

## **SOCIOLOGY OF EDUCATION INTRODUCTION**

**By the end of the lesson the learner should be able to:**

- 1. Explain sociology.**
- 2. Discuss the origins and scope of Sociology.**
- 3. Describe the basic concepts of Sociology**
- 4. Describe Sociology of Education**
- 5. Discuss the origins and Scope of Sociology of Education**
- 6. Explain the importance of Sociology of Education in education.**

### **Overview of Unit**

It's a foundational unit ie all those who are training to be teachers must take it.

### **Definition of Concepts**

**Sociology-** scientific study of society

**Education-**defined as the process of facilitating learning and it is aimed at nurturing a functional human being who is autonomous but at the same time acceptable within the society. Education thus equips the individual with knowledge, skills, attitudes, values that ensure their survival and that of the society.

**Sociology of Education-**is a specialized branch of sociology, which systematically studies, analyses the sociological issues, problems, questions, processes that occur within the education phenomena. It is a special branch of sociology that investigates and analyses social issues that affect and have an influence on education. Education is a major social institution that is organized, structured, maintained and supported by society. Education (schools) deals with children, a precious commodity in the society.

**NOTE: We apply concepts of Sociology to study Education. Sociology is the parent discipline.**

### **TOPIC 1: INTRODUCTION TO SOCIOLOGY**

**Focus of the topic: Key learning areas include**

- Definition and origins of Sociology: contributions of Aguste Comte**
- Basic concepts in Sociology: society, culture, stratification, socialisation, social mobility, social institutions, social role, social status, social interactions,**
- Branches of Sociology.**

**Definition:** Sociology can be defined as the scientific study of human behaviour in groups.

Emile Durkheim and John Dewey pointed out the common ground between education and society.

They define Sociology as the scientific study of social relationships or activities in human institutions eg school, religion, family etc. FREPH

S=Study of human behaviour in society. This is because all human behaviour occurs in a societal context of institutions, culture, groups and interactions that shape what people do and think

Sociology is a scientific way of thinking about society and its influence on human groups eg

Azimio vs Kenya Kwanza, How do es belonging to these groups impact on our lives?

It is a **discipline** that uses **scientific** ways of thinking about **society** and its influence on human groups.

### **Origins of sociology**

The term sociology originates from two words: **Socius**, which is Latin and means sharing in a group or companionship and **Logos, which** is Greek for reasoning or science. When these words and their interpretations were combined, three meanings emerged:

a) Reasoning about companionship

b) Words about human group sharing and

c) Science or group sharing

**Auguste Comte (1798-1857),**

He combined these two words and invented the phrase Sociology. Comte **defined sociology**

**as that science of society.** This meant that it would **utilize scientific strategies to explain**

**human societies and all their social phenomena. He stressed that as a way of**

**strengthening sociology, it must stand on its own and not as a branch of another**

**discipline. This would enable it to develop and acquire its own theories, concepts, facts and empirical methods to help it become a fully-fledged scientific**

The purpose of sociology would be to:

- a) Discover the laws of social order that could explain the natural development of society
- b) Contribute to social stability in society.

### **Some basic concepts in Sociology**

**Society:** a group of human beings who interact with each other in order to ensure a continued existence such that people support and relate to each other, common ties, interest, customs, beliefs, practices, etc.

**Socialization:** the process through which members of a society are taught and acquire the culture of their society e.g. knowledge, skills, beliefs, morals, behaviour etc. that can enable members to be integrated, responsible and contributing in that society.

**Culture:** defined as the total way of life of a human society and include both material and non-material things.

**Social phenomena:** Means a collection of occurrences, events, objects, happenings, structures all of which are part of what appears observable in human society e.g. social institutions, relationships behaviours, activities, cultures, traditions, political and schooling systems.

**Social institutions:** An organ, body, unit in society which has been mandated by the society to carry out certain functions e.g. education, religion etc.

**Social Mobility:** It is the movement of individuals in society from one social class to another.

**Social interactions:** Is a process of acting and reacting to each other? We interact in many ways e.g. greetings, when we interact well, our social life is upgraded. Some interactions are negative e.g. stealing.

**Social status:** Refers to the positive or negative honour, prestige and power attached to a

position or an individual person within a system of social stratification e.g. status of a principal not permanently attached to a particular person because anybody can be promoted to the post.

**Social role:** Means the status or position one is playing in society. A set of behaviours or expectations somebody fulfils because of the position he/she occupies in society e.g. a principal plays several roles as he interacts with other people. His behaviour while<sup>1</sup> interacting with teachers is not the same as when interacting with a student or a parent.

**Social perspective:** Means the way of looking or perceiving something. The way of looking at sociological issues.

**Social stratification:** Is a process through which members of a given society are placed into social classes called strata.

### **Branches of Sociology**

Sociology is multifaceted discipline. This enables it to address the various social contexts that are part of a given society.

There are many branches of sociology, which include:

**Sociology of education** this field is concerned with the application of sociological theories, perspectives and research methods to analyses educational processes and practices.

**Sociology of Religion** this branch of sociology that deals with religious phenomena

**Sociology of Knowledge** this branch deals social processes involved in the production of knowledge.

**Sociology of science** this branch is concerned with the study of social processes involved in the production of scientific knowledge

## **TOPIC 2: SOCIOLOGY OF EDUCATION**

### **Focus of the topic**

- **Definition of Sociology of Education**
- **Contributions of Emile Durkheim, John Dewey, Aguste Comte**
- **Rationale for studying Sociology of Education**
- **Concerns of Sociology of Education**

### **The influence of society to the education process**

Society puts in place various institutions and assigns roles to each in order to perform specific functions eg Family, Religion, Politics, Health, Education. **(Student to find out the roles of each of these institutions)**

There exist a symbiotic relationship between education and society

**What is Sociology of Education:** is a specialized branch of sociology, which systematically studies, analyses the sociological issues, problems, questions, processes that occur within the education phenomena.

### **Durkheim's contribution to sociology of education**

- He was one of the earliest scholars to use empirical method to study the society in which education is part of.
- He developed the sociological theory which forms part of the foundations in sociology of education
- He reaffirmed the fact that education and society are interdependent and they therefore reflect each other.
- He saw the essential role played by schools of preparing the young people for the society.
- He was concerned with how education can be used in creating moral values as the foundation of the society.
- According to him, discipline was the morality of the classroom and asserted that without it, a class is just like a mob.

- He also stressed the fact that in every time and place education is closely related to other institutions and to current values and beliefs of the society.
- He also emphasised on the fact that society is perpetuated through educational institutions which help instil values in children

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

- It deals with a detailed analysis of education at the school level, the teachers and the community, the educational aims and methods how they relate to the economic, political, cultural and social aspects of a particular society.
- The central theme remains social relationships of all types how it affects personality development of the learner.
- Its scope is wide as it examines the various fields of education from a sociological point of view and it is concerned with the transmission of cultural values such as knowledge, norms, language and skills.
- It explores emerging sociological issues in education, citing challenges of social dynamics and seeks solutions to the same
- It explores development of sociological theories and their implications to education in the changing social phenomena
- It studies how various agencies like schools homes, religious organization and peer groups help in the transmission of culture
- It examines how modern informal agencies of education like the mass media aid social interaction and communication.
  - Insecurity
  - Funding
  - Teacher training
  - Policy formulation and implementation

### **Importance of Sociology of Education to Teacher Training**

- ✓ It helps the teacher to understand the social relationships and organisations in schools and classrooms.
- ✓ It helps the teacher in classroom management and organisations.
- ✓ It helps the teacher to have proper school layout or physical planning or design.

- ✓ Helps the teacher to understand the relationship between the institution of education and other institutions of the society and their influence on education.
- ✓ Enables the teachers to understand the problems associated with the institution of education; alcoholism, drug abuse, strikes, indiscipline etc.
- ✓ Enables the teacher to understand the social environment of the child and its influence in the educational outcomes.
- ✓ It helps the teacher to offer guidance and counselling to the learners with problems that have been identified.
- ✓ It helps the teachers to understand the goals and objectives of education in any country.
- ✓ Enables the teacher to understand the social factors/ variables which affect educational systems; fees, lack of government support, poor economy etc.
- ✓ It will enable the teacher to foster a positive link between the home and school for the child.
- ✓ Enable the teacher to understand the role of education in social change and the theories of social change.

### **Sociology studies society in a scientific way**

Before the emergence of sociology there was no systematic and scientific attempt to study human society with all its complexities. Sociology has made it possible to study society in a scientific manner. This scientific knowledge about human society is needed in order to achieve progress in various fields.

### **Sociology throws more light on the social nature of man**

Sociology delves deep into the social nature of man. It tells us why man is a social animal, why he lives in a group, communities and societies. It examines the relationship between individual and society, the impact of society on man and other matters.

### **Sociology increases the power of social action**

The science of society assists an individual to understand himself, his capacities, talents and limitations. It enables him to adjust himself to the environment. Knowledge of society, social

groups, social institutions, associations, their functions etc. Helps us to lead an effective social life.

### **Sociology studies role of the institutions in the development of the individuals**

It is through sociology that scientific study of the great social institutions and the relation of the individual to each is being made. The home and family, the school and education, the church and religion, the state and government, industry and work, the community and association, these are institutions through which society functions. Sociology studies these institutions and their role in the development of the individual and suggests suitable measures for strengthening them with a view to enable them to serve the individual better.

### **Study of sociology is indispensable for understanding and planning of society**

Society is a complex phenomenon with a multitude of intricacies. It is impossible to understand and solve its numerous problems without support of sociology. It is rightly said that we cannot understand and mend society without any knowledge of its mechanism and construction. Without the investigation carried out by sociology no real effective social planning would be possible. It helps us to determine the most efficient means for reaching the goals agreed upon. A certain amount of knowledge about society is necessary before any social policies can be carried out.

### **Sociology is of great importance in the solution of social problems**

The present world is suffering from many problems that can be solved through scientific study of the society. It is the task of sociology to study the social problems through the methods of scientific research and to find out solution to them. The scientific study of human affairs will ultimately provide the body of knowledge and principles that will enable us to control the conditions of social life and improve them.

### **Sociology has drawn our attention to the intrinsic worth and dignity of man**

Sociology has been instrumental in changing our attitude towards human beings. In a specialized society we are all limited as to the amount of the whole organization and culture that we can experience directly. We can hardly know the people of other areas intimately. In order to have insight into and appreciation of the motives by which others live and the conditions under which they exist knowledge of sociology is essential.

### **Sociology has changed our outlook with regard to the problems of crime**

It is through the study of sociology that our whole outlook on various aspects of crime has change. The criminals are now treated as human beings suffering from mental deficiencies and efforts are accordingly made to rehabilitate them as useful members of the society.

### **Sociology has made great contribution to enrich human culture**

Human culture has been made richer by the contribution of sociology. The social phenomenon is now understood in the light of scientific knowledge and enquiry. According

to Lowie most of us harbor the comfortable delusion that our way of doing things is the only sensible if not only possible one. Sociology has given us training to have rational approach to questions concerning oneself, one's religion, customs, morals and institutions. It has further taught us to be objective, critical and dispassionate. It enables man to have better understanding both of himself and of others. By comparative study of societies and groups other than his existence, his life becomes richer and fuller than it would otherwise be. Sociology also impresses upon us the necessity of overcoming narrow personal prejudices, ambitions and class hatred.

### **Sociology is of great importance in the solution of international problems**

The progress made by physical sciences has brought the nations of the world nearer to each other. But in the social field the world has been left behind by the revolutionary progress of the science. The world is divided politically giving rise to stress and conflict. Men have failed to bring in peace. Sociology can help us in understanding the underlying causes and tensions.

### **The value of sociology lies in the fact that it keeps us update on modern situations**

It contributes to making good citizens and finding solutions to the community problems. It adds to the knowledge of the society. It helps the individual find his relation to society. The study of social phenomena and of the ways and means of promoting what Giddens calls social adequacy is one of the most urgent needs of the modern society. Sociology has a strong appeal to all types of mind through its direct bearing upon many of the initial problems of the present world.

Study of society has helped governments to promote the welfare of the tribal and marginalized communities

The tribal and marginalized communities face many socio-economic and cultural problems. Studies conducted by sociologists and anthropologists regarding tribal societies and problems have helped governments in undertaking social welfare measures and programmes for the welfare purposes.

### **Sociology is useful as a teaching subject**

Sociology is a profession in which technical competence brings its own rewards. Sociologists those trained in research procedures are contributing in business, government, industry, social sector, communications and many other areas of community life. Sociology has now become practical enough to be practiced in the other fields prominently in local, state, national and international levels.

Do you need professional help with writing your sociology papers online? Visit this essay writing service and hire a team of experienced writers for getting instant academic assistance.

## **TOPIC 2: RELATIONSHIP BETWEEN EDUCATION AND SOCIETY**

### **THE ROLE OF EDUCATION IN SOCIETY/FUNCTIONS OF EDUCATION**

The relationship between education and society is symbiotic, both depend and influence each other.

Changes in education will lead to change in society and vice versa

Both individual and society benefit from society.

The functions of education are both intended and unintended.

#### **1. Cultural transmission**

The process of cultural transmission is not easy. Sometimes society places all of demands on the schools. Furthermore, we should note that in the process of cultural transmission schools compete with other transmission agencies such as the peer groups, the church, radio, cinema, and television. Some of these agencies can command a more powerful influence on the pupils than the schools.

Education preserves the society's dominant culture and passes it on through schools from generation to generation. This is done through the instrumental culture comprising of the skills, facts and procedures as well as expressive culture consisting of the values, norms, concepts and images of the approved behaviour. Schools are organised to familiarise children with their cultural heritage such as the symbols, national traditions and the reliable knowledge.

Examples: heterosexual relationships vis a vis homosexuality, gender roles, belief in God, science vs arts, marriage, childlessness, polygamy etc

#### **2. Socialisation Function of Education**

The education system socialises students to become members of the society to play meaningful roles in the complex network of independent positions. It shapes the values and

the attitudes to the needs of the contemporary society. It offers the young people with the opportunity of intellectual, emotional and social growth. It leads towards tolerant and humanitarian attitudes thus producing the citizens who are obedient and conform to the society's norms. They will accept the roles and status the society will confer upon them when they have completed their schooling.

Examples: blaming poor people that they are lazy, rich people wake up early but we fail to see the disadvantages that the poor go through.

### **3. The Innovative Function of Education**

Education is the source of new ideas and knowledge. It initiates the technical and artistic social changes. Education is an instrument for effecting economic change by training experts of different fields. It is also used in effecting the technological change as well as the change of ideas. It also effects personality change.

The modern society must change if it wishes to survive and education is expected to supply the innovators and to ensure any such change takes place smoothly.

Examples: mpesa, ecitizen, Jooust insect centre, use of ICT in education,

### **4. Political Function of Education**

Education is used to politicize future citizens and foster national integration through the inculcation of the common culture. It does this through political socialization that refers to the transmission of values, beliefs and ideas with regard to the generation, distribution and exercise of power in a given society.

Education provides political leaders at all levels of the democratic society and preserving the existing government by ensuring loyalty to it. Education is a basic prerequisite for effective

political participation. It is also instrumental in instituting social and political stability in a complex multi-group society. Governments rely on education to teach the students to be loyal, obedient and active citizens.

Obey rules and regulations thus maintain law and order.

Examples: raising flag, national anthem, subjects like History, Government, CRE the 10 commandments.

### **5. The Economic Function of Education**

Education provides all levels labour force with the quantity and the quality of educated manpower required under the current technical conditions. By training the future labour force, education enhances labour planning and in fostering social mobility. Education is expected to supply adequate labour to different sectors of the economy. It furthermore must furnish human resource for the future needs of the economy.

Those employed pay taxes which government uses to build roads, hospitals, fund education thus countrys economy is built

### **6. The Selective and Allocative function of education**

The education system is a key institution that is used to sort or sieve out the most able of the whole population. In the modern society, education acts a filtering apparatus that selects and directs people to different areas of specialisation as well as levels of operation. Whenever education as an institution is able to perform this function well, then the society is able to make full use of the sum total of intellectual qualities, talents and abilities of people.

The school system, through its formally established mode of tests, examinations and reports fixes children into categories. They are thus labelled as either bright or slow learners, under-

academic achievers or non-achievers. This labelling has an eventual effect of categorising pupils into professions, jobs or trades.

The school is perceived as being responsible for creating the identity and destiny of groups' people and then directing them into a certain social construction that is either narrow or broad. It will also place them into rewarding opportunities in life.

### **7. Personal development**

Equips one with skills, knowledge for personal growth

Decision making, proper grooming, networking and communication

### **Negative impacts of education**

- Social stratification e.g economic, racial, ethnic, status, power and prestige
- Social control. e.g punishment for poor performance, rewinding academic years
- Character malformation due to pressure eg cheating in exams
- Discord and conflicts over power, resources, boundaries, promotions
- Truancy and indiscipline e.g forming gangs, alcoholism, drugs, peer influence
- Unhealthy competition leading to low self-esteem for the weak in academics
- Over emphasis on academics which undermines social dimensions of education
- Negative social media eg pornography or cybercrime
- Abuse as in child molestation, sexual exploitation and teen motherhood
- Depression and suicide due to failure in academics

### **Revision Questions**

1. Kenya aims to be a middle income economy by the year 2020. Discuss the role of education in helping Kenya meet this aim

2. Discuss the role of education within the Kenyan society.
3. Describe the roles that society play in education.

### **TOPIC 3 SOCIOLOGICAL THEORIES**

**Discuss the following scenarios.**

1. Why do boys perform better in Sciences compared to girls?
2. Why do majority of parents prefer their children to join National secondary schools?
3. Why do we have boarding schools in Kenya?
4. Do you celebrate Valentines day? If yes why and if no why?
5. Why are Sciences considered superior to Arts?
6. Why is there corruption in Kenya?

Every discipline has a way of explaining phenomena eg the law of gravity

Sociology does the same ie its aim is to explain phenomena within society and education eg family, morality, technology.

Theory helps sociologists explain and get deep insights into various phenomena.

Since education is a key institution in society, these theories are used in analysing the aims, content/curriculum, teaching and learning methods, outcomes, assessment, resources, activities, policies etc

#### **What is sociological theory?**

A sociological theory is a set of propositions supported by sociological data and evidence and comprising of interrelated and interconnected concepts meant to explain social phenomena. Look out for key words like *propositions*, *concepts* and *phenomena*

We shall focus on: **Structural functionalism, Conflict theory, Symbolic interactionism and labelling theory.**

For each theory pay attention to:

- Theory definition
- Origins and main proponents
- Features/ Assumptions of the theory
- Strengths and weaknesses.
- Their implication to education/ relate these theories to explain, analyse education, its processes and activities.

### **1. Structural Functionalism**

Major proponents: Spencers' *organic analogy* – saw society functioning in unity like the body organs whose vital roles contribute to the general function of the whole.

Comte's *consensus theory* views society as a functionally organized system as its components in agreement and harmony. He sees society as a self regulating system of interrelated elements with structured social relationships and observed regularities eg FREPH, University has departments, in a family each member has a role to play.

Durkheim's casual *functional analysis* which stresses the supremacy of the whole system against its elements.

#### **Assumptions of the theory**

- Society is made up of elements/structures a well integrated configuration of elements that constitute the organic whole. They form a mutual system that works in harmony for the stability of human society
- The elements are interrelated and each of them is structured differently from others
- Those elements are vital for the survival of society
- Those elements perform complementary roles. Each element has a unique and elaborate function which contributes positively to the welfare of the system
- The elements constitute of common goals, hierarchy of power, rules, shared values, order, resources etc for survival and proper function through maintaining order and stability
- Those elements are social institutions e.g. schools, family, departments,
- Dysfunctions

#### **The Implications to Education.**

The relationship between the structure of society and the function of society is that education is seen as a sub-system of society. The system of education is analysed primarily in terms of

the function it serves, that is, provision for the maintenance of social order, its legitimating, transmission and internalization of social values. Education, thus, is a socialization tool. This position to educational practice can be derived from the following perspective (see section on role of education in society)

- Education, in a broad sense, is considered to be a conservative or an integrating force. It basically works towards solidarity and integration rather than towards differentiation and managed pluralism. Individuals are channelled to view social phenomena as one and the only side to a coin.
- The theory implies how society gives out rewards like jobs, high status using academic qualifications while ignoring qualifications like personal and social attributes.

- Education aims at producing experts in all occupations for the good of whole society.
- Selection of higher levels of education is based on merit determined by performance in competitive examinations iemeritocracy. Brilliant students are rewarded with high paying professions while those considered lazy and failures join low paying professions
- Educations preserves status quo in society eg enhances patriarchy, gender roles, social class,
- Theory supports differentiated types of education in the society eg streaming

## **2. Conflict theory**

Focus on struggles, disagreements. Friction

Major proponent: Karl Marx – economic based conflict: constant struggle for resources, , status, Dahrendorf – over authority and W.I. Thomas. Mills - over power

### **Assumptions of the theory**

- Proposes that society is dynamic and yet change is basically unaccepted by humans;
- That it is in constant change that is triggered by existence of opposing forces in form of conflicts
- Conflict may be exogenous (external e.g. between social structures, nations groups etc) or endogenous- between individuals within an institution or within particular individuals (intra-personal)
- That society comprises of social classes with different values and standards, abilities and status, classes that are a competing interest group over power, resources, wealth, education, prestige, influence etc
- That existence of social classes is a constant source of inevitable conflict that leads to class struggle and conflict while consensus is only attained when they have similar values
- That change occurs through a series of upheavals or conflicts over values resources, authority, individuals versus society etc
- Conflicts rage from racial tension, class wars, religious conflicts, strikes, protests, power movements and uprisings in social systems to inter personal and intra personal conflicts
- That no organization exists without a system of authority for order and stability which is characterized by those higher in class ruling over the lower classes and forcing them to change through coercion, force, inducement etc

### **Implications to Education**

- The school does not function independent of other stake holders like the family, peers, church etc, that these stakeholders have varied interests, values, power and they are always in struggle
- Various conflicts, exogenous and endogenous, exist in education systems and might affect stake holderseg child negatively impacted by domestic violence
- Individual conflicts might result to truancy and indiscipline. Others e.g. teen pregnancy etc needs to be dealt with
- Overdependence on academics to measure ability should not occur coz competition is a form of conflict
- Inequalities in education planning and accessibility need to be addressed
- The curriculum should foster consensus to reduce the conflicts that ruin society and its institutions

### **3. Symbolic interactionism**

Theory views society as a product of every day interaction of people doing things together.

Assumes that social world is made up of symbols which human beings give meaning and use as a means of interaction.

This theory views society as a kind of stage as seen by Marx Weber where individuals are actors who are in constant interaction as seen by George Herbert Mead, using symbols that Herbert Blumer expounds on, so as to facilitate interaction and social existence.

#### **Assumptions of the theory**

- It stresses that social life thrives not by persons acting individually but as groups through responses, behaviour and activities that are communicated using symbols
- Revolves around how individuals behave towards each other – how they relate in their daily interpersonal relationships, their ability to give, notice and interpret symbols for correct meaning etc
- Like actors in a staged play, they expose varied ideas, emotions and personalities, their likes and dislikes etc
- Human interaction and communication requires ability to recognise, know and interpret symbols and the ability to place the right meaning on symbols.
- Social events and activities acquire their desired characteristics and value in society because of the types of symbols and interactions they are given eg wedding, education
- That one is born with an unconditioned, undisciplined and impulsive nature the, *I*
- Proposes that a child's learning begins by taking the role of the other (to imitate) in society to develop the *me*
- That the people that a child interacts with (significant others) determine his behaviour
- That the symbolic utterances, gestures and expressions send signals of how society's views
- That how the child views himself is influenced by the way society views him eg girl or boy

### **Implications to education**

- That there is need to engage the correct symbols e.g. encouraging remarks in order to enhance development of positive students the whole system should be adaptive
- That demeaning treatment leads to poor self concept, low self esteem, depression and failure, hence the teaching experience needs streamlining to avoid indicators of negative interactions
- That knowing a learners background is essential as their past shapes them
- Exposure to morally inclined activities builds personalities
- Exposure to relevant peers and significant others is crucial to their learning
- Experiences should be integrated in the curriculum for effective learning
- Teachers must be effective role models

### **4. Labeling theory**

Labelling refers to attaching labels or tags when describing something or someone eg clever, academic giants, weak students etc

Forwarded by Howard Becker and Edwin Lemert, the theory focuses on social disorientation reflected in such behaviour as deviance, misconduct and how people develop certain labels during interaction. It stresses that:

- People tend to perceive themselves according to the labels attached to them i.e act as the label and therefore diminish or erase their real personalities and seek identity with deviants like them
- It focuses on failed social interaction that leads to building skewed perceptions of things and of others leading to alienation by society on the basis of personal ability, position, achievement, residence, race, tribe etc as seen with tribal stereo – types
- Labels can be positive or negative and can boost or depress

- It revolves around what society views as deviant behaviour and what law enforcers can do
- Claims that labels are attached to deviants in form of tags, names and gestures

### **Implications to education**

- That if caution is not engaged, teachers, administrators and students may contribute to deviant behaviour through labeling
- That wrong conclusions can be made if stereo types that are a result of labeling dictate the way we treat others
- Incorrect labeling may lead to rejection
- Effects of the self-fulfilling prophecy may result to truancy, strikes and arsonist behaviour in school
- There is need for enhancement of self-worth in learners to curb indiscipline

### **Revision Questions**

1. Discuss the role of education within the following sociological theories: structural functionalism, symbolic interactionism, conflict theory, feminism, labelling.
2. Evaluate the implications of conflicts in education.
3. As a teacher what strategies can you employ to reduce conflicts within your school and classroom
4. As a teacher, describe the various conflicts that you can encounter within school and classrooms.
5. In what ways is symbolic interactionism relevant in education.

## SOE TOPIC 4 AND 5

### **TOPIC 4: SOCIALISATION AND EDUCATION**

#### **Definition**

Education plays the role of socialization

Socialisation is a process by which a person eg child or new member steadily learns the ways of their group or society so that they are able to be acceptable members eg newly married couple, a child, new student in the university or school.

Child or newcomer is inserted into a group eg school, peer, profession, society, class, university

The process of learning to internalize the values and norms into its self or the mode of learning to live in society is called the process of socialization.

To internalize is to imbibe so deeply that it becomes a part of the individual's behaviour and personality. Therefore, socialization is basically the learning of socially desired values, norms and roles by the members of a particular group or society. It may be defined more comprehensively as a life-long process of inculcation whereby an individual learns the principles, values and symbols of the social system in which he participates and the expression of those values and norms in the roles he enacts.

#### **Aims of socialization**

- Enforces basic discipline in society members
- Imparts knowledge to new members of the society eg right and wrong
- Trains individual with social skills and roles eg speaking, listening, negotiation, communication, hygiene
- Instills socially desirable goals like hard work

- Enables a person to control impulses and develop conscience

### **Components of socialization process**

Various players in the socialization process include

- Agent: source of socialization experience eg teacher
- Target: also known as the socialisee is the individual being socialized
- Interaction: exchange between agent and socialisee
- Outcome: this is what has been learnt and include

Knowledge of culture like language, norms, values, beliefs

Achievement orientation eg working hard, honesty

Cognitive competence eg correct reasoning

Emotions and feelings

### **Characteristics of Socialization:**

- i) It is a lifelong process: starts at birth and ends at death
- ii) It involves the inculcation of societal norms and symbols of the social system.
- iii) It enables a person to acquire certain social roles as prescribed by society.
- iv) The roles that an individual enacts are in accordance with what he has learnt from society
- v) The process involves development of an individual's social nature that enables the person to participate in social life.
- vii) The nature of what one gives back to society is determined by the influence of one's interaction with the society.
- viii) Most human behaviour is learned, not instinctive. The capacity of the child to learn and to internalize is called the plasticity of human nature.

### **Theories of socialization**

*Passive theories* view the socializee as a conservative recipient of society's accumulated knowledge and society realizes and creates itself in the individual. The individual is seen as the construct of society and reflects the norms of the society. Here there is no change and knowledge is passed from one generation to another.

*Active theories* indicate that an individual play a role in deciding what they learn and how they come to accept it. That humans don't just conform and accept societal norms but they are part of creating it.

### **Stages of Socialization**

These come out in the background of active and passive socialization. The socializing agent does not try to teach everything at once. He concentrates on one task or on a few tasks at a time. Moreover, the process of accomplishing any one of the aims of socialization is gradual basically; there are four different stages of socialization from infancy to adulthood. These are: (Freud)

- i) The oral stage
- ii) The anal stage .
- iii)The oedipal stage
- iv) Adolescence.

### **Types of socialization**

- classified into two broad groups, viz. **primary** socialization and **secondary** socialization. division is based on the primary and secondary needs of individuals.
- The basic physical needs such as thirst, hunger etc. are called primary needs
- secondary needs are those which emerge to meet primary needs e.g. the need for learning skills to earn livelihood.

- Family satisfies the basic needs of human beings, therefore, it is called primary institution where as a school is a secondary social institution because it meets the derived needs of the children.

### **Agents of socialization**

The child is socialized by several social agencies or institutions in which he or she participates, viz, his/her family, school, peer group, neighborhood, religious groups, professional bodies, nation etc.

Agents can socialize positively or negatively

#### **1. Family**

- It is the locus of early socialization or the internalization of basic values of culture because the child is most plastic and exposed for longest in dependent relationship with parents.
- basic requirements involved in walking, talking, playing with other children, eating, toilet training and generally dealing with adults are learned in an informal way.
- The family is also the source of internalization of the basic cultural vocabulary of the child.
- The learning of roles in the family takes place with affective orientation of the parents towards the child. Parents and siblings as role models invoke less anxiety because the family situation offers security to the child

#### **2. Peer group**

- Children like to play and move about in groups of their age peers.
- group life is very important for them and has considerable influence on the development of their self-concepts.
- group gives them confidence and a sense of security.

- Being accepted by a group builds up their self-confidence. Particularly those who are popular learn to think positively of themselves.
- In playing together children learn to cooperate. They learn to adjust their needs and desires to the behaviour of peers.
- In a very real sense the child begins to develop a sense of self as distinct from the family.
- As the child develops a social self she also learns to participate in the cultural norms and practices of childhood. He or she learns many things from slightly older members of the child peer group.
- Mostly associated with negative peer influence eg drug abuse

### **3. The school**

- Schools offer two contexts for the students.
- The first is the formal context of the classroom, wherein the context of socialization is decided by the prescribed curriculum: offers formal knowledge through subjects,
- The second context is informal and can be perceived in the interpersonal relationship of students with teachers and those among the student: activities like sports inculcate cooperation, leadership, time management

### **4. Mass media**

- Include both print and electronic media.
- Digital space has widened
- Creates awareness and advocacy
- Entertainment
- Education

- Informs

### **Implications to education**

Education is a social process, which prepares individuals to lead a meaningful and dignified life. Together with other social forces it plays an important role in shaping the structure of society. Through education society imparts its knowledge, skill, values and behavioural patterns to its younger generations thereby ensuring self-preservation and continuity. In this sense education is a process of socialization. At the same time changes in society moulds the education system itself and it acquires complexity. Education in this sense is a process, which prepares the members of the society to adapt to the constantly changing conditions of a society. Two important statements emerge from the above discussion: Education is a social process, and a process of socialization.

When we say education is a *social process*, we observe the following, that:

- Education occurs in a society and is therefore influenced by the society in
- Children get educated within social contexts
- School is one of the important social institutions that educate.
- Education has a social role and is involved in moulding the future society.

To say that education is a *process of socialization* implies:

- Education takes place through social interaction.
- It is much more than mere instruction.
- People receive a certain degree of education even if they don't attend school
- Formal education is socialization with a deliberate purpose and is directed towards a desired direction.

## **TOPIC 5: SOCIAL STRATIFICATION AND EDUCATION**

## **QUESTIONS to reflect on in this TOPIC**

- 1. Which social class do you belong to in society? What are some of the characteristics of the social class you belong? Why do you belong to this social class?**
- 2. Has education played any role in you belonging to your social class?**
- 3. Which was your preferred professional course while in high school? Is it the course you are pursuing now? If not why?**
- 4. Critically evaluate the role of education in stratifying society. (Look at Policies, educational practices, curriculum content, resources and materials like books, teachers, and classrooms among others).**
- 5. How has COVID 19 impacted on your educational endeavours? Comparing yourself with students from a different social class, what are some differences in your educational experiences during this COVID 19 period?**
- 6. As a teacher how can you address the challenge of social stratification within the education sector?**
- 7. How do teachers enhance stratification through education?**
- 8. What lessons can Kenya learn from the unequal societies like Norway, Finland, and Singapore among others? How can Kenya use education to reduce the inequality gaps?**

### **Key points to topic**

- 1. Education as tool for stratification: education generates social inequalities and marginalizes eg social class, gender, disabled, ethnic which determine how, when, where we access different resources.**
  - This also impacts on our life chances and life styles**
- 2. Education as an equalizer as it gives an individual opportunity for mobility.**

### **Definition of concepts:**

Social stratification is a society's categorization of people into socioeconomic strata, based upon their occupation and income, wealth and social status, or derived power (social and political).

Stratification is the relative social position of persons within a social group, category, geographic region, or social unit. In modern Western societies, social stratification typically is distinguished as three social classes: (i) the upper class, (ii) the middle class, and (iii) the lower class.

## **Social status**

Refers to the positive or negative honour, prestige and power attached to a position or an individual person within a system of social stratification e.g. status of a principal not permanently attached to a particular person because anybody can be promoted to the post.

Social status is either achieved or ascribed

## **Ascribed status and Achieved Status**

An ascribed status is one that is occupied by an individual by right of birth while an achieved status is one occupied by an individual because of his personal efforts in society. Our society combines both statuses. The achieved status is one that is most dominant. This is because great majorities of our people who now occupy high statuses have come from very poor homes. They have achieved these high statuses because of their own personal determination for success.

## Principles of Social stratification

- Its socially defined as property of society rather than individuals in that society
- Reproduced from one generation to another
- Universal, exist in all societies but variable ie differs across time and place
- Stratification involves not just inequality but also beliefs by the people.

## Characteristics of Stratification

- Universal
- Social
- Ancient
- Exist in diverse forms
- Consequential which are mainly 2: life chances and life style

- Complex
- Involves social mobility

### **Theories of social stratification: structural functionalism, conflict, symbolic interactionism**

#### **Student to research this section**

#### **Influence of social class on academic achievement**

A social class can be defined as a group of people who occupy a specific position in relation to the means of production whose members enjoys as a consequences comparable income and wealth, social prestige and political power.

Members of different social classes rear their children, earn their living and entertain themselves in accordance with different behavior patterns that reflect their statuses in the social structure.

Research has shown that one's social class affects attitudes and values in life including education. Some of the impacts of social class on education are discussed below:

- ✓ Early attendance at school and its influence on education

Research findings have shown that people of high and middle socio-economic status send their children to school earlier than they send those of low socio-economic status to school. They have resources and motivation to send their children to school early. Going to school early gives such children a head start in school education and are advantaged over those who do not attend nursery school education. Nursery school education is not of the same quality. Rich parents send their children to the best nursery schools, such children end up in good secondary schools, and eventually

the majority of them make it to the university. This is because students attending good schools perform well in examinations

✓ Provision of books and other educational materials

These boost up the education of children from well off families. These resources give children a wider exposure to educational issues. Children are exposed to media technology and contemporary issues at early age.

✓ Attendance to good private and government maintained secondary schools

This ensures the majority of children from rich and well-educated parents' good performance leading to admission to institutions of higher learning.

✓ Encouragement in school education

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

✓ Provision of a good model in medium of instruction

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

✓ School Activities

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

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

✓ Provision of basic needs like shelter, food and clothing.

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

✓ Children from middle and high socio-economic statuses are provided with the following which enable them to do well in school; house helps, home library, good home environment, role models, private tuition etc.

✓ Academic and job aspirations

There are many research findings, which have indicated that academic aspirations of the schoolchild are positively related to the socio- economic status of their parents.

Overall, children from middle and high socio- economic status do well in school and as a result, they have high occupational aspirations.

✓ Access to medical care improves from lower to higher economic class. This may affect a child's general health thus compromising educational progress. Eg hunger, diseases may keep children away from school for long days. A recent challenge especially of upper class is obesity where children eat fast foods and do not exercise. On the contrary children who walk for long distance going back home for lunch may get tired and don't concentrate during the afternoon classes.

### **Implications of social stratification on Education in Kenya**

- Kenya is an unequal society: various social classes, gender, ethnic communities, special
- Need to share resources equitably: equity
- Giving scholarships to poor students CDF, Wings to fly to enable poor students access education.
- Need for increased government funding for education especially schools serving poor, those in slums, rural areas
- Facilitate access to education by all Kenyans: 100% transition policy, FPE,

- Affirmative action e.g. equalisation fund should focus on education
- Government should develop policies to address negative impact of social stratification: debate on allocation of resources to counties.

## **TOPIC 6: EDUCATION AND GENDER**

### **Focus of topic**

- **Education is a tool used to create gender imbalances**
- **Education also used as empowerment tool to help do away with gender imbalances**

### **Introduction**

Inequality in education tends to manifest itself in various ways, such as gender disparities in school accessibilities.

Gender refers to the feminine and masculine role orientation as defined and designed by society. It is more of what society thinks a woman or a man should be rather than just the biological sex orientation of male or female. Eg the colour blue is associated with the boy and pink with girls.

**Gender** is defined as the social relationships between male and female and the roles assigned to them.

It can be viewed as a set of meanings, roles and expectations society ascribes to each sex.

This is different from sex which is biological. In the realms of inequalities, both male and female face challenges although under many circumstances females are more disadvantaged.

Gender is culturally determined and can be different from one particular society to another or from one community to another. Gender refers to masculine or feminine roles. Either males or females can play these roles (Gwarinda, 1993).

These gender roles are learnt through the continuing process of socialization. Gender socialization takes place across the various socialization agents: family, school, mass media, religious groups, professional groups, for instance the place of women and men in the church, family.

### **Manifestation of gender disparities in schools**

- Attitude; vocal and assertive women are labelled deviant, misfits or trouble makers
- Culturally women and girls are not supposed to patronise certain social places and positions like in a mixed school the male students' president is superior to female.
- Women also take the nurturing and caring roles while men take the provision and security roles. Which gender patronise the ECD level in education, which gender take subjects like homescience?
- Professions as represented in curriculum materials where professions like lawyer, doctor engineer are represented as masculine and care and nurture professions like nursing, and teaching are feminine.
- Assumptions and stereotypes that girls are better in languages and boys better in sciences.
- Assignment of duties to students further supports gender roles marginalisation
- Leadership positions mainly left for men while women deputize.
- Underrepresentation and underachievement of Girls in STEM subjects vis a vis humanities and languages.

### **Ways of addressing gender inequalities**

- Appropriate education to expose students to facts on diversity of the feminine and masculine orientation to enhance their view of each other and reduce marginalisation

- Modification of attitudes like addressing toxic masculinity and learned dependency in women
- Addressing current education concerns like student parents and boys/girls marginalization in education
- Attending to controversial media through revision of textbooks to reflect gender equity in the curriculum
- Affirmative action like encourage girls to take science subjects eg the STEM project or revising entry cut off points to favour the less advantaged
- More sensitisation on equity and the need to balance education experience for both boys and girls
- Government support through positive policies like the gender policy of 2006; re-entry policy for student mothers
- Establishing girls' schools
- Enhance resources to girls
- Use of gender sensitive instructional methods like gender neutral language.

## **Definition**

Various authors have defined it differently. No clearly accepted definition of Comparative Education. However, many comparativists agree that that Comparative Education is concerned with comparisons in education.

Comparative Education is an analytical survey of systems of education and problems with a view of establishing similarities and differences. It makes comparisons across geo-political, historical and cultural boundaries. The process of comparison involves analyzing forces, which make for resemblances and differences between systems of education or problems of education. In addition, we explore the reasons for different solutions attempted to problems in education that seem common to all. Lastly, finding out why these systems are the way they are.

## **Scope of Comparative Education**

Comparative Education maybe viewed from various perspectives thus making it necessary for us to define its scope. There are mainly five perspectives:

### **a) The Subject Matter**

This covers the essential components in systems of education like the aims, curriculum content, administration, financing and the structure, the education and training of teachers.

### **b) The Geographical Unit**

This includes intra-national, international, regional, continental and global studies and analysis

### **c) The Thematic Scope**

This focuses on themes, topical issues or problems. The interest is to compare them within one or more geographical units e.g. gender issues in education, and education in urban areas.

### **d) Ideological Scope**

This focuses on comparison of educational systems based on differences in their political, social and economic ideologies.

### **e) The historical scope**

This deals with the study of events within systems of education from a chronological or historical perspective.

### **The Aims of Comparative Education**

The widely accepted aims of Comparative Education include:

- ❖ It leads to greater understanding of the processes of education.
- ❖ It promotes interests in and information about particular systems of education and be able to explain why they are as they are.
- ❖ It facilitates practical reforms and planned development of school systems.
- ❖ It promotes spirit of international understanding and cooperation among those who study it.

### **Purpose of Studying Comparative Education**

Some of the reasons why prospective teachers should study comparative education include:

#### **1) For Intellectual Reasons**

Scholars pursue it to the highest level possible. An individual can do this in order to enhance his/her intellectual capacity concerning other systems of education. This knowledge would help the individual to understand their education system better and that of others with the intention of improving and solving problems in their own system. Knowledge for its own sake is the sole ground upon which Comparative Education need to make a stand in order to merit inclusion among other academic fields.

#### **2) Planning**

Modern societies have come to appreciate the importance of planning. Various problems that are associated with over-population, under production, diseases, economic non-viability, industrialization and social ills are better handled through planning. Planning requires careful formulation of objectives, establishment of priorities and the identification of the means to achieve the objectives. Since an educational policy affects millions of people, rational decisions need to be made so that the policy can achieve the desired results. This call for proper planning that Comparative Education can provide a helping hand.

### **3) Practicability**

Education operates in a practical age where it is taken as any consumer good. The patterns of education that have no practical utility are being reformed. For instance, in United Kingdom the state supported primary schools whose objectives was to teach the masses how to read and write, so as to enable them work better in the industrial society. These systems have survived with modification and improvements. In the former USSR and China work experience was emphasized and was very much reflected in the curriculum. In United States of America, comprehensive schools on the principle of utility and practicability have replaced grammar schools. In Kenya the education system was reformed in 1985 with a view to make it more elitist and had no practical utility to the pupils involved. The problem of reforming an education system to make it more practical and of utility must be studied for solutions and this can be done better through the study of Comparative Education.

### **4) Humanitarian viewpoint**

The current world is characterized by increasing problems that are affecting the human population in various ways. Most of the former stable regions of the world have been affected by wars. The problems experienced in these countries do affect their neighbours and other countries of the world in various ways. For instance, the gulf war of 1991 affected the world oil prices just as had happened in 1971 during the crisis in the Middle East. Since the Declaration of Human Rights by UN in 1948, there has been heightened aspiration for peace, freedom, equality, and a better life. As part of the human rights access to education has been increased. Many countries including Kenya provides Universal Primary Education. Therefore, the knowledge of each other education system is necessary and can better be acquired through Comparative Education.

### **5) Seeing Education in World Perspective**

Most countries of the world have identical problems in their educational systems. Therefore, it is possible for them to learn problems from each other on how they resolved a particular problem. For example, when Kenya was implementing FPE in 2003, Nigeria could have provided some of the clues of the problems, which were to be expected, and the solutions to them. Uganda a close neighbor to Kenya with practical solutions on how she managed to obtain total literacy while India has problems in achieving it. These countries can provide important lessons to Kenya during her implementation of FPE. Also, one would want to

know how nations have struggled to establish media of instruction. The comparative approach would yield a deeper understanding of educational problems. In this era, the purpose of Comparative Education would be better understanding of the changed circumstances and to have better equipments to fulfill the new responsibilities. This will help in understanding of why some countries education systems are progressive while others are backward. The administrative system of the land influences the state of the educational system. For instance, the administrative machineries of Switzerland, Canada, USA, and Japan are combined with local autonomy and decentralized control. Consequently, in the educational system of these countries, we find a reflection of their political philosophy. Thus the political philosophy and administrative systems of various countries determine the administration and control of education.

### **6) Innovation in Education**

There are many innovations, which are being introduced in education today. The development of technology has facilitated new methods of organizing learning. For instance, the use radio, Television and ICT to deliver knowledge, use of other aspects of the media, open university, African Virtual University (AVU) and computer assisted learning have been introduced to education. All these have facilitated education in a comparative context. The USA system has facilitated the spread of innovations in education in the world.

### **7) Economics of education**

In the recent years, research has generated the realization that the spread of education is positively correlated with increasing productivity. For instance, the former USSR improved her economy by eradicating illiteracy. Also, all the developed countries have progressed by investing more in

education. On the other hand most of the developing countries have generated the problem of educated unemployment or brain drain by improving their education systems.

### **8) Education for international understanding**

This is a central purpose for studying comparative education. The two world wars made man to seek even more seriously the various ways of promoting international understanding. UNESCO has recognized that wars begin from the minds of men. Therefore in order to stop another war from occurring, international understanding is essential so that national pride can

be curtailed in the people's minds. This was the spirit of the League of Nations in 1921; International Bureau of education in 1925 and Commission of Intellectual Cooperation in 1926. To deal with labour problems and education, International Labour Organization (ILO) and UNESCO were established. The declaration of human rights in 1948 by the United Nations Organization (UNO) as a way of enhancing peace has contributed to international understanding. Unilateral and multilateral co-operation programmes have been developed to promote international understanding. Education is seen as the possible way to enhance international understanding. To understand other nations of the world, their philosophies of life, education, culture and sociology and to understand the forces, be they geographical, cultural, local and religious influencing their life, to know more about their customs, traditions and culture is absolutely essential. An understanding of how these cultures are affecting education systems is important for the development of clear concept of internationalism. Exchanging of students teachers and other social workers is intended to promote the international systems of education.

### **9) Relax national pride**

This is necessary for those countries that feel to be more superior to other countries in case of technology, military prowess and economic prosperity. They need to understand that other countries are essential for their sustenance and therefore have to work for mutual benefit of each other. Comparative thinking and international perspective taking are essential for citizens to get along in diverse, global society. Comparison challenges students to suspend judgment of these foreign systems that they might base on their limited and localized perspectives. Through the development of comparative thinking skills, students should be able to undertake analyses of their home cultures and systems with a more nuanced understanding of various cultural factors at play.

## **DEVELOPMENT OF COMPARATIVE EDUCATION**

The present day Comparative education distinct from philosophy, sociology, history and economic of education has come up in the 20th Century. Various scholars have used different stages in classifying the development of this discipline.

Phases in development of Comparative Education

➤ The phase of Travelers Tales

- The phase of selective education borrowing
- The phase of concern for cultural context
- The phase of social science perspective

It is important to note that the phases used here to signify changes in the historical development of the discipline are retrospective and imposed one. They should not be seen as precise or sudden turning points. The changes were gradual. In reality there are no such distinct phases. This is because towards the end of each phase, for example, the next phase has already evident in the work of prospective observer. At the same time, entry into a new phase does not mean a complete break with the earlier one.

### **The phase of travelers' tale (from antiquity to 1817)**

This covers the period time from antiquity to around 1817 AD when Antoine Jullien De Paris published his famous work '*plan and preliminary views for work in Comparative Education*'. Before this time writings on foreign education systems were mere descriptions of accounts of foreign education systems by individuals who had opportunities for foreign travels. Visitations to other countries whether for purpose of commerce, conversations, curiosity or conflict go back to ancient history of mankind. From one point of view everyone who had interest in the upbringing of children or in education tended to enquire into what went on in those communities they visited. The writings by the early writers on comparative education drew examples from the societies other than their own. The motives for accounts of travelers' tales were partly curiosity and the need for comparison. As they were visiting the new lands they wrote about the education systems of the countries they visited.

### **Characteristics**

The stories at this time were not scientific accounts and thus had many shortcomings. Among them were that they were mostly descriptive. They were giving descriptive account of their journeys and experiences in foreign lands. They gave descriptive accounts of features in foreign systems of education as they saw them. They were influenced by writer biases and prejudice. In addition, they were not systematic. Their attention to education was fragmented and generally unsystematic. Most of them had gone to foreign lands for purpose other than

education. In this regard, their statements included obvious exaggerations, understatements and at times deliberate falsehood in order to entertain. However, although they were stimulating they were superficial and piecemeal. Cultural prejudices were prevalent. The observer was gauging the other group as inferior to them. This went hand in hand with racism. Lastly, most of this information had little comparative value since it was influenced by the curiosity of the author.

### **Relevance to the present day theory of education**

Features of travelers' tales still remain with us in the work of journalism and education trips. Indeed their reports are informal getting to know the experience of other societies. They form the first step to understanding education in other countries. Stories given on return from visits to other countries add flavor to our teaching in schools. Eye witness accounts are still deemed as valuable in research work. Reading of novels and stories about other countries are all commendable in our present day educational practices.

### **Phase of selective education borrowing (Pioneers)**

The aftermath of French Revolution, industrial revolution, agrarian revolution and the process of colonization characterized the 19th century Europe. Most education reformers of the time were disturbed by the social and the political conditions of the revolution and reactions of the early 19th Century Europe. In education, they saw the means of moral improvement and social amelioration. Reformers were concerned that the ability of individual school systems to improve themselves seemed limited even where there was a good intentions. What was needed was some way of sharing the best ideas and practices available in many countries. This presented a significant change of approach suggesting a more systematic and comprehensive collection of data and selective borrowing in education.

This period was geared towards the development of methodology or systematic rules to be followed in studying of comparative education. It was a drive to learn lessons from foreign education systems for the purpose of borrowing ideas. This period is considered as the starting point of comparative education, which is associated with Marie Antoinne Jullien De Paris work *Plan and Preliminary Views for Work of Comparative Education*. He seems to have foresight and concern for systematic approach to comparative examination of educational institutions and practices. Selective education borrowing was motivated by the desire to develop a methodology or system of rules to be followed in studying foreign

systems of education. There was a drive to learn lessons from foreign systems for purpose of borrowing ideas. Consequently, the 19th Century period saw journeys to foreign countries by travelers with specialized interest in educational matters. There were serious attempts at observation and study of other systems of education. The travelers no longer traveled for general curiosity and enlightenment. They wanted to discover what was going on in education in other countries in order to borrow aspects for improvement of their own systems of education.

Apart from the increase in the incidence of trips to other countries in search of improvement for home systems of education, the 19th century was noteworthy for the establishment of national agencies for the collection and dissemination of information about systems of education. For example, the United States of America (1867) the Mussee Pedagogique in Paris (1879) and the Office of Special Inquiries and report in London (1895). There were various contributors who are accredited to this phase. They involved Marc Antoine Jullien De Paris, Victor Cousin, Horace Mann, Henry Bernard, Mathew Arnold, K.D Ushinsky and Peter the Great.

Relevance of the Selective borrowing phase to the present day education theory and practice

Despite the mentioned shortcomings this phase is relevant to present day theory and practice of education. First, they were mainly descriptive and utilitarian in purpose. Descriptive studies are features that are still relevant in education today. We also endeavor to make education more utilitarian. Second we still have visits to other countries or institutions, for the purpose of observing what may be of value to be brought back and used at home. Lastly, there is the importance of learning from experience of others in order to improve institutions in our own systems of education.

### **The phase of concern for cultural context: from 1900 to the end of second world war-1945**

The publication in 1990 of short essays by Michael Saddler (1861-1943) ushered in new phase of comparative studies in education. Although intimidations of this approach may be discerned in the work of some earlier writer notably Matthew Arnold in England, Wilhelm Dilthey in Germany, William T. Harris in USA from this point on, new prospects for comparative education were revealed that were more comprehensive more analytical and that had greater explanatory potential.

The approach was more comprehensive because specific educational systems were regarded as the contemporary outcomes of an identifiable set of historical and social forces and factors. The schools of a particular country, it was argued, could be studied only as integral part of the society in which they had developed. Parts of the school system could not be wrenched out of their educational contexts, nor could entire school system be examined in isolation from their total cultural environment. The first works done within this phase characteristically gave as much attention to historical and political developments outside the school as to the narration of events within the school system itself. Later this heavy historical emphasis was gradually replaced by the growing data drawn from economics and sociology.

Many writers in comparative education had been content to offer descriptive materials on foreign education school system implying that such facts in themselves had something valuable to say. The rapidly growing social science and new works in historical methods tended to deny the facts outside a context of explanation could convey such. This critique was reflected increasingly in the 20th century work in comparative education, which now began to emphasize dynamic analysis and explanations instead of static institutional descriptions. The concept of causation that began to grow and eventually to dominate the field was combined with optimism about the predictive value of causal analysis.

By the close of the 19th Century most Governments were encouraging and even sponsoring studies of foreign systems of education. Those involved in the studies became more concerned with problems of comparison. It was not enough to accumulate masses of information about educational practices in other countries or simply to borrow practices indiscriminately. Question of interpreting observed practices in context and of judging or predicting whether a particular arrangement of practice could be transplanted successfully in the home environment had to be faced.

This phase was motivated by the need to move from the encyclopedic, descriptive and sometimes uncritical approach of the earlier phases to be more analytical approach. The trend towards analytical studies of the interrelationship between education and society became more generally recognized. There grew a concern to understand factors which helped to shape systems of education. The problem for comparativists was no longer one of selective borrowing, but of predicting the likely success of educational transplant through knowledge of cultural context in both the donor and recipient countries.

### **Contribution by institution of learning**

In 1930s and 1940s courses in comparative education became part of teacher training programmes in many colleges and universities of the world. Where they become established they tended to use books written by Kandel and Hans. The endeavour of these individuals led to founding of national and international agencies, like the international Bureau of education in Geneva in 1925. Among the main functions of these agencies was to study educational problems of international nature and to disseminate educational data worldwide. This phase is relevant to the modern day theory and practice in education has helped in understanding of the forces and factors that shape the systems of education worldwide.

**The main motivations of the phase include:**

Studying of educational problems of international nature

Promotion of humanitarian and international sentiments.

Contribution to the solutions of the world's gravest social and political problems especially those arising from nationalism and using education for social advancement.

Outpouring of educational data by identifying worldwide movement in education such as basic education and lifelong education. This was accompanied by exchange of scholars and students as a way of helping developing countries to improve their education system. Moreover promotion of understanding and elimination of racial, ethnic, and gender biasness from books also motivated this stage.

**Social Science Perspective:**

Since the end of world war II in 1945, interest and activity in comparative education have developed dramatically and especially in two main respects:

a) The work of new influential national and international agencies involved in educational inquiry, planning and programme implementation. In the associations there are those comparativists who see the field's most productive future in terms of more active involvement in international projects of an inquiring of potentially reformative kind.

b) Increased activity in the study and teaching of comparative education as a discipline in colleges, universities and comparative education centres for research. This also points to further shift in emphasis on social science.

## **Motivation and characteristics**

Since the end of War II in 1945, there has been less concern for analysis of antecedent and more for analysis of contemporary relationships. The mode for analysis have been less historical and more quantitative and empirical drawing on the techniques and conceptual frameworks of sociology, economics and political science in particular. It has become important to collect facts, organize the data and give the interpretation of the collected facts. The comparativists have to change the collected facts into systems, and must offer explanation and theories regarding the collected data. Consequently, the comparativists have been pre-occupied with debate in an effort

to identify the best method of conducting comparative education studies so as to yield the most valid data, information and advice. Some of the individuals who have contributed to the development of comparative education during this phase include: Vernon Mallinson, Joseph A. Lauweys, George ZF Bereday, Brian Holmes and Edmund King.

Institutions of learning, various agencies and comparative education societies have contributed to the development of this phase. After World War II, university centres developed comparative education studies. Today they have developed comparative education as a discipline in various countries of the world in Africa, Asia, Europe, Latin America, and North America. The scope of work in comparative education has broadened through the development of international, regional and national agencies. For example, the International bureau of Education, UNESCO, UNICEF, and many others. Their functions include: collecting, analyzing, and disseminating educational documentation and information. They are involved in undertaking surveys and projects studies in the field of comparative education.

Individuals interested in the field of comparative education have formed a number of societies to promote comparative studies in education. Their aims are: to initiate and coordinate research, and to cooperate with other persons and organization in international and comparative studies. In 1958, comparative education society was established in New York. British and German sections of the society were also established. Similar comparative education societies have been organized in Canada, Korea, Japan, and in Africa. Most of these societies are affiliated to the World Council of Comparative Education Societies.

## **METHODOLOGY IN COMPARATIVE EDUCATION**

Just like other social sciences comparative education has been studied at different stages of its development with different methodologies. Beginning with simple narratives of education abroad during the travelers' tales phase, the disciplines methodological approaches have progressively evolved into the current application of sophisticated methods of the social sciences, which are empirically based. Due to its diverse clientele, arising from its multi-disciplinary nature, comparative education has failed to develop a single universally accepted methodology of study. As a result it is currently characterized by multiplicity of debates and opinion of what method is best suitable for use. The founders of the discipline Marc Antoinne, Jullein De Paris, suggested a method of studying comparative education and since then several comparativists have suggested alternative methods of studying comparative education.

The debate about methodology of comparative education has been stimulated from time to time by the need to produce valid answers and better understanding of the education systems, theory, practices and problems. It became even more important after the World War II when comparative education became involved more in finding solution to educational problems of the contemporary era. In their efforts to advice nations, countries educational systems and institutions, have sought even more vigorous for the best method to use. The following are the methods that have been used

in studying of comparative education and they tend to correspond with the particular stage of development of this discipline.

1. Traditional method

- a) Descriptive method

- b) Selective educational borrowing

2. Social science methodology

- a) Historical approach

- b) Philosophical approach

- c) Sociological approach

3. Conventional methods

- a) Systematic area study
- b) Problem solving approach

### **Traditional Methods**

#### a) Descriptive method

From the early times of the discipline development the most noticeable aspect was that of description only. This method had neither any methodology nor system nor details to the roots of the discipline. The method involved simple random surveys like those of Marco Polo, Hieun Tsang or Banche and had only some details of educational systems in other countries. Herodotus (484-425 BC) in his commentary on Persian wars, Xenophone (430-355 BC) in his details of training for citizenship in Persia, are some of the Greek interest in comparison. Plato (429-348 BC) in his Republic talks of improvement in society, Cicero (106-43 BC) in de Orator had compared Greek and Roman cultures and blamed Spartan training for encouraging homosexuality and robbery, Julius Ceaser had mentioned that Druids stressed memory and were not willing to commit their religious doctrines to writing. In these early descriptions, mostly the persons who traveled abroad were not basically interested in the educational systems of other lands for any utilitarian purpose but were curious to know the wide world and what people did there. These descriptions could not move beyond subjective interpretations.

#### **b) Selective education borrowing**

The method involves the comparison of descriptive data inform of legislative details, statistics and description which form the basis of comparison. Pioneers in the discipline used this method in the pioneer phase of comparative education.

Their main aim was to facilitate transplanted of education system and to promote understanding among nations through sharing of educational information among them. Their approach calls for the task of educational fact finding and enlightenment through abstracting educational statistics

and presenting them in charts for comparison e.g. comparison of the organizations and methods of instructions. The approach requires giving details of other states and foreign systems of education. Some of the materials to be collected may be historical and descriptive.

Experiences may help in the investigation of educational practices in other countries. Thus personal experience allied with social outlook would combine to give one a conclusion about an educational system. This approach involves looking what people in other countries are doing. If, what other people are doing in their countries were done in our country, on the same principle, then our education system would be better off. The approach involves stressing positive points of foreign education system so that current weakness of the system may be shown up. This is well illustrated by educational borrowing that took place in the early nineteenth century.

The beginning of 19th Century coincided with the rise of national system of education in Europe. Travelers abroad made journeys with a specialized interest in educational matters. No longer motivated by general curiosity they went to foreign countries to discover information useful for charting the course of education in their countries.

This group of persons of modern comparative education was predominantly educational politicians experts and activists. Often they traveled not at their own expense, or following their private interest, but as emissaries sometimes self appointed of their national Government. They concerned themselves with educational theory, methodology, finance and organizations, teacher training, institutional methods and alternatives to traditional accepted curricular matters of major importance for them. They borrowed what they viewed to be important in the improvement of education in their country and left out what they viewed to be of little use. This brought about selective education borrowing of aspects that would improve their education system.

Though their reports now focused sharply upon the schools, characteristics associated with traveler's tales persisted; many of the reports took the form of encyclopedic descriptions of foreign system, perhaps enlightened here and there with anecdotes, but rarely explanatory. Of necessity objectivity and detachment were lacking. These educational emissaries committed as they were, to the cause of education in their own countries, they mostly saw and reported from abroad merely what they judged would advance their domestic enterprises at home.

Characteristics of this approach

It is mainly descriptive, eulogistic and governed by utilitarian purpose of assisting national development of education based on certain values governing the improvement of education.

Conscientious comparison which may be expressed in definite terms acknowledging national differences was lacking.

### Application

i i. Government may invite foreign experts to advice on the reform of an institution/education system. Kenya Mackay report of 1982, Bessey report of 1972.

ii ii. Government may ask an individual in the country to set up a commission/panel to look into the reform aspect in the education. Members of the commission would study what happens

i elsewhere; select those features they think may help in the reform. They would put forward suggestion for reform and plan development for the institution and system of education. For example, the Koech, Ominde, and Gachathi commissions.

ii iii. Government may send officials to another country to study a particular kind of institution with the objective of setting up a similar kind of institution. The government may want to transplant aspects of education from a specific country for example institutes of technology, village polytechnics from Russia, China, and Japan.

iii iv. A specialist in a country may be given the task of collecting information on foreign improvement in education. For example use a member in the ministry to collect information and stock it locally for use. He would send questionnaires and circulars to embassies asking for information about various aspects of existing systems of education which may be useful in school reorganization at home.

iv v. Government may send individuals to study the work of an expert or specific institution where the expert works. For example to study the aspect of early childhood education, adult education.

### Problems of the approach

i i. Problem of the reliability of the data collected especially inaccuracy of local records and imprecision of the technical term when translated to other national context.

- ii      ii. The data need to be evaluated on the basis of each country for example the amount of money used in a country cannot be used to compare different countries due to the factors involved e.g. high population
  
- iii      iii. Valuable comparison of education has to consider social influences on the policy and its consequence.
  
- iv      iv. Political rivalry and economic competition among nations encourage imitations but national sentiments discourage it. For example the issue of 8-4-4 system of education in Kenya was faced with the problem of education specialist arguing against its implementation while politicians supported it.

### **Social Science Methodology**

Under this approach several methods linked to the various social science disciplines have been brought forth. The development of social and behavioral science vastly expanded options for carrying out educational research. Various scholars from different disciplines have argued in favour of their area of specialization being used in comparative education. The vast methods available were found applicable to the study of comparative education. The result of this linkage to social science meant that trends in parents discipline shaped comparative education. The following are the methods that fall under this approach:

#### **a) Historical Method**

This method involves the search for cause and effects. It pursues antecedent causes of educational policy. In the use of this method it is assumed that the practice, device, methods, organizations all details which go to make up an educational system cannot be transferred intact from one environment to another. The educational practices are to be adopted and not assimilated. To adopt a practice requires that there be an understanding of the cause of its existence. The pursuit of historical approach motivates the desire to discover universal causes of education practice and to establish laws of education and science of education. In the historical method we try to understand all those geographical, social, racial, political, religious and linguistic factors, which influence the educational systems of a country.

In the 20th Century, the historical approach was proposed by people like Isaac Kandell, who argued that the objectives of comparative approach to problems in education is in the analysis

of the causes which have produced them and the underlying reasons across various education systems.

The causes were to be found in the forces and attitudes governing social organizations and economic and political conditions that determined its development. Nicholas Hans has added religious, linguistic, geographical, racial and political factors to historical causes. Friedrich Schneder included the nation character, culture, foreign influences and development of pedagogy itself. Horace Mann tried to reconcile those who advocated the historical approach only with those who included other factors. He emphasized that the past could not be changed and the future held infinite possibilities. The future was then the field of action, the past is only valuable as a furnishing light by which that field can be more successfully entered and cultivated.

### **Assumptions of the approach**

The approach assumes that:

Education practices devices methods, structures and organization are not transferable intact to different education environments adaptation is vital.

Education problems are generally universal but their nature is usually particular to a situation. That is an effort to make comparison between countries. Stress must be on certain factors like political, social and cultural that shapes the character of educational systems. Thus, as Michael Sandler emphasized, 'things outside the school are even more important in determining the theory and practice in an education system'. This approach analyses the cause of similarities and divergences and is expected to expose the necessity of understanding the forces that influence any education system.

### **Shortcomings of historical method**

i i. One of the greatest limitations of the historical method is that the data on which we base our study may not be reliable because in the collection of data, due care is not observed. Therefore the conclusions derived cannot be very useful.

i      ii. The historical materials about educational systems of various countries are generally not reliable. This limits the utility of the historical data. Hence more research is needed for making them reliable.

ii      iii. Another difficulty with the historical method is that historians generally are not impartial in their accounts. They want to conceal undesirable elements about the history of their own country and look on facts relating to other countries with prejudice. Thus the truth is not known and we cannot reach the right conclusions.

iii      iv. Lastly, in the historical method, the past is unduly emphasized. Thus the study of comparative education becomes unbalanced.

### **Sociological approach**

In the sociological method the educational problems are studied in a social context. This is done with the belief that the educational system of a country is conditioned by its social, cultural, economic, political and religious situations. Hence the educational problems of a country have their origin in some social problems and they do not exist by themselves, as there is a close relationship between education and society. The sociological methods of the study of comparative education does not emphasize only the past causative factors, but also those social and cultural aspects which may be responsible for the problem.

### **Assumptions of the approach**

Society is considered as a fit subject for speculation and enquiry. Enquiry into the nature of human knowledge, the nature of human science and the question whether laws and principles underlie the growth and development of society are important.

Comparative inquiry in education may exhibit the influence of the trend towards the study of society.

The development of a sociological viewpoint implies a degree of analysis rather more refined than mere cultural descriptions. It emphasis is on the possibilities of prediction. Thus comparative education study will be a study of the dynamics of an educational system and of its relationship with other aspects of society.

### **Steps to follow**

The following are the steps that could be followed when using sociological method of data collection:

i i. Identification and collecting things of practical value that can be learnt from the study of foreign systems of education

ii ii. Analysis of the extent to which things outside the schools may influence the things inside the school, an analysis of how school teaching staff, or classes of pupils relate themselves to the system and how they may be inextricably connected with the life of the nation

iii iii. Investigations of how comparative education studies, as an instrument of reform, may also be an agency for promoting international understanding. Since the collection of

i information of a comparative kind would make it necessary for teachers. For example, there should be a system of our own country, Kenya. This ought to give the clues to the most valuable lessons, which can be drawn from, the educational system of another country. We have to show concern for national background in our enquiries on education of the country studied. Lastly, there is need to be aware that educational reform and innovation would have wide social implications.

ii iv. Look for the means of prediction, or theories, which would enable us to anticipate events. Prediction as a purpose implies a stress on sociological dimension in addition to the historical perspective of the pioneers.

### **Shortcoming of sociological method**

The sociological method suffers from the limitation that it ignores the contributions of individuals towards the growth of education. We know that in each country there are some individuals who have contributed immensely towards the growth of education in their countries. The main proponents of this approach are Michael Saddler, William Harris, HJ Noah, and MA Eckstein.

## **Philosophical Analysis**

In using this technique, the main assumption is that a process of simplification would succeed in diminishing the number of diverse events to be considered.

Explanation of any education system is connected with the philosophy of that country. The national styles of philosophy or different styles of arguing for example America pragmatism or French nationalism can help in explaining the education system found in a particular country.

Thus the establishment of a predominant mode of thought can be linked to every aspect of an educational organization of the culture and the methods of teaching employed.

In this approach we stress the need to collect reliable data on an international scale in order to facilitate comparison in education. We have to explore the possibilities of defining a number of national traditions stemming from each nation's philosophical orientation.

The meaningful comparison and even prediction is done as to what may happen in future, according to the national styles of thinking and hence, of doing things.

Thus in advocating the isolation of only one main element, the ideology, the philosophical analysis may give us a manageable scheme, allowing a clear relationship to be established, if this exists, between educational practice and national thought or style.