

EDU 453 Educational Sociology

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Students: the school system and their close environments

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Expectations for the Student Role

- ⊙ **Formal role expectations for students ?**
- ⊙ **Student culture constitutes “complex rituals of personal relationships, a set of folkways, mores and irrational sanctions, a moral code based upon them” (Waller, 1932 & 1961).**
- ⊙ **In describing the expectations for student roles in schools, formal and informal aspects of student culture must be considered.**

Expectations for the Student Role

- ⊙ **What is the acceptable behaviour for peer survival?**
- ⊙ **Peer groups come in different types :-**
 - 1) **Support the importance of school learning and achievement.**
 - 2) **Interested in social activities.**
 - 3) **Engage in criminal activities.**
- ⊙ **Students whose friends care about learning have better educational outcomes than those whose friends have little interest in learning (Chen, 1997).**
- ⊙ **Selecting friends are based on personal choice and also cultural process => class reproduction.**

Conflicting Expectations for the Student Role

- ⊙ **School expects “successful” students to carry out 2 components of achievement:-**
 - 1) Cognitive learning of information**
 - 2) Moral component**
- ⊙ **Student peer groups rebel against these goals, division and conflict are created.**

Student Coping Mechanisms

- ② **Students use different mechanisms to get through the levels of the system.**
- ② **Varying roles are adopted:**
 - ② **the leader;**
 - ② **the clown;**
 - ② **the bully;**
 - ② **apathy – protecting themselves against total failure in a competition they feel they cannot win.**

SCHOOL FAILURES AND DROPOUTS

-sub-theme-

School Failures and Dropouts

- ◆ Who Drops Out?
- ◆ Why do students drop out?
- ◆ Gangs and Schools
- ◆ School Crime and Violence
- ◆ Retention and Suspension: School Reactions to Problem Students
- ◆ Adolescent Employment and Dropping Out of School
- ◆ The Future for Dropouts
- ◆ Criticisms of the Student Role

Who Drops Out?

- ◆ According to Jeanne H. Ballantine:
- ◆ Most dropouts are male, older than average, low grades and behavioural problems, minorities, from low-income families with low educational attainment, and given little educational encouragement.

Why so students drop out?

Problems such as:

- ◆ Teenage pregnancy
- ◆ Peer group pressure from gangs
- ◆ Having family problems
- ◆ Financial problems

- ◆ What can school and society do to curb the problem?

Gangs and Schools

- ◆ Gangs are made up of teenagers; to have protection; show loyalty to their neighborhood.
- ◆ Involved in serious and violent crimes, commit assault robberies, drug activities, fighting, stealing, alcohol dealing, and some even carry a gun.
- ◆ What schools can do ?
- ◆ What should communities do?

School Crime and Violence

- ◆ Shootings
- ◆ Bullying
- ◆ Sexual harassment
- ◆ Beatings

Retention and Suspension: School Reactions to Problem Students

- ◆ How to overcome or deal with “at-risk” students?
 - ◆ Seek fund for special programs as alternatives to retention but had difficulties finding them.
 - ◆ Suspension!
 - ◆ Build self-esteem and success of students?

Adolescent Employment and Dropping Out of School

- ◆ Why adolescent work?
- ◆ Why they work more hours than are allowed?

The Future of Dropouts

- Some dropouts are bound to be employed, on welfare and to have dependant children, some end up in jails and prisons.
- They have difficulty competing in the labor market; lack skills for today's jobs, have less knowledge for daily living, and have low self-esteem 😞

Criticism of the School Role

- ◆ According to Jules Henry and other critics of schools, students are put in a position that compromises their integrity; they must give the teacher what she wants.
- ◆ Others argued that the roles of students in schools prepare them for the unequal stratification system in society at large.

STUDENTS AND THE INFORMAL SYSTEM

-sub-theme-

Student's self-concept

- ◆ self-concept of academic ability is significantly correlated with academic performance.
- ◆ Labelling and conditioning influence the way we see our ability in any area.
- ◆ School value climate, background experience, peer-group relationships, and other factors in students' careers influence academic and vice-versa.
- ◆ Thus, the recommendation in the effective school literacy is to raise students' self-concept and academic expectations.

School Value Climate and Student Achievement

Schools affect student achievement through 4 types of perceptions:

- ◆ Student perceptions of the present “evaluations/expectations” of “others” (parents, teachers, friends) in their school and social system.
- ◆ Student perceptions of the future “evaluations/expectations” of “others” in their school and social system.
- Students’ perceptions about the level of feelings of futility permeating the social system of the school.
- Student perceptions of those academic norms stressing academic achievement that exist in their school and social system (cf: Brookover and Erickson 1975).

Teacher and Student Expectations

Within schools, groups of students' peers can be identified by their cohesiveness; along with that cohesiveness goes a set of expectations, values and aspirations.

"No students are expected to fall below the level of learning needed to be successful at the next level of education".

Peer Groups and Student Culture

- ❖ Student subculture has a strong influence in determining what happens in school.
- ❖ Because students are grouped together by age and subjected to a series of age-related requirements, they develop a separate subculture with norms, expectations, and methods or “strategies” for coping with these demands.

Reasons for peer group 'cliques':

- 1- Can express themselves freely.
- 2- Experiment with social interactions.
- 3- Experiment with friendships while learning to get along with others.
- 4- Learn sex and gender roles.
- 5- Serve as reinforcers for norms, rules and morality.

* Why is the 'age mate' important?

Reasons for peer group 'cliques':

- ❖ Often formed around neighborhood friendships.
- ❖ Their activities may have little to do with the academic aspects of school, though they can influence academic achievement and other organizational aspects.
e.g: extracurricular activities

- ❖ 2 main student groups:
 - a) With positive orientations
 - b) With negative orientations

Student Coping Strategies

- ◆ The sociocultural structure of the school is important in determining student experiences and strategies.

- ◆ 4 types of student reactions to school goals and means:
 1. Conformity
 2. Retreatism
 3. Ambivalence
 4. Rejection with replacement

- ◆ 3 types of students who've learned important coping strategies:
 1. Cue-conscious
 - rely on hard work luck to do well, less well-prepared, pick up a limited number of cues.
 2. Cue-seekers
 - learn selectively, actively seek info.
 3. Cue-deaf
 - pick up no cues, try to study all of the material rather than being selective.

Students and their immediate environments

- Effects of Home Environment on Educational Achievement
- Family Background and Parental Involvement
- Social Class Background
- Parenting Styles
- Family Aspirations
- Single-Parent Homes
- The role of Mothers
- The number of Siblings

Effects of Home Environment on educational Achievement

- ◆ Students performance at school and in society depends much from their family background.
- ◆ The ability and attitude of the children may differ from each other according to the family background.

Family Background and Parental Involvement

- Parenting styles and parental expectations plays crucial roles in setting the child's educational agenda.
- Parents, by involving themselves in their children's education, the children are likely score good results in their studies.

Social Class Background and parenting styles

- ◆ Parents' involvement in the educational process differs by social class
- ◆ Student from higher class of society may have active management and attention from the parents
- ◆ Students from lower class/working class may not get much attention from the parents

Parenting Styles

- Students' achievements are also affected by their parents parenting styles.
- Authoritarian, overprotective and permissive parenting styles (very rigid or very lax) may cause the children to rebel and drop out of school.

Family Aspirations and single parentage

- ◆ Family aspirations for the future influence the student's achievement.
- ◆ High achieving children are usually motivated by the parents aspirations.
- ◆ Student who are not motivated by the family believe they will never be better persons in the future due to racial, social issue are likely to become average..

Single-Parent Homes

- The children performed badly in their studies.
- The performance also are influenced by the race or ethnicity of the family
- Receive less attention ,encouragement from the parent.
- The parent may not be concern enough with the education of the children
- Children are likely to have problems in school

The role of mothers and number of siblings

- More highly educated mothers take a more active role in managing their children's education.
- They are more keen with their children's education , knowing that education is essential for their children's future.
- The lower class mothers might no be acting the same way –helpless and alienated in their interactions with the school

The number of siblings

- Parents with smaller families offer children greater intellectual and educational advantage.
- The more in the family, the less attention the child would get.
- Children from smaller families gain many personal advantages of a personal nature, higher verbal ability, motivation to perform in school, encouragement to pursue their studies and so on.

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