of them because of time that is assigned to distance learning.

**POVERTY**

Poverty is the scarcity of lack of the means necessary to meet basic personal needs such as food, clothing and shelter. It is also the state of having little or no money, goods, or support; condition of being poor. ([www.businessdictionary.com](http://www.businessdictionary.com)).

Poverty is widespread- 64% of total world population lives below the poverty line, rising to 80% in rural areas, meaning they do not have adequate income to meet their basic food requirements. Such poverty automatically implies deprivation for children. Beyond the sensation of hunger, .this lack of nourishment means children in such households are highly likely to have impaired physical and cognitive development. The poorest people will also have less access to health, education and other services. Problems of hunger, malnutrition and disease afflict the poorest in society. The poor are also marginalised from society and have little representation or voice in public and political debates, making it even harder to escape poverty.

***Causes of poverty***

* Lack of individual responsibility
* Bad government policy
* Exploitation by people and businesses with power and influence
* Culture of poverty
* Dependency culture
* Lack of educational skills
* Laziness
* Corruption
* Tax avoidance and havens
* Informal living arrangements involving a lack of commitment to institutions such as marriage.

***Consequences of poverty***

* Social deprivation
* Some treat into drugs or alcohol addiction
* Some choose crime and the hidden economy
* High death rate
* Struggle to survive
* Lack of access to good health facilities
* Unemployment
* Lack of education/illiteracy

**MIGRATION**

Migration is the movement of persons from one country or locality to another. Zambia is one country that has a lot of immigrants from different countries. This has an effect on the provision of education that effect both the learner and the teacher that need to be discussed.

**Causes of migration**

* War
* Famine
* Poverty
* Unemployment
* Struggle to survive
* Lack of access to good health facilities

These could the major causes of why people move from one place to another, however, there are other reasons that can lead to migration.

**Effects of migration on education**

 When discussing the effects, it is important to bear in mind that understanding of children is shaped by cultural beliefs. This has an impact on how learning is organized by different countries, other aspects follow such as the country’s priorities that are reflected in policies that are govern the provision of education.

**ACTIVTY**

* Discuss the relationship between poverty and migration
* Outline some of the effects of migration that a teacher is supposed to consider.

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