AN ANALYTICAL SURVEY AT THE THEORIES OF SOCIOLOGY OF EDUCATION

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ABSTRACT

The essence of this paper is to ventilate the leading theories of sociology of education in an undertaking to bring to light sphinx obligation to broaden the examination outside the peculiar common articulations. The paper presents a compressed chronicled explanation for the respective theory and axiological appraisals conducted enroute the established order. Sociology of education has appropriated a commemorated departure by disappearing from the foremost apprehensions of the 1950s functionalist theories. The phenomenon of experiences, ethnicity, race, gender, social class and their snug connections to the education set in motion to monopolize an influential reference in the examination of sociology of education. Nevertheless, the contemporary sociology of education again could not break from actualizing peculiar confines, distinguishing doctrine.

Keywords: Critical theories, functionalism, sociology, education.

1. INTRODUCTION

The bottom line of this paper is to examine the fluctuations in the discipline of sociology of education and how it has gone through and never cease to discerning the arbitrations of appraisal that approaches analysis to standards that have been antecedent beneath examination. In order to accomplish this stub, we will fundamentally circle education as functionalist examination, in addition to the channel of ideation and inquiry that multiplied as reaction to the last-mentioned- critical theory. The interpretation we will undertake to advance is composed as companion to dyad stratum of examination: theoretical and phenomenological. In consideration of the aforementioned, we will analyze appropriate literature and the differing ideological and theoretical positions that right now flow through the discipline of sociology of education. Additionally, we will emit remarkable fluorescent on the inconsistencies one appears to discover in the several complexities with analytical inquests like results of educational procedures. It is advantageous to allude that the aforementioned daily grind is at a great distance from apparent or guilelessness which parallel Michael Apple’s (2000:125) assertion in an exposition: “I trust that it comes as no surprise that answering the question “what is the state of sociology of education is not an easy task”. He affirms that scrutinizing a discipline is by its very nature an exploit of developmental formulation.

The indicated is as a result of the fact that all discipline delineates diverse fluctuations, diverse and in some measure coincidental experiences, and is in immutable motion. Besides, the validity of sociology of education is an arrangement in a particular cycle that epitomizes as
authentic contingent of sociological examination stands on the intellectual confines that are ethically formed and are commonly the results of composite competence hardy. That which analytical theory has primed to affirm in deconstructing and dislodging various preoccupations of functionalism need be emphasized in our effort to apprehend analytical problems in the sociology of education in exceeding the recent postulations carried as concerns by analytical theories. More so, analytical theory assisted in showing that functionalism is not in any way decisive when it comes to crucial arguments in education; hence it is authentic to picture analytical theory through collateral simple microscope where it not constitute itself as our crowning landing-place (Demaine, 2003).

We will commence earliest in order, by introducing the two predominant schools of thought in the sociology of education-functionalist and analytical theories, and in what manner the theoretical augmentations of the two structured our discerning of educational point of departure antagonistically. Then we will proceed to the cardinal part of the paper, which has to do with our own endeavour to broaden the investigation outside the current compositions of analytical theory.

2. DOMINANT THEORIES OF SOCIOLOGY OF EDUCATION

Emile Durkheim discerns education as a social fact “external to individual and constraining his/her behaviour” (King, 1983:16, Meighar, 1981). While analyzing their values to society rather than human beings, social facts likewise have to discover a convenient manner to attend to “the general needs of social organism”. The primary concerns of education, for that reason are to take care of essential social adhesive in order to conserve alliance; to source essential methodological accomplishment and abilities in agreement with the requirement of institutions and alternating metrological circumstances; to fraternize and civilize individuals through the rearrangement of the normative and cognitive foundations that they need. The functionalist perspective have been delineated by putting into use the legendary comparison between society and human being – society having specific organs with distinguishing responsibilities. Unspecified type of breakdown in one of the indicated will disrupt the working of the entire system. Correspondingly, education as a social organization and component of social organism, for instance, is linked in several areas to the, family, political, economy and religious frame of reference (Meighan, 1981, King, 1983), Majorbank, 1985, Lawal,2011).

Thus apprehension that will be built into the educational programme is reasonable and authentic singularly if it is a component of a general civilization, which is, it need work on the way to alliance and unification rather than ethnic inclusiveness and distinction. The requirement of the society are continually cardinal to those of all individuals in this manner school teachers as executors of the aforementioned legal apprehension conveyance, in addition to ethical illustrations and ethical beings for proximate procreations, should bind themselves with coaching singularly for the interest of society. According to Durkheim, (1961), the coach need for that reason to be dedicated to handing down the principle of behaviour, not as it is from him, however as an ethical competence exceptional to him, and of which the coach is an apparatus, not the creator. At this point the pupils are looked upon as spotless membrane, apathetic individuals willing to be permeated will general social congenial by the executors of the community. (Meighan, 1981,Wilson and Cole,2010).

Structural- functionalist theory advanced into conspicuousness about the 1950s, by stating the “importance of educating potential talent and attacking traditionally entrenched conceptions of a limited pool of educability (Karabel and Halsey, 1979). Parsons contends that school, as a considerable organization is a valid consideration of society on account of its singularity of being the singular academy that communicates accomplishments and
appearances. Parsons beholds the schools as impartial locations arranged to equip pupils with essential accomplishment and discernment they will require to behave in larger community. Furthermore, he sees school as thrust that lay asphalt on the course of action to commensurate favourable circumstances that assist the progress of the advancement of pupils’ remaining in the social chain of command (Girous, 1983, Zenger, 2009). The aforementioned commensurate advancement nevertheless conveys an amazing dissimilarity in accomplishment. The indicated distinctnesses are speculated to spring from competence, personal ambition, family acclimatization’s, and affection for education.

Dissimilarity in educational accomplishment are adequate on account that, in contempt of the fact that students are born into dissimilar environment, education has the dexterity to remove the above-mentioned dissimilarities, established on the assumption that those who perform extraordinary in school are awfully recompensed (Parson, 1961). In contemporary society the cardinal connection between social arrangement and education is the economy. Consequently, schools need to adjust to the economic advancements by “carrying out the functions of selection and training of manpower,” (Meighan, 1981:214) in addition to exhilarating economic change through experimentation.

The functionalist perspectives to education have been skinned alive in several form and dislodged by fundamental theories of education, besides several prevailing accessions acting as human capital theory. Earliest in order, they have been judged as bad for leaving out the aspect of ideology and emulation in society. There is no separate definition of school and the romanticize functionalist delineation of schools has been seen as monolithic and defective as a result of the curtailment of compact explanation of that which empowers some schools to be considered auspicious or in what manner the above-mentioned can be this endlessly conscious outside modeling some ambiguity to the requirements of society and personnel (Karabel and Halsey, 1977, King, 1983). At the same time being apprehensive concerning the hazards of overgeneralization concerning the extreme tension in a particular discipline, it is out of danger to contend that the Coleman’s 1966, investigation, concerning educational probability and its affinity to students’ accomplishments has arranged a dissimilar schedule for sociology of education for several decades to come.

3. ANALYTICAL THEORY OF EDUCATION

Analytical theory breezed in amid the 1920s in a research institute at Frankfurt. The daily grind of the institute has become apparent mainly as a Marxist appraisal of capitalist society, additionally disputing the established practice of modernity as the leading aftermath of capitalism. In the aforementioned impression, they advanced theories of consumerism and culture, science and technology as new contemporary arrangement of social ascendancy and consequences of modernity. The distraction between analytical theory and other common theories is that “analytical theory is distinguished from traditional mainstream social science through its multidisciplinary perspectives and its attempts to develop a dialectical and material social theory (Kellner, 1989). Analytical theories have three cardinal, responsibilities: leveling unfair treatment in education, following those unfair treatment to where they emanate from, probing and presenting for action solutions to those unfair treatments the Frankfurt school started by giving a description of inequalities in education. Changeless minority groups have been put at the middle of the investigations on account of their approximately low accomplishment in education in collation to their middle or upper class spitting image (Gibson, 1986, Oladele, 2010).

In the midst of 1960, charged with the social movements, in the articulation of Marxist conflict theories, they dispute the liberal theorizing of structural-functionalist accession in
education, later on they progress through reproductive and correspondence theories to resistance theories in the subsequent years (Karabel and Halsey, 1977). During the 1970s in England an assemblage of analysts in education, adduced that the affinity amongst social arrangements, competence, and schooling usual procedures should be cardinal to the research in sociology of education. The primal disclosure of the aforementioned consideration has been propelled at the apex of it, in Michael; F.D. Youngs edited book; Knowledge and Control. (Sarup, 1978). Young contended that it has not been asked by sociology of education that “what counts as educational knowledge” (Ladwig, 1996:16). Consequently, they blast structural-functionalist perspective of education and advocated the need for “phenomenological” schedule, that later became known as “interpretive” perspective in sociology of education (Ladwig, 1996, Davies, 1995). According to Apple, (2000:75); several analytical investigators in education devoted their attention to three cardinal responsibilities; “the debate over functionalism and economic reductionism or over what is called the base/superstructure issue. Secondly and closely related arguments between structuralists and culturalists in education; finally class reductionism.

4. REPRODUCTION AND CORRESPONDENCE THEORIES

Althusser (1972), in his legendary discourse ideology and ideological state apparatuses, disputed the bourgeois apprehension that the social whole is, however, disintegrated into divisions, several of which are invulnerable from the ascendancy of ideology. He sees education, in addition to other visible feature of the socio-cultural aggregate, is however an elemental component of the usual procedure of ideology and its main distributor – the state. Education is not a discipline of non-interference where results and recommendations occur as a result of the progress of disposition, not an action of dispositional convergence, however, the discipline of conveyance for the superiority of the state and the activity of its diversified ideological contraptions. Althusser advances to contend that this extrinsic usual procedure of ascendancy, in education assumes, however, one of the several locales where the competence of the state contraptions advance to challenge those to whom it is distributed in the arrangement of the reproduction of its appropriate connections.

In extracting from the augmentations of two structuralist of French origin; Althusser and Bordieu, reproduction or correspondence theories as advanced and introduced by the work of Bowles and Gintis, (1976) Schooling in Capitalist America “emphasized the macro and structural dimensions of educational institutions” within society (Sultuna, 1989;287). Slipping away from Karl Marx’s definition of class, to wit, class is an assemblage of individuals who treasure themselves in the same socio-political and economic circumstances, Bowles and Gintis (1976) make a declaration that schools are educating children with the aim of giving them a better tomorrow. Individuals have no preference on account that their destinies are structured for them by the economic arrangement and the location within the economic structure, the conventional liberal educational theorists for the most part champion the impartial composition that schools are noncommittal organizations that arrange the essential apparatuses for human advancement and ostensive flexibility, specifically for the disadvantaged (Parsons, 1961). Acting as an antinomy to the aforementioned point of view, reproduction theorists have given due consideration of schools as organizations of competent class working to strengthened the current power relations, customary of manners of conducting oneself, and arrangements attending to ideological and economic affections of people in authority (Demain, 2003, Grenfell, 2008). The above-mentioned were accomplished by nourishing current social imbalance through antithetic methods like bequeathing specific arrangements of understanding in line with
social hierarchy- for example, concentrating antithetic classes and/or social arrangements into separate intellectual monument (Oak, 1985).

The already mentioned is contended to have been accomplished by validating economic and ideological absorption of political power (Giroux, 1983). In this direction students have been characterized as “passive victims of schools’ sorting mechanisms and manipulative socialization” (Davies, 1985). Within the traditional perspective of reproductive theory, the importance of human organization in assembling content and allotting it to the situation of students has been denied (Pinar and Bowers, 1992).

Even though several demeanor of reproduction theories have been broadly chastised by several intellectuals, (Wexler, 1987, Apple, 2000), they are however, advanced and broadly cycled in the explanations of social in balance put in place through schooling, additionally to the formulation and circulation of knowledge (Weis, 1990, Mcleod, 2004). Consequently, it would be a wrong idea to use aimlessly dissimilar arrangements of reproduction on antithetic standard of investigation reciprocally outside being appreciative of the differentiation among them. For instance, social reproduction, “works through cultural production is quite open- not closed as pessimistic as other theories of reproduction are accurately believed to be. It has essential features of confrontation, innovation and freedom assembled into it” (Wills, 1981:66). The above stated annotation of social reproduction has depths separate from and more than what Bowles and Gintis (1976) have advanced and emblematized in their discourse. Will’s (1987) conceptualization, social reproduction is a consequence of class affinities and capitalist division of labour, while cultural reproduction, standing on composite cultural and ideological methods abides in a society, comes from several other devices like race, gender, and ethnicity. In consequences of the fact that schools are not purely organizations of reproduction, organizations where the unconcealed and camouflaged knowledge that is coached with remorse pattern students into inactive individuals who are willing and interested to dwell in an asymmetrical society (Apple, 1986). On account of its mental analysis of students as inactive immortalizers, the analysts of reproduction theory adapted a foundation for resistance theory.

5. RESISTANCE THEORY

The theory is synonymous with intellectuals at the Birmingham centre for contemporary cultural studies. The idea of resistance is put in place in educational investigation in order to investigate the current contractions between schooling methods and students. Resistance analysis basically converged on antagonistic attitudes that guide students, as a result, intellectual bankruptcy (Apple, 1982, Eyisi and Uche, 2010). Resistance theory as a political posture comes from the understanding of schooling as a reproduction method rather than a balance method. The theories advance the efficacious appearance of individual organization in the establishment framework that recreates social imbalance. The theory is presently an acclaimed ethnographic leading in sociology of education. The already stated neo-Marxist theory, presently amongst the most important cultural clarifications of class imbalances in education, comprehend the postulation that the indicated differences happen medially through a working class cultural resistance to schooling, Davies, (1995). Resistance examinations in addition stressed unconcealed accomplishments of students’ attitudes, and the already stated, in line with Giroux, (1983) is a major deficiency.
6. AGGRANDIZING THE EXAMINATION FURTHER: FRAMEWORK OF THE EXPOSTULATIONS

At this point, the paper inquires in order to answer the inquisition “why we need to extend analysis beyond the current form of critical theories in education” on two separate angels: At every point of the analysis, we will buttress our contentions with significant literature besides antagonistic contentions that are necessary. Concerning the phenomenological approach of our analysis, we shall contend that the present position of analytical theories of education have been as a rule isolated inside the obstructions of course of studies and is missing the ability to account for several phantasm of schooling methods appeared mainly in affiliation to educational routines and advancing economic, social, and ideological conditions of society. We put forward the appellation phenomenological on account that we will move away from phenomena as an instance, to abridge the analysis, and to place it within an immense arrangement, disposed to our assumption that the above-mentioned phenomena have been sickly elucidated by analytical theories of education. In addition, we shall contend that as allergic to accusations from the analytical avant-garde, analytical theories have produced their own doctrine by recounting succeeding antecedent postulations, that gives room for putting in place ideologically bounded educational programmes that accords dinky importance to low topics or under-prestigious topics that have found themselves at outskirts of analytical examination, however, which still have ample ascendancy on the existence of students.

We problematize the conceptualizations of present analytical theories of education in our second articulation- we shall contend that some ideas that have been set aside from previous assumptions need to be re-thought and lengthened. Besides, as a threshold, we put in place agreed ideas, specifically social class, to analyze its limitations to show what it has meant to deflate, and then to make effort as to respond to the ambiguity, whether there is a need to aggrandize this schedule. Beyond the above, we shall contend that the uncertainty of ideas- for instance, social class as structure, essentially cast off inquiring interests over what comes from these ideas- structure against agency when they are compared with each other as an uncertainty of a compound.

7. THE PHENOMENOLOGICAL BALANCE

The contention has been that analytical theories of education could not harness remodelling concrete and ideological circumstances encircling school and turn out to what Apple (2000:25) refers to as “romantic possibilitarian rhetoric in which the language of possibility substitutes for a consistent tactical analysis of what the balance of force action is and what is necessary to change it” Along these lines, theory and investigation programme put in place by analytical theorist stayed inside their own models which commonly cannot ravine outside the barricade of academia (Ladwig, 1996). It is conceivable to contemplate that, whereas analytic theories assisted in putting in place new approaches to mirror education and social phenomena (Bowles and Gintis, 1976; Wills, 1977), they mostly not invulnerable from the disposition to initiating new doctrines and obsessions.

The breath-taking occupancy of ideas of ethnic, racial and gender imbalances in analytical conceptions in education may direct individuals on the way to being imperious that looking at it from the eyes the minority is normal, through which the attention tends to move apart, from “low level” phenomena that gives clarity to underachiever. For instance the issue of minority, as a disclose of the outskirts, appears to have been made to buy with an influential eminence on the programmes of analytical theories to the point that other contentions that may ameliorate “pre-critical” apprehensions, like finding out fundamental interpretation and
scribbling proficiency, can normally drop out of consideration for analytical theorists whose
cardinal contour scholarly, equal to when apt of analysis still compellingly abide apart from it.
However, besides considerable festivity of the outskirts as nearly absolute as an alternative for
educational analysis can, an individual may suggest, what need to be referred to as doctrine,
analytical inspect of the fact, whose baggage tends to emerge basically from aerial famous ideas
and phantasm such as ethnic, racial and gender imbalance (Haney, 1993), in proper sequence an
acquainted acknowledgement to previous colossal balance alliances such as consolidated
activity and inborn conditions (Parsons, 1961).

8. THE CONCEPTUAL BALANCE

The literature of sociology of education here and now put forth basic distinguishing
understandings of social class whereas an assemblage of intellectuals contend that social class
stands for a set of individuals with the same principles of existence, delicacies, chances and the
Bowles and Gintist, 1976, Wills, 1977, attribute it to the portraits of political economy where
social class is essentially the current aftermath of relations of production, circumstances of
capitalist competence and exploitation of labour force additionally to the division of social
labour (Bowles and Gintis, 1976; Willis, 1977). Class point in question engross different locale
in analytical theories of education. This aforementioned is on account that it has been contended
that if part time students are ahead of the game in their education, they are opportune to find an
escape route via the adverse circumstances that their class frameworks arranged for them in
what may give room to complete modification of their structure different from their normal
part-time class (Mclaren, 2000).

The indicated is on account of the annotation of the above-mentioned students
circumstances is approximately connected to their life contingencies, freedom, and awareness
(Giroux, 1983). However, in a singular faculty, an intellectual, advantageous part-time child
whose character and life chances do not show the analogue of working class is not thought-out
a working class anymore. However, the setting is entirely antithetic for bewildered assemblages
who are as well placed at the middle of analytical educational programme. For instance, the
female folk, in spite of the level of education or their being redeemed from the oppression by
men, they cannot claim not to be women. Gender is a fixed classification that introduces
adherence in its annotation; “working class” can drop the aftermaths of their class circumstances through education and bring to an end their status. Our contention is that;
whereas the adaptability of the above-mentioned apprehensions, contended to be socially
composed, may be more apparent in spheres like social class through flexibility that comes
through education; gender is steadier.

Anyon (1980) delineates social classes into three fundamental benchmark; affinity
between individuals, ownership affinity and affinity between individuals and their work.
Though the position is entirely antithetic for minor groups who are as well situated at te middle
of analytical education programme. McLaren (1995) states that several articulations of
classification class, race, ethnicity and gender abusiveness ascertain the metropolitan
contiguities. Furthermore, in metropolitan contiguities, school usual procedures and activities of
students echo the disposition of class, race, ethnicity and gender imbalances on account of the
enormity of crack that make them stand out than rural ambience. Carey 2003 spiels concerning
the distinction in contemporary metropolitan classroom ambiences and outlines that
socioeconomic and ethnic distinction of the students creates for an alluring, broadening, and
contentious classroom. The already stated bearings in like manner advances a distinct usual
procedure in the metropolitan school ambiences that if there is a coercion that there must be
Children from affluent homes for instance, might actually take for granted distinctiveness, through their appearances, that have been historically analyzed as features of the less privileged class. The coming into place of unions, in addition to the astronomical admirable advantage that workers accomplished before in the (60s) structures the perspectives of analyst on how to validate the contemporary working class features as either fragmentary maintenance of earlier circumstances or escape from them. The alternative mental analysis appears to come from several analysts’ classification of distinct contingents and flow of daily grind to the only assemblage of “working class”. The aforementioned advances to appointing the chronicled empiricism of non-amalgamated daily grind, mainly the under privilege to a subordinate bearings, throughout the time arranging the chronicled empiricism of advantage daily grind. An additional clarification may be that when educational analyst access arguments of working class, their method might be determined by a perspective of labour, as particularly a difference composed in socio-economic, along civilized determinants, for instance, the salary of families of students and where they live. Whereas the already mentioned features are real and impinge on working class progress in a specific manner, we are contending that the indicated by themselves do not establish an exhaustive chronicled analysis of whom we can refer to as “working class” (Weis, 2004, Lawal, and Abe, 2011).

Nevertheless, the burdensome rendezvous of giving description of working class does not singularly impinge the consistent articulation of what comprises this arrangement, however it alongside breeds dimness of ambiguity over what becomes apparent in analytical theory from basic similarity of the working class. Here resistance is held indeed as the terminal outcome of an arrangement whose composition and disposition is fake to have been balanced and spent, whereas concurrently, the facts of existence of the awkwardness of ascertaining working class as an arrangement of postulation is appropriately handed over to the boundary of analysis and affection. The alternative dilemma with class apprehensions is the attention on the reference to men on the occupational classification. In these apprehension women are either disregarded on purpose or categorize in credence on the class their male companion utilize. On this subject, one can contend that even when some class features of women, in terms of habits, tastes entitle them to the domain of middle class, the already stated women might be very well referred to a lower class arrangement, basically on account of class division that sees men as a frame of reference. While analytical theorists have composed their appraisal on capitalism and class, feminists have come to know the significance of selfness; Analysis having to do with the elements of class and their affinity to selfness enigmatization are lugged on contemporary educational programme. However, it appears that apprehensions of social class, working class specifically, are without doubt away from compact characterizations.

9. CONCLUSION

The accomplishment of functioning outside the present articulation of analytical theories of education is appropriately significant to channel our analysis on antithetic plane. Upholding Gramsci’s character reference of “pessimism of the intellect and optimism of the will may be a basic bearing in the concern for teachers devoted to civil lawfulness, however,
needs complete examination of political and social chances of common life and the description of capabilities for advance activity that may unfastened up as positions of conflict. Nevertheless it is additionally appropriate and significant to assume farther the fundamental apprehensions and assumptions inactive to proceed an additional spoor in discerning what is without doubt functioning inside the schools and in what manner they are affiliated to all-inclusive arrangements of societies. We admit that it is authentic to deconstruct all discipline by discovering continual humble rare occurrence that sickly elucidated and requires to be elongated by current theories.

REFERENCES


