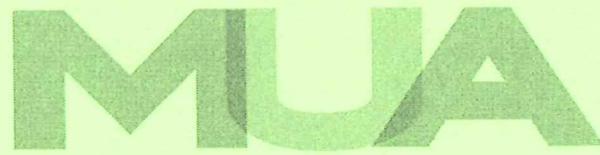


The
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UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF EDUCATION ARTS

EDF 301: SOCIOLOGY OF EDUCATION

DATE: 6TH AUGUST 2024

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE is compulsory**.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and, answer the questions that follow:

CORE UNIT FOR EDUCATION TEACHER LEARNERS

The sociology of education is the study of how public institutions and individual experiences affect education and its outcomes. It is mostly concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education.

Education is seen as a fundamentally optimistic human endeavour characterised by aspirations for progress and betterment. It is understood by many to be a means of overcoming handicaps, achieving greater equality, and acquiring wealth and social status. Education is perceived as a place where children can develop according to their unique needs and potential. Not only can children develop, but young and older adults too.

Social interactions between people through education are always causing further development no matter what age they are. It is also perceived as one of the best means of achieving greater social equality. Many would say that the purpose of education should be to develop every individual to their full potential, and give them a chance to achieve as much in life as their natural abilities allow (meritocracy). Few would argue that any education system accomplishes this goal perfectly. Some take a particularly critical view, arguing that the education system is designed with the intention of causing the social reproduction of inequality.

Systematic sociology of education began with the work of Émile Durkheim (1858–1917) on moral education as a basis for organic solidarity, and with studies by Max Weber (1864–1920) on the Chinese literati as an instrument of political control. After World War II, however, the subject received renewed interest around the world: from technological functionalism in the US, egalitarian reform of opportunity in Europe, and human-capital theory in economics. These all implied that, with industrialization, the need for a technologically skilled labour force undermines class distinctions and other ascriptive systems of stratification, and that education promotes social mobility. However, statistical and field research across numerous societies showed a persistent link between an individual's social class and

achievement, and suggested that education could only achieve limited social mobility. Sociological studies showed how schooling patterns reflected, rather than challenged, class stratification and racial and sexual discrimination. After the general collapse of functionalism from the late 1960s onwards, the idea of education as an unmitigated good was even more profoundly challenged. Neo-Marxists argued that school education simply produced a docile labour force essential to late-capitalist class relations.

Required:

- a) Sociology of education is a common unit given to teacher learners explain any five importance of the unit to you as a teacher **(10 Marks)**
- b) The role of sociology of education is important for the society we live in. Discuss five reasons the role of sociology of education is important **(5 Marks)**
- c) Discuss any five influence of society to education. **(10 Marks)**

QUESTION TWO

- a) Explain any three factors that determine social stratification in a school **(5 Marks)**
- b) Labelling of learners with names has effects, what are the implications of the labelling theory to learners and its effects for education **(10 Marks)**

QUESTION THREE

- a) Explain any five factors that make school a formal social organization. **(5 Marks)**
- b) Other than the social goals, the school organizations carry out other functions in society, which are also very important. Explain any five of them **(5 Marks)**
- c) Discuss the origins and development of sociology of education by choosing only one of the two: Emile Durkheim (1858-1917); John Dewey (1859-1952) **(5 Marks)**

QUESTION FOUR

- a) Discuss any five concerns/issues of sociology of education in the education phenomenon which can be investigated through research (10 Marks)
- b) Discuss any five implication of structural functionalism for education (5 Marks)

QUESTION FIVE

- a) Discuss the origin and the need for the conflict theory (5 Marks)
- b) Explain the origins and tenents of symbolic interactionism theory. (5 Marks)
- c) What are the five implications of the symbolic interactionism theory to education. (5 Marks)

QUESTION SIX

- a) Discuss any five contemporary issues that affect the relationship between education and society (5 Marks)
- b) Discuss any five the implications of the conflict theory to education practice. (10 Marks)