

Integrating Sociology Theories Into Education And Schools

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ABSTRACT

Sociology of education has adopted a historical turn by breaking away from the prevalent understandings of ideas. Integration of sociological ideas in education is becoming a global trend, with important implications for long-term development. The sociology in education has developed a range of sociology theories. This study examines the changes that the field of educational sociology has undergone and continues to undergo as a result of critical interventions.

INTRODUCTION

Education has grown dramatically in every corner of the world during the last century. This has resulted in a large community of people who have been educated in institutions that share a rationalistic and universalistic ethos (Oliveira and Silva 2020). Individuals can only learn so much on their own. Others play a vital part in his education and contribute significantly to his progress. The people are crucial in which they learn for what another people learn. The social activity is the result of such type of education (Durand, Grant, and Madsen 2017).

Educational sociology is a well-known field of sociology that also contributes to educational research and instruction formulation and production. The enormous growth and scope of education in the society is referred in the sociology education which is probably one of the most important subfields within sociology. Education starts from birth and lasts until one dies. Sociologists are more interested in the kind of regulated, systematic learning that takes place in official institutions (Barton 2018). As a result, educational sociology, sometimes known as "educational sociology," focuses primarily on formal education, such as universities, colleges, and schools. The standard body of knowledge is ensured through

these organization and passes the values down to future generations.

Emile Durkheim was the first to suggest that education should be approached from a sociological perspective. He saw education as primarily social in nature and purpose, and as a result, the philosophy of education ties to sociology more clearly than any other study. He examined that the education is an ever-changing process, dynamic and slightly efficient than a static phenomenon (Durand, Grant, and Madsen 2017).

Sociology in education is a subject that observes education from a sociological viewpoint, assuming that education is viewed as a social reality, a progression, and an institution with a social role and socially determined consequences (Evans and Davies 2017). Only once the social side of education was recognised did educational sociology arise.

The study of how public institutions and individual experiences impact education and its outcomes is known as educational sociology. It focuses on public educational institutions in modern industrial civilizations, as well as the emergence of higher, further, adult, and continuing education. It's a philosophical and sociological notion that deals with ideologies, curricula, and educational methods for imparting and managing knowledge, as well as

individual and civilization social reproduction (Mohajan and others 2018). It focuses on the interactions, activities, and reactions of the teachers and students in the classroom. It focuses on societal concerns related to education.

Educational sociology illuminated the importance of many parts of society interacting with an individual. It emphasised the value of education in society's advancement. Concerns with education and teaching were considered as societal issues (Kirchgasler 2017). Despite the fact that sociology of educational made everyone aware of the social nature of education, expressed ideals by which educational planning was engaged, and utilized hypothetical knowledge is collected through research conducted by sociologists or educational sociologists, it was discovered that there seemed to be a misunderstanding about the proper scopes of sociology of educational should be. There were some discussions on which studies should be classified as educational sociology.

RELATED WORK

Early classical sociological concepts, notably those of Durkheim and Weber, revealed that education is formal, i.e., universities and schools, was critical not only in transient on society's social and heritage is cultural, also in preserving and generating social inequities (Serpa 2018). These differences were useful in Durkheim's example since they aided in the detection of innate aptitude and motivation among students. The inequalities, according to Weber, had less to do with education and more to do with societal divisions caused by cultural and political disputes. Despite the fact that Marx never developed a intelligible educational theory as part of his analysis of capitalism, his ideas ultimately spawned a critical neo-Marxist educational perception that saw education as a form of "symbolic violence" in which educational processes reproduce the social class structure (Banfield 2015).

The sociological study of education has been inclined by a number of novel and more comprehensive theoretical perceptions (Robinson 2017). In fact, almost every theory in the social sciences has been used in some way to the study of educational processes. These views are common in schools or linked clusters where a single underlying worldview is dominant. This critical approach served the dual objectives of disclosing what actually happened in the process and structure of schooling, as well as releasing and empowering those students who were oppressed and disadvantaged as a result of it. This perspective employs reflection, which frees or liberates actors from false theories and leads to specific recommendations for alleviating oppression. As a result, there are several sociological theories, each with its own focus dependent on whatever characteristic of education is being explored.

Bibliographic studies or electronic usage of studies evolved with the growth of technology, according to a large quantity of research (Damerchiloo et al. 2020). Traditional techniques of looking for information in libraries and reading old texts, as well as travelling hundreds of kilometres for study, have finally come to an end. It is because of current technology, which transforms and converts all old and new text/knowledge into internet webs. It began in industrialised nations, as knowledge was changed from conventional five library techniques to e-libraries. All knowledge about education, educational management, and reforms is available online in most industrialised nations (Ullah and Shoaib 2021). The industrialised nations have made it easy for their fellow citizens to have access to information. Similarly, an internet data base was created, as well as worldwide citation categories.

FUNCTION OF SOCIOLOGY

Sociology aids in the investigation and elucidation of many sorts of social interactions that form such social phenomena. It is

concerned with determining why certain unwanted behaviours appear in humans and how such behaviour may be regulated and rectified (Youdell 2016). For example, there are social deviants in society who are likely to be initiated or apprehended into such inappropriate behaviours owing to ignorance and other factors beyond the victims' control. Sociology has a vested interest in probing into the root reasons of inappropriate behaviour through critical analysis in order to manage and remedy such misbehaviour. For example, if an individual exhibits inappropriate antagonism and other associated behaviour while interacting with others, the necessity to study such behaviour for reconstruction and reformation emerges.

Sociology explains society's members how authority and power are established, as well as why particular values, conventions, beliefs, and practises are upheld. When it comes to the taste of power or the employment of privileged positions, all humans are basically the same. Because of the rewards that come with power and authority, everyone has a strong desire to hold on to it (Schwyter 2016). Sociology also tries to figure out how the many sub-systems of society interact. It investigates the interaction between the political and economic systems, as well as the relationship between the educational and political systems, and the legal and religious systems, among other things (Swift 2017).

Sociology engages people with societal changes and the consequences of such changes on human existence. Sociology demonstrates that society is both dynamic and transient in nature. Individuals learn in sociology that society is not static, which necessitates dynamism in people's thoughts and acts in order to be completely integrated from time to time (Ashwin, Abbas, and McLean 2014).

Sociology is the study of human origins and various types of social orientation. There are differences in cultural background and upbringing within the sociocultural milieu. The

values, beliefs, behaviours, and concepts that a person internalises, conceptualises, expresses, manifests, and exhibits are heavily influenced by the environment in which he or she is born and raised. An individual who understands sociology is gifted with a broad view of other people's backgrounds.

Sociology is mainly concerned with human requirements. In society, there are basic social demands that people strive to meet in order to have a meaningful life and survive (Gouldner 2017). Sociology takes it upon itself to identify and explain how diverse human wants are supplied and satisfied in society. People are taught in sociology to only seek to reach and satisfy those basic demands that would help them live a decent and meaningful life. It illustrates the risks of taking a risky, aggressive, and unhealthy approach to meeting one's demands.

METHODOLOGY

The sociological study of education has always relied on mainstream sociological research methods (Blackstone and others 2018). Due to the specific problems of studying sociological educational systems and processes, which are in schools and universities, the field has also been a hotbed for the invention of research methodologies. The quantitative analysis have finally complete their mode into mainstream sociology. Educational research methodologies included both qualitative and quantitative approaches.

SOCIOLOGY THEORIES INTO EDUCATION

1. Functionalism Theory

In today's world, education serves several objectives. Socialisation, social integration, social placement, and social and cultural innovation are among them. Child care, peer bonding, and unemployment reduction by keeping high school students out of full-time jobs are all latent functions. Because all of these tasks cannot be

handled adequately, educational institution challenges hurt society. The reputation of education in meeting a society's multiple necessities is emphasised by functional theory. The purpose of education is to socialise kids, which is maybe the most essential goal (David and Ibrahim 2020). Education provides children with the standards, values, and skills they'll need to operate in society.

The purpose of education is to help people integrate into society. Functionalists believe that for a society to work, people must have a common set of beliefs and values. The creation of such common views was one of the purposes of the nineteenth-century system of free, compulsory education. The goal of education is to improve one's social standing (Taylor 2020). As early as primary school, teachers and other school officials categorise pupils as bright and driven or less brilliant and educationally challenged. Based on how they are identified, children are taught at the level that is deemed to be the most appropriate for them. In this sense, they appear to be preparing for their later life station. Education also involves a variety of latent functions, which are side effects of going to school and getting an education rather than being a direct outcome of the education.

2. Conflict Theory

In conflict theory, the functions are not challenged. It does, however, provide some of them a fresh perspective by emphasising the role of education in social inequality (Andres 2016). In elementary school, students who are considered brilliant by their teachers are placed in faster tracks, while those who are slower are sited in slower tracks; in high school, the three most common tracks are general track,

college track and vocational track,. Tracking guarantees that kids learn as much as their abilities allow them to and that slower children are not educated beyond their abilities. Tracking, on the other hand, conferring to conflict theorists, leads to social inequality by segregating children into faster and slower tracks (Aye 2020). According to conflict theorists, standardised examinations are culturally biased and hence contribute to the persistence of social inequalities.

3. Symbolic Interactionism

One of the most significant theoretical schools in sociology is symbolic interactionism (Carter and Fuller 2015). The person's relationship to the social system, as well as the possible interplay between the individual and others, are the cornerstones of symbolic interactionism, according to interactionists. Humans participate in social behaviour based on meanings received from social sources, including their own experiences, according to the interactionist approach. Individuals who use the symbols learn their meanings from others and modify or adapt them to some extent (Sudtho, Singhasiri, and Jimarkon 2015).

Humans develop a reflective and reflexive "mind" when they acquire and employ symbols and make meanings for objects in their social environments. The mind is a progression that grows as humans strive to adapt to their environment, rather than a structure (Carter and Montes Alvarado 2019). The self is a key concept in Mead's work. The mind and the self are mutually exclusive, and neither can live without the other. As a result, one cannot think about oneself without a mind, and one cannot have a mind, much less engage in self-dialogue, without a self.

Humans are the agent and reactors of the sociological education and they sense of self is both a process and product, the large society is shaped at the same time.

4. Resistance Theories

Resistance theory was developed by scholars at the Birmingham Centre for Contemporary Cultural Studies in British Cultural Studies. Resistance theory has been developed theoretically and is often discussed in sociological books and periodicals. Resistance theory has been the subject of extensive theorization, discussion, adaptation, and critique since its bold entry, spawning a now-voluminous literature. In educational research, the idea of resistance is utilised to describe the conflicts between pupils and schooling procedures (Zborovsky and Ambarova 2019). Resistance research has mostly focused on oppositional behaviours that contribute to academic failure in pupils. These studies also look at rebellious student activities that go beyond passive political opposition to educational procedures.

DISCUSSION

The value of sociological research on the transformational effects of education and schooling on society. Higher education is responsible for the creation of the fundamental aspects of today's rationalised and globalised society, as well as the foundation for global integration and the modern service economy. Higher education alters national and global communities by expanding professions, rationalising governmental and social processes, establishing common frameworks, and connecting local societies to the global society. The implications for global society theory, which has focused on formal international institutions and treaties as a source of social change and a conceptual lens for

defining what world society is. Higher education is a necessary building block for the growth of a self-aware global society.

CONCLUSION

The sociological in education covers a wide range of topics in both education and sociology. Education is incredibly comprehensive, and there is rarely a society sector where it is not significant, due to its pervasiveness into all aspects of people's lives as well as the functioning of society as a whole. Since Emile Durkheim began lecturing on educational sociology to his pupils, a lot has changed. In the fields of education and sociology, educational sociology holds a prominent position. It has made significant contributions to education research, as well as to broader disciplines of sociological study in general, in terms of both theory and research methodology.

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