Ch. 11 Education Institutions

**Sociological Perspectives on Education**  
In the past few decades, increasing numbers of people have obtained high school diplomas, college degrees, advanced professional degrees.

Education has become vast and complex social institution, prepares citizens for roles demanded by other social institutions, such as the family, government, and economy.

**Functionalist Perspective : (refer to voice 007)**

**Manifest functions**: transmission of knowledge & bestow of status.

**Latent functions :**  
1)**Transmitting Culture** : Exposing young people to existing beliefs, norms, and values of their culture. Sometimes nations reassess the ways in which they transmit culture to students ;

2)**Promoting Social and Political Integration** : Common identity and social integration fostered by education contributes to societal stability and consensus;

3)**Maintaining Social Control** : Schools teach students punctuality, discipline, scheduling, responsible work habits, and how to negotiate a bureaucratic organization;

4) **Serving as an Agent of Change:**  Education can stimulate social change . Best indicator of a person’s lifetime earnings is still number of years of formal schooling that person has received.

**Conflict Perspective : ( voice 008)**

**1) Education is instrument of elite domination**  
Educational system socializes students into values dictated by the powerful and stifle individualism and creativity to promote relatively insignificant change

**2) The Hidden Curriculum**   
Hidden curriculum: standards of behavior deemed proper and taught subtly in schools.

**3**) **Credentialism**: increase in the lowest level of education needed to enter a field. Number of occupations viewed as professions has risen . May reinforce social inequality

**4) Bestowal of Status**  
Education can distribute members among a variety of social positions by sorting people into appropriate levels and courses of study **Tracking**: practice of placing students in specific curriculum groups on basis of test scores and other criteria.

**5**) **Correspondence** **principle**: promotes values expected of individuals in each social class, perpetuating social class divisions

**Interactionist Perspective (voice 009)**  
**1)Labeling approach** suggests that if people are treated in particular ways, they may fulfill expectations .

**2)Teacher-expectancy effect:** impact of teacher expectations about a student on student’s actual achievements

**Schools as Formal Organizations**

**Bureaucratization of Schools:**  
**Weber’s characteristics of bureaucracy: (voice 010)**

**1)Division of labor ; 2)Hierarchy of authority; 3) Written rules and regulations; 4)Impersonality; 5)Employment based on technical qualifications.**

**Student subculture complex and diverse:**  
High school cliques and social groups form according to race, social class, physical attractiveness, placement in courses, athletic ability, and leadership roles in school and community . Gay and lesbian students particularly vulnerable . Peer group pressure to conform is intense.

**Four distinctive subcultures among college students:** (voice 009)

1. Collegiate subculture : focus on having fun;
2. Academic subculture : values knowledge as most important and for its own sake;
3. Vocational subculture : only interested in career advancement through college education;
4. Nonconformist subculture : hostile to college environment, seek ideas unrelated to academic studies.

Each student is exposed to competing subcultures and must determine which seems most in line with his or her feelings and interests.