



**THE COPPERBELT UNIVERSITY**  
in association with the  
**TECHNICAL AND VOCATIONAL TEACHERS' COLLEGE**



**AUGUST 2018 FINAL EXAMINATIONS**

**ICT and BBSTE**

**SOCIOLOGY OF EDUCATION**

**Code: ED 131**

**Duration: THREE (03) HOURS**

**Total marks: 100**

**INSTRUCTIONS TO CANDIDATES**

1. Ensure that you write your computer number, and not your name on the answer booklet provided to you.
2. This paper has three distinct sections, and six (06) pages long.
3. Answer all questions in Sections A and B. Then in Section C, Q36 is compulsory – thereafter, you have to attempt any three from Questions 37-41.
4. Take special note of the additional instructions associated with the conduct of examinations.

**SECTION A: MULTIPLE-CHOICE ITEMS (20 marks)**

**Select the best plausible and write down its representative letter in the answer booklet.**

1. Globalization impacts on the delivery of formal education even in Zambia, e.g.
  - a) the growing emphasis on teaching in local languages
  - b) insisting that co-education institutions be abolished
  - c) the accelerated use of internet-based learning
  - d) the increased pace of training teachers while maintaining a recruitment freeze
2. How can one best protect oneself from getting infected with HIV:
  - a) keeping oneself physically far from the known victims – including relatives
  - b) avoiding handshakes with all those you do not know well especially in public
  - c) avoiding direct contact with other people's body fluids
  - d) frequenting the nearest counselling and testing centres
3. ....is a reliable technique for understanding people's preferences in groups:
  - a) acculturation
  - b) sociometry
  - c) psychoanalytic therapy
  - d) psychometric analysis
4. The distinctive manner a school/college is managed – including all the scheduled activities, ceremonies and anniversaries
  - a) Open day
  - b) counter-culture
  - c) organizational socialisation
  - d) school culture
5. In relation to Tuckman's model, which stage is considered the most troubled?
  - a) storming
  - b) adjourning
  - c) mourning
  - d) crowning
6. Choose the concept referring to society's understanding of being male, or female:
  - a) intimidation
  - b) gender-schema theory
  - c) sex roles
  - d) gender
7. Identify the socialization agency which **is not** a social institution:
  - a) family
  - b) peer groups
  - c) the religious establishment
  - d) the education system
8. The repetitive patterns of behaviour that are typical of our routine lives are known as:
  - a) pattern process materials
  - b) social processes
  - c) interactive encounters
  - d) social interaction

9. In many instances an organization chart depicts that institution's structure, and can rightly be described as a
- a) stratification
  - b) status
  - c) stratum mobility
  - d) intra-generational mobility
10. How should the teacher's ideal relationship with learners in tertiary education be?
- a) ideally domineering
  - b) equal partners
  - c) it is not for the teacher nor the learner to treat the other with consideration
  - d) mutually respecting
11. Select the sociological theory that explicitly cautions teachers from calling lowly performing learners by derogatory names
- a) Discrimination-bias theory
  - b) Labelling theory
  - c) Teacher-Expectancy Effect
  - d) Exchange theory
12. Which of the following theories is the scholar RK Merton mostly associated with?
- a) self-fulfilling prophecy
  - b) looking-glass self
  - c) teacher-expectancy effect
  - d) role-taking theory
13. From the following, select the most meaningful definition for Sociology of Education:
- a) a systematic study of social behavior and human groups
  - b) the study of interactions between the individual, education system and society
  - c) comparisons in the operation of schools at various levels in the country
  - d) the application of sociological theories in solving social problems in society
14. While the debate continues on the status of teaching, choose one feature of true professions that teachers generally fall short of:
- a) the likelihood of getting into formal employment
  - b) recognition by the Government as being essential workers
  - c) the high prestige in society's perception
  - d) relatively lower levels of economic rewards for services rendered
15. How do sociologists best relate social stratification and formal education?
- a) in essence, they see nothing of significance
  - b) they seldom or rarely find a positive relationship
  - c) people placed in the higher strata face greater challenges in education
  - d) the higher on the social scale, the wider are chances to attain more education
16. ....manifests whenever two or more people engage in one or another kind of communication – even if it comes in the form of a quarrelling or fighting
- a) social interaction
  - b) co-operation
  - c) conflict
  - d) competition

17. Which of the following is an example of 'formal' socialization?
  - a) when a child visiting relatives in another town goes with cousins to play
  - b) during break-time when peers are sharing a snack
  - c) a team of TVTC lecturers playing social football with Roan United
  - d) a lecturer presenting a lesson on academic writing skills
18. Among the family factors frustrating many learners' academic progress is
  - a) allowing that learner, freedom to enjoy all leisure including nights-out
  - b) repeatedly praising such a learner for brilliant performance
  - c) verbal abuse within the home environment
  - d) indifference, especially reluctance by the learner, to study
19. Which set of scholars outlined the life-cycle of social movements?
  - a) Spector and Kitsuse
  - b) Blumer and Smelser
  - c) Turner and Killian
  - d) Le Bon and Blumer
20. From Hellen Horowitz's findings on student subcultures, which one often manifests in the form of students who place a lot of emphasis on leisure?
  - a) Academic subculture
  - b) Ritualists
  - c) Collegiate
  - d) Vocational

**SECTION B: CONCEPT IDENTIFICATION/COMPLETION TYPE (30 marks)**

Supply the concept being referred to, **in single words or short phrases** in each case:

21. Mention any four demographic variables.
22. What are the four frequently cited categories of social movements?
23. State four adverse effects of HIV/AIDS on the education system.
24. Offer four distinct reasons a college student would create or join a group.
25. In Durkheim's early studies on suicide, he identified four specific types which can be listed as...

**Questions 26-35 require only a single-word answer each:**

26. One of the stages in the life-cycle of social movements is....
27. Among the elements of culture, a good example is a rebuke from the teacher, to a learner who frequently arrives late for lessons.
28. The word.....is used to describe a strong feeling of helplessness experienced by people when the normative structure in society seems to have collapsed.
29. This tendency of labelling an entire category of people based on a particular characteristic such as their race or physique, often negatively, is.....

30. Social rewards that students strive for when they contest for positions in their Union Executive include this one....
31. ....is the series of activities that involve one who knows, imparting knowledge, skills and attitudes to the ones who are still naïve.
32. A common definition of this concept is “an attempt at influencing the activities of followers through communication processes, towards attaining a goal”.
33. In a few words, the concept.....is simply the established life-style of a distinct people.
34. ....is the treatment of one segment of the class with partiality, either favourably or in a negative manner, e.g. learners with special needs.
35. This word is an expectation by society upon students, and it forms a complementary role to teaching.

**SECTION C: SHORT-ESSAY TYPE (50 marks)**

**Question 36 is compulsory and should be 200-250 words long. Then there is a separate instruction for the optional questions below it.**

36. Since it is widely acknowledged that education is crucial to national development:
  - a) Identify and explain four important social functions of education in a less-developed country like Zambia, citing a familiar example in each case.
  - b) Offer two criticisms the Marxists make of the Functionalists' conviction that 'education equalizes life-chances for all in society'. (20 marks)

**Select any three questions below, and write concise expositions of 100-120 words in each case. Aspects such as the scholars concerned, definition/description of the concept and its significance in teaching-learning contexts are essential.** (30 marks)

37. Starting with naming the scholar(s) involved explain how the phenomenon called 'Teacher-Expectancy Effect' operates in the classroom.
  - b) Offer two examples of its positives, and two negative outcomes thereof. (10 marks)
38. To be realistic, it seems everyone who is conscious of one's own tribe is ethnocentric/tribalistic in one context or another to varying extents.
  - a) Provide an objective definition of 'tribalism'
  - b) Show using two clear examples how tribalism in the classroom/school can damage teaching-learning experiences.
  - c) Give two logical recommendations to help overcome tribalism in Zambia. (10 marks)
39. Define the word 'status' in sociological terms.
  - b) Bearing in mind that a school may qualify as a mini-social structure, list down four important roles of a typical Zambian secondary school teacher.
  - c) State four characteristics of true professions that are not readily manifest in the teaching fraternity. (10 marks)

- 40.** After giving a short historical background, cite and briefly explain four main ideals which advocates of the New Sociology of Education insisted upon.  
(10 marks)
- 41.** A university or college is typically a formal organization, with features synonymous with bureaucracy. List down and briefly explain four important characteristics of an ideal bureaucracy.  
(10 marks)

**END OF AUGUST 2018 EXAMINATION. BEST WISHES TO YOU ALL!**

## MARKING KEYS AND MODEL ANSWERS

SOE 18Ag 2

### SECTION A: MULTIPLE-CHOICE TYPE (1x 20= 20 marks)

1. C	6. D	11. B	16. A
2. C	7. B	12. A	17. D
3. B	8. B	13. B	18. C
4. D	9. A	14. C	19. A
5. A	10. D	15. D	20. C

### SECTION B: CONCEPT IDENTIFICATION/COMPLETION TYPE (30 marks)

**21.** Demographic variables with a significant impact on school enrolment levels:

- Fertility rates
- Birth rates
- Infant mortality rates
- Income levels
- Migration patterns

(1x4= 4 marks)

**22.** The four frequently cited categories of social movements

- Reform
- Revolutionary
- Resistance
- Utopian

(1x4= 4 marks)

**23.** Four adverse effects of HIV/AIDS on the education system

- Declining birth rates lower enrollment levels
- Infected teachers and learners suffer stigmatization
- Sickly learners miss lessons
- Sickly teachers cannot fully perform duties
- Sick-offs lead to lost man-hours
- It increases learners' drop-out rates
- Some funding goes to AIDS activities

(1x4= 4 marks)

**24.** Reasons for joining groups within school:

- Groups satisfy social and physical needs
- Certain tasks require group participation
- Need for personal or group security
- To access certain knowledge or information
- Group membership sometimes gives social identity
- Membership may raise prestige

(1x4= 4 marks)

**25.** The four specific types of suicide identified by Durkheim:

- Anomic
- Altruistic
- Egoistic
- Fatalistic

(1x4= 4 marks)

**For each of these correct single-word answers (26-35), 1 mark to be given**  
(1x10= 10 marks):

- 26. Agitation, legitimation, bureaucratization, institutionalization (any can do)
- 27. Sanctions
- 28. Anomie
- 29. Prejudice
- 30. Authority/power
- 31. Teaching
- 32. Leadership
- 33. Culture
- 34. Discrimination
- 35. Learning

**SECTION C: SHORT-ESSAY TYPE (50 marks)**

36. Since it is widely acknowledged that education is crucial to national development:
- a) Identify and explain four important social functions of education in a less-developed country like Zambia, citing a familiar example in each case.
  - b) Offer two criticisms the Marxists make of the Functionalists' conviction that 'education equalizes life-chances for all in society'. (20 marks)

**Define 'Education'**

Farrant (2005) writes: "Education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed". **2 marks**

What is meant by '**national development**'?

The progressive improvement in the physical infrastructure, availability of affordable needs and wants, as well as a marked rise in the quality of life in a country. **2 marks**

**Four important functions of education:**

- o Education is a crucial channel through which the cultural heritage of a society is transmitted.
- o Education enables children to internalize the social rules that are essential to the normal and smooth functioning of society. For instance by learning and internalizing gender and occupational roles in the context of school, these young learners are being prepared in essence for their adult roles.
- o Education also bestows status.
- o Formal education equips learners with specialized knowledge and skills - enabling such beneficiaries to lead more economically productive lives.
- o It facilitates social solidarity, political integration and patriotism.
- o Education plays a developmental role in terms of individual intellectualism, emotional maturity and general personal adjustment in behaviors. **2x4= 8 marks**



#### **Four good examples of such functions of education in a nation like Zambia**

- In the teaching and learning of language, history, the norms, value systems and sanctions. Hence it plays an important role in the socialization of children (and adult learners of course).
- Education is seen as a socialization agency because it helps impart essential values such as respect, dignity, hard work, and punctuality
- On the bestowal of status, it is clear that people who have accumulated higher and specialized training generally are ranked highly in the stratification system
- The acquisition of specialized knowledge and skills helps such trained people to become more economically productive. For instance, trained craftsmen and higher professions like lawyers often enterprise successfully on their own
- A vivid example of the integrating function is evidenced by the unity of an otherwise multi-ethnic or multi-cultural society. In Zambia, it is formal education that has stimulated rational thinking to help build a united nation **1x4= 4 marks**

#### **From a Marxist stand-point, two criticisms of the Functionalist view of education being an equalizer of life-chances.**

- There are still plenty of variations in the opportunities people from different socio-economic backgrounds experience when trying to enter formal education
- Since the education system itself manifests a stratified array of institutions with varying levels of prestige, the presumed 'equal chances' gets eroded
- The reality of many learners with potential to progress far in formal education dropping by the wayside due to lack of support is another criticism **2x2= 4 marks**

- 37.** Starting with naming the scholar(s) involved explain how the phenomenon called 'Teacher-Expectancy Effect' operates in the classroom.  
b) Offer two examples of its positives, and two negative outcomes thereof.  
(10 marks)

The scholars: Lenore Jacobson and Robert Rosenthal **2 marks**

Description of the Teacher-Expectancy Effect:

The tendency by teachers to assess learners in subjective terms rather than on the basis of the learners' actual capabilities. **2 marks**

Explanation of the TEE:

Teachers often develop preliminary impressions about learners, which may have long-term influence on how the teacher will assess such learners. A student who seems active in class can easily be misunderstood to be intelligent. **2 marks**

Two examples of the positive outcomes of TEE:

- The teacher is likely to award more marks to students who gave an impression of being intelligent, even when they do not deserve (especially in essay-type work)
- For those students who the teacher perceives to have strong leadership qualities, appointments like class host are very likely. **2 marks**

Two examples of negative outcomes of TEE:

- There is a great risk of the teacher misunderstanding the quiet learners, as being slow learners, thereby involving them very little in class
- When students observe that the teacher shows undeserved favour to some individuals in the class, it can cause discontentment. **2 marks**

**TOTAL: 10 marks**

**38.** To be realistic, it seems everyone who is conscious of one's own tribe is ethnocentric/tribalistic in one context or another to varying extents.

- a) Provide an objective definition of 'tribalism'
- b) Show using two clear examples how tribalism in the classroom/school can damage teaching-learning experiences.
- c) Give two logical recommendations to help overcome tribalism in Zambia.

Tribalism defined:

"In tribal societies, it is the set of attitudes and associated behaviours which unduly exalt the importance of one tribe above the other tribes" – Thompson (1995). **2 marks**

Two examples of the dysfunctions of tribalism in the classroom/school:

- Where the teacher repeatedly despises learners on account of their tribe to make them feel less important
- When some learners among themselves pass derogatory remarks on their peers from some tribes perceived to be 'bad'.
- Where instead of establishing a cohesive class, factions/cliques appear on tribal inclinations **2x2= 4 marks**

Two recommendations to help overcome tribalism in Zambia

- Families, the education system, the Church and the State should embark on a vigorous and sustained campaign to resocialise Zambians that no tribe is supreme in this country
- There should be a massive civic education campaign to sensitise Zambians on the dangers of giving one tribe domination over all others
- Citizens have to be encouraged to adopt the good practice of learning several Zambian languages
- The State may do well to adopt a neutral language (such as Nyanja) as the second official language since it appeals to all major tribal groupings.

**2x2= 4 marks**

**TOTAL: 10 marks**

- 39.** Define the word 'status' in sociological terms.
- b) Bearing in mind that a school may qualify as a mini-social structure, list down four important roles of a typical Zambian secondary school teacher.
- c) State four characteristics of true professions that are not readily manifest in the teaching fraternity.

Status defined:

Status refers to one's position or rank in relation to other people or groups. **2 marks**

Four roles of a typical Zambian secondary school teacher:

- Preparing schemes of work
- Developing lesson plans
- Delivering lessons
- Conducting assessments of learners' work
- Providing counselling services as the need arises

**1x4= 4 marks**

Four characteristics of true professions (but not readily manifest in teaching):

Ingersoll and Perda (2008) write that sociologists characterize professionals by several factors:

- i. Credential and licensing requirements for entry (into the profession)
- ii. Induction and mentoring programs for entrants
- iii. Professional development support, opportunities, and participation
- iv. Specialization
- v. Authority over decision-making
- vi. Compensation levels
- vii. Prestige and occupational social standing

**1x4= 4 marks**

**TOTAL: 10 marks**

- 40.** After giving a short historical background, cite and briefly explain four main ideals which advocates of the New Sociology of Education insisted upon.

The New Sociology of Education arose in the mid-1960s in England, inspired by Symbolic-interactionist ideology, the writings of scholars like Peter Berger, Alfred Schutz and Luckmann. There was also a growing discontentment with Functionalist dominance in educational policy, the functionalists' endless quarrels with the Marxists and the despised 'political arithmetic' movement.

**2 marks**

It is, primarily concerned with the following issues:

- the content of education rather than the structure or organisation of the education system. The exponents of this approach focus on the curriculum on the education knowledge imparted by the school. They are concerned with the concepts that teachers possess of, for example, 'bright' and 'dull' children, 'academic' and 'non-academic' children.
- In the new sociology of education, it is alleged that the functionalist and the conflict **take a microscopic view without including a micro-level of analysis.**
- **They are essentially theoretical instead of being practical** is another argument they gave on the functionalist and the conflict.

For instance, as a functionalist, Durkheim maintained that society can only survive if there exist among its members a sufficient homogeneity or oneness.

- Scholars of the new sociology of education also argue that the two perspectives in question are **largely descriptive, rather than being explanatory too**. This means that they have failed to explain clearly what really happens instead they are much into descriptions of the same perspectives.
- The last one on the ideals, as argued by the scholars of the new sociology of education being that, **the two perspectives are overly oriented towards policy**, instead of focusing on the dynamics of the curriculum, on what constitutes 'knowledge' which the school imparts in the learners, and what the school understands of the functions of education. **2x4= 8 marks**

**TOTAL: 10 marks**

- 41.** A university or college is typically a formal organization, with features synonymous with bureaucracy. List down and briefly explain four important characteristics of an ideal bureaucracy. (10 marks)

Ideal Bureaucracy is a concept often attributed to Max Weber – a framework that was meant to describe how formal organisations could best be set up for the utmost efficiency. Bureaucracy basically refers to a form of organization that is characterized by a rigid authority structure and based on written rules and regulations. **2 marks**

Four important features of an ideal bureaucracy:

- Chain of command
- Division of labour/Specialisation
- Written rules and regulations
- Impersonality
- Recruitment and promotion on merit

**1x4= 4 marks**

Brief descriptions of Bureaucracy's features:

- The chain of command is what is depicted on the organization chart. In essence it shows the various offices in the organization from the highest to the lowest.
- Division of Labour – sometimes referred to as Specialisation. The ideal situation here was that workers ought to be deployed to perform specific tasks rather than performing a variety of tasks.
- Written rules and regulations: Bureaucracies are supposed to be guided by norms that are formal and on paper.
- Impersonality: In bureaucracies staff ought to relate among themselves and with outsiders visiting in a formal, business-like manner
- Meritocracy: Bureaucracies are supposed to recruit and promote people on merit for the sake of fairness rather than on subjective grounds. **1x4= 4 marks**

**TOTAL: 10 marks**

